POPULAR DEMOCRACY IN ACTION

Urban Youth Collaborative

Policy Brief: Young People's Vision for Safe, Supportive, and Inclusive Schools

INTRODUCTION

This policy brief provides a blueprint for safe and supportive schools.[1] The young people who navigate interpersonal conflict in schools and experience harm due to harsh policing and disciplinary policies, are uniquely situated to lead the dialogue about developing truly safe and just learning environments. This report highlights priorities from the Young People's School Justice Agenda – the vision for safe, supportive, and inclusive schools developed by youth leaders organizing to transform their schools and communities.[*] Supportive approaches to improving school climate are proven to be more effective at helping students address the root causes of conflict and reducing school infractions, thus actually creating safer schools than punitive policies such as suspensions and policing.[2]

When young people close their eyes and think about what they need when they are feeling bullied, need to solve conflict, or want their learning environments to be inclusive, they do not imagine metal detectors and police officers. They imagine safe spaces where they can receive support from staff trained in social and emotional development. When schools allow students to lead efforts to transform school culture and climate, they develop fairness committees, expand peer mediation, build restorative justice teams, and create safe spaces where peers who feel isolated or bullied can build strong and trusting relationships. Students are changing the paradigm of discipline and punishment and advocating for schools to respond to the needs of all students, but especially the most vulnerable students, by pulling every student into systems of support and refusing to expand practices that treat them as disposable.

New York City (NYC) must reimagine safety in its schools by prioritizing what young people need most – comprehensive social, emotional, and mental health supports. This blueprint provides the following recommendations:
- Increase the number of **trained and supervised full time guidance counselors and social workers.** The ratio of student to guidance counselors in underserved schools

---

[*] The full Young People's School Justice Agenda is presented in a report by the Urban Youth Collaborative and Center for Popular Democracy, "The $746 Million School-to-Prison Pipeline: The Ineffective, Costly and Discriminatory Process of Criminalizing New York City Students," released in April 2017. The report is available at populardemocracy.org/STPP_Report.

should be 1:100 and at least 1:250 in every other school.
- **Implement Restorative Justice citywide**, focusing on underserved schools. Provide training in restorative practices and funding for schools to hire full-time restorative justice coordinators.
- Create and adequately fund a citywide **mental-health service continuum**. Implementation should focus on bringing support to high-needs schools.

NYC should also cultivate safe and inclusive school environments through the city wide expansion and implementation of Culturally Responsive Education,[3] Comprehensive Sex Education,[4] and Gender and Sexuality Alliances.

Mayor de Blasio's administration has fostered public dialogue around school discipline, limited the use of exclusionary discipline for minor infractions, and provided resources for pilot initiatives to expand the use of positive approaches to school discipline. Under Chancellor Fariña, the Department of Education (DOE) has hired more than 130 new guidance counselors. The New York City Council also made possible the hiring of the first-ever DOE LGBTQ Community Liaison.[5] While these steps represent real progress, far more is left to do. Reforms need to be expanded to scale and be implemented citywide to fully realize a change in culture.

In addition, the city must reverse policies that have proven ineffective at creating safe and supportive environments for students – policies that promote the exclusion and criminalization of students. **In particular, New York City should end arrests, as well as the issuance of summonses and juvenile reports, in schools for non-criminal violations and misdemeanors; institute a moratorium on the installation of new metal detectors in schools, and remove existing metal detectors; and, remove police officers from schools.** The city must divest from systems that harm young people and invest in the support and resources needed to help foster safe and supportive school communities.

POLICY RECOMMENDATIONS

1. INCREASE THE NUMBER OF TRAINED AND SUPERVISED FULL-TIME GUIDANCE COUNSELORS AND SOCIAL WORKERS

Guidance counselors and social workers provide critical services to create safe and supportive schools. The student-to-guidance counselor ratio needs to be drastically reduced to 1:100 for schools with high needs populations.[6] Schools serving general education students can maintain a 1:250 student to counselor ratio.[7]

NYC currently employs far fewer guidance counselors than needed. A contributing factor to the insufficient staffing levels is a hiring freeze instituted by Mayor Bloomberg in 2009 that set the City's progress back.[8] The current ratio of students to full-time guidance counselors is 1:407.[9] As a point of comparison, the ratio of students to New York Police Department School Safety Division personnel is 1:207.[10]

Effect of Counselors and Social Workers on School Safety

Increasing the number of school counselors has been directly linked to a reduction in fights, bullying, and school infractions. The presence of school counselors has been proven to foster a sense of belonging for young people, and a better relationship between school staff and students.

- One study revealed that additional funding for counselors "reduce[s] the likelihood of disciplinary incidents, such as weapon-related incidents and student suspensions." In addition, "[i]ncreases in counselors moderate relatively severe behavioral problems."[11]
- Students attending middle schools with comprehensive counseling programs reported (a) feeling safer in their schools, (b) better relationships between students and teachers, which was also correlated with feeling safer in school and attending a school where there were fewer problems with the interpersonal and physical environment, (c) greater satisfaction of students with the education they were receiving in their schools, (d) perceptions that one's education was more relevant and important to one's future, and (e) earning higher grades.[12]
- Lower student to counselor ratios decrease "both the recurrence of student disciplinary problems and the share of students involved in a disciplinary incident." These findings were even more pronounced for students of color and students in poverty.[13]
- The implementation of a minimum counselor-to-student ratio or counselor subsidy in elementary schools "reduces the fraction of teachers reporting that their instruction suffers due to student misbehavior and reduces the fractions reporting problems with students physically fighting each other, cutting class, stealing, or using drugs."[14]

Policy Recommendation for New York City

In the last few years, New York City has begun to hire more school guidance counselors and social workers.[15] This is important and has added necessary capacity to some schools, but far too many schools still lack an adequate number of guidance counselors. With a 1:407 student-to-full-time-guidance-counselor ratio across the school system, further and more rapid investment is still urgently needed.

"Too often, I have seen a lack of support for students, myself included, because there is a lack of guidance counselors in schools. By having one guidance counselor for every 100 students, a counselor's workload will not only lessen, but the depth of the relationships they have with students will deepen."

Maybelen, Urban Youth Collaborative

- **Hire guidance counselors to match the recommended 1:100 student-to-guidance-counselor ratio in high needs schools.** Over the next two years, NYC should reach 1:100 in high needs schools. In the next five years, the City should hire enough guidance counselors to maintain the 1:100 ratio in high needs schools and reach 1:250 ratio in the remaining public schools.
- **Provide sufficient supervision structures for guidance counselors:** Due to the great deficiency in the number of guidance counselors employed by the city, guidance counselors are often unsupervised. To meet the ethical standards of the profession and ensure young people are receiving the best care, guidance counselors must be supervised by experienced professionals.

2. IMPLEMENT RESTORATIVE JUSTICE CITYWIDE IN ALL UNDERSERVED SCHOOLS

Restorative approaches have emerged as one of the most effective methods of shifting school policies toward creating nurturing, inclusive, and supportive schools.[16] Restorative Justice focuses on building strong relationships between everyone in the school community. These supportive relationships often prevent conflict from ever occurring. In dealing with conflict, restorative justice aims to heal relationships by bringing together everyone impacted by wrongdoing and collectively considering the needs and responsibilities of those involved.[17] Restorative practices emphasize holding each other accountable through communal dialogue that promotes inclusivity, constructive engagement and the restoration of relationships, rather than punishment and exclusion. NYC has begun pilot initiatives brining restorative practice training to all schools in District 18 and providing fifteen schools with funding to bring on a Restorative Justice Coordinator.[18]

"Punitive measures don't get to the root of the problem and don't provide help for people who have been harmed or have created the harm. Restorative Justice helps resolve conflict and tension, and helps people move forward, create safe spaces and build a supportive community."

Julian, Urban Youth Collaborative

Effect of Restorative Justice on school safety
Restorative practices have effectively improved school climate and reduced disruptive behavior and incidents involving fighting.[19] For example:
- The implementation of restorative practices in a Philadelphia school reduced violent and serious incidents by more than 52 percent in the first year and an additional 40 percent the following year.[20]
- In Denver, within two years of implementing restorative practices in a school, incidents of fighting fell by 80 percent.[21]
- Within one year, the implementation of restorative practices in an Oakland high school led to a 77 percent reduction in violence and elimination of racial disproportionality in discipline.[22]

Policy Recommendation for New York City
To reap the benefits of restorative practices, they must be implemented in a robust way. Here are core elements of implementing effective restorative justice:
- **Full-time restorative justice coordinator:** Schools need dedicated personnel for implementation of Restorative Justice practices. This person will drive the creation and delivery of trainings to the whole staff. The restorative justice coordinator will also facilitate restorative circles.
- **School-wide training and practice:** To truly be effective, restorative approaches need to be embedded within the school. To ensure community understanding and investment in this process, the coordinator needs to be given the resources to run regular trainings throughout the year.
- **Leadership of young people and parents:** Young people are necessary to the implementation of restorative practices. Their leadership should be leveraged to develop

and participate in running the restorative practices in their own schools. Parents also shape much of the school culture and their involvement in restorative practices can maintain the continuity between school and home.
- **Community involvement:** Restorative Justice offers schools the opportunity to develop partnerships with community based organizations with experience, expertise, and credibility in developing community solutions for safety beyond punishment and incarceration.

3. CREATE A CITYWIDE MENTAL-HEALTH CONTINUUM, STARTING IN UNDERSERVED SCHOOLS

In New York City, antiquated and misguided responses to mental health issues continue to utilize the NYPD as first responders to emotional and mental health crises in schools and communities. In just one year, the NYPD reported intervening during a "child-in-crisis" incident, which reflects a child experiencing what the NYPD perceives as a mental health emergency, 2,702 times and more than 1,300 students were sent to the emergency room for an emotional or psychological need.[23] Ninety-two percent of the young people "in crisis" were Black or Latinx.[24] More than 96 percent of the students who the NYPD reported handcuffing during these incidents were Black or Latinx.[25] Aside from mitigation, this was the most frequent type of police activity in schools.[26] Interactions such as these often re-traumatize vulnerable young people and bring them closer to the criminal legal system as opposed to mental and emotional health support systems.

Effect of Mental-Health Care on School Safety
Effective mental health care in school has been demonstrated to improve the overall health of young people, regulate their behavior, and encourage cooperative problem solving. Access to mental health care has improved behaviors in the school and decreased disciplinary actions.[27] For example:
- A study examined three school-based mental health clinics. All of the clinics reported fewer fights, improved student attitudes and behaviors, fewer suicide attempts, and increased student visits for mental health services.[28]
- A D.C. school based program that provides a continuum of care recorded significant improvements in young people's mental health. More than 40 percent of clients demonstrated measured improvement in problem severity and overall functioning.[29]
- A meta-analysis of the impact of school mental health interventions found that 62.5 percent of the interventions studied "demonstrated dually positive outcomes in regards to both mental health and education."[30]

Policy Recommendation for New York City
NYC must design a network of mental health services to support students along a spectrum of mental health needs. The network should provide the resources and infrastructure necessary to bring intensive support services to students within schools. As recommended in the Mayor's Leadership Team on School Climate and Discipline report released in July 2016, this continuum would connect in-school services with more intensive external services including existing hospital-based mental health clinics.[31]

- **Components of the continuum:** The continuum requires the city to establish school relationships with hospital-based clinics. In addition, call-in centers staffed by experienced mental health clinicians should be established to field calls from schools. These clinicians can help schools evaluate what constitutes a crises and reduce the overuse of emergency rooms. School Response Teams, each working with four schools, would work with students and also help the school officials learn how to better respond to mental health needs. Over a three-year timeframe the whole schools involved in this continuum should be trained in Collaborative Problem-Solving. Full-time school-based Behavioral Health Consultants should be hired to each work with five schools. Finally, the Department of Education should work with community organizations to ensure that there is robust data collection and program evaluation of this continuum.
- **Focus on high need schools:** The city must address the mental health service deficiencies in a comprehensive citywide method. Starting this citywide process with a focus on the highest need schools will have the greatest effect. More than 60 percent of all child in crisis interventions are in just 32 percent of the city's precincts.[32]

"Being an Afro-Latino LGBTQ man with a disability, I'm often targeted. One day in school I got really upset. The school ended up calling the School Safety Agent up to the classroom. When I saw them it made me even angrier. The school then called EMS. EMS arrived as well as police from the local precinct. At that point, I felt surrounded by police. That made me even more agitated. One put their hand on my arm and I screamed that no one should touch me. I was then handcuffed and taken to the hospital for a psych evaluation. It was really messed up. After this, I was immediately put on suspension and had to go to a Superintendent's Suspension hearing. The school was threatening to suspend me for a year. I couldn't believe it. I went to the hearing and the lawyer helped me to get immediately reinstated at school. Especially for students with disabilities and behavioral plans, like I have, these steps are not supposed to be taken by a school."

Markeys, Make the Road New York

4. CREATING INCLUSIVE SCHOOL ENVIRONMENTS

Ensuring safe schools will require inclusive school cultures. There are several programs, that have the support of young people, which create inclusive environments. Schools should provide Culturally Responsive Education (CRE). CRE is a method of rigorous, student-centered education that cultivates critical thinking instead of just test-taking skills; relates academic study to contemporary issues and students' experiences; fosters positive academic, racial and cultural identities; develops students' ability to connect across cultures; and, empowers students as agents of social change.[33]

In addition, Gender and Sexuality Alliances provide LGBTQ youth the space to express themselves. Starting these alliances with NYC schools will create safer spaces for LGBTQ young people. Finally, implementation of Comprehensive Sexual Education in all New York City schools will provide young people with the information they need to stay safe and the ability to make informed choices.[34]

5. END POLICING AND PUNITIVE PRACTICES IN SCHOOLS

Policing in NYC schools create extreme racial disparities. For example, Black girls are 12.7 times more likely to be arrested and 6.7 times more likely to be issued a summons than their White peers.[35] Black boys are 7.5 times more likely to be arrested and 4.6 times more likely to receive a summons than White boys.[36] In April 2017, Urban Youth Collaborative and the Center for Popular Democracy released a report, *The $746 Million School-to-Prison Pipeline: The Ineffective, Discriminatory, and Costly Process of Criminalizing New York City Students,* which highlighted more of these disparities along lines of race and disability.[37]

> *"School Safety Agents, to me, are just there to criminalize us with their hand wands, metal detectors, and always giving out summonses. But when you want to talk to a counselor or someone like that, you can't talk with them. They are always busy."*
>
> *Brandon, Make the Road New York*

Police in schools largely police low-level offenses, including normal youthful behavior. Nearly 78 percent of all arrests, summonses, and NYPD juvenile reports of young people in NYC schools are for misdemeanors and violations.[38] Research continues to show "broken windows" policing and criminalizing normal adaptive youthful behavior fails to correspond with safety, despite the belief that harshly punishing, policing, and incarcerating young people of color creates safer communities.[39] Our school communities should not rely on ineffective policies and practices that create pervasive and persistent racial injustices across multiple city agencies.

Effect of Policing and Criminalization on School Safety
Proponents of school policing and punitive disciplinary action often cite student safety as their primary justification. Yet there is no substantial evidentiary support for the proposition that police presence in schools and suspensions create safe learning environments.[40] To the contrary:
- A 2017 report from the Vera Institute of Justice shows increased incarceration has <u>no</u> association with lower violent crime rates; increased incarceration may actually increase crime; and, incarceration has only a minimal impact on property crimes.[41]
- A 2016 report from the NYPD's Inspector General found "no empirical evidence demonstrating a clear and direct link between an increase in summons and misdemeanor arrest activity and a related drop in felony crime" in communities.[42]
- Policing in schools does not reduce incidents of bullying or fighting.[43] Studies have shown that schools are no safer, even after years of punitive policing and disciplinary measures, than before such policies are implemented.[44]
- After reviewing several empirical studies examining the effectiveness of metal detectors, researchers found that there is insufficient evidence to demonstrate that metal detectors reduce school violence.[45]
- Rather than reduce school violence, scholars have found that the presence of police merely criminalizes typical adolescent behavior, such as disorderly conduct, even among similarly situated schools.[46]

Policy Recommendation for New York City
To reimagine safety in schools by prioritizing the social, emotional, and mental needs of young people it is critical that NYC divest from systems that harm communities of color and reinvest

those resources in the priorities outlined in the Young People's School Justice Agenda. Divesting from the criminalization of normal adaptive behavior of young people of color will require:

- **Ending arrests, summons, and Juvenile Reports in schools for non-criminal violations and misdemeanors. Create alternatives to arrests for felonies:** The NYPD should issue an Operations Order to end the practice of arresting and issuing summonses and juvenile reports to young people in school for low-level violations and misdemeanors. These policies will ensure that no student is torn away from their family or community, thrown into the criminal legal system, or made vulnerable to targeting for detainment and deportation by federal authorities.
- **Removing police officers and metal detectors and reallocating school policing funds for safe and supportive school priorities:** As the research demonstrates, police do not create safer schools and the city's current policing system has deepened existing racial inequities. Disciplinary matters should be handled within the school community through restorative practices, not through the criminal legal system. Metal detectors also do not keep young people safe or address the underlying causes of interpersonal conflict. Instead, metal detectors create a flashpoint between students and police and make students feel criminalized as soon as they enter the school building and ultimately disrupts any other efforts to ensure safe and supportive schooling environments.
- **Expunge students discipline records and prohibit sharing discipline records with colleges and universities:** Thousands of students already have discipline records due to overly-punitive suspension practices. The city should expunge young people's criminal and discipline records, particularly in recognition of the racial inequities in punishment.
- **Transform school based punitive discipline:** In addition to shifting away from punitive policing towards restorative practices, school-based discipline must transform. Some concrete policies to advance that change are ending suspensions for B21/A22 Defying Authority; mandating guidance interventions before the use of suspensions; and ending suspensions for Kindergarten - 3rd grade.

"So many students end up dropping out because of the police in schools and all these suspensions. Students know that if they get suspended, they know there are jail cells being built for them. The message is clear."

CONCLUSION

Estefany, Make the Road New York

New York City is on the precipice of moving towards school culture and climate priorities that are designed to meet the social, emotional, and mental health needs of young people, or moving back towards ineffective policies and practices that end up harming students who are most in need. By following the vision of young people New York City can ensure safe and supportive schools and finally break the school-to-prison pipeline. Young people are calling for solutions that address the root causes of bullying and conflict and lift up and recognize their humanity.

Young people have expressed a vision for their future. They see a future filled with hope and powerful contributions towards creating a just and thriving city for all communities. It is a future which depends on deeper learning and on schools that provide the support they need with ample opportunities to grow and thrive. To achieve this vision, New York City must invest deeply in creating citywide systems for hiring guidance counselors and social workers to meet the needed standards, implement restorative practices in all schools, and invest in comprehensive mental

health services that connect school-based mental health care to community and hospital based services. These are the needs of our young people. Youth leaders are prepared to help New York City achieve these goals. City officials must work directly with young people to help drive and implement the progressive policies that will ensure their safety and cultivate learning environments were all young people are valued and brought closer to networks of support.

ENDNOTES

[1] The report's main authors are the young people from Urban Youth Collaborative, supported by Katherine Terenzi from the Center for Popular Democracy, Roberto Cabañas from the Urban Youth Collaborative, and Kesi Foster and Sarah Landes from Make the Road New York.

[2] Jason P. Nance, Dismantling the School-to-Prison Pipeline, ARIZONA STATE LAW JOURNAL 48 (2016); *citing* Matthew P. Steinberg, et al., UNIV. CHI. URBAN EDUC. INST., Student and Teacher Safety in Chicago Public Schools: The Roles of Community Context and School Social Organization 46 (2011).

[3] COALITION FOR EDUCATIONAL JUSTICE, RACIAL JUSTICE IN THE CLASSROOM: CEJ PLATFORM FOR CULTURALLY RESPONSIVE EDUCATION (2017), *available at* http://www.nyccej.org/wp-content/uploads/2017/03/Final_Platform.pdf.

[4] Scott M. Stringer, NEW YORK CITY COMPTROLLER, HEALTHY RELATIONSHIPS: A PLAN FOR IMPROVING HEALTH AND SEXUAL EDUCATION IN NEW YORK CITY'S SCHOOLS (2017).

[5] *Compare* NEW YORK CITY DEPARTMENT OF EDUCATION REPORT ON GUIDANCE COUNSELORS; PURSUANT TO LOCAL LAW 56 OF 2014; February 15, 2017; NEW YORK CITY DEPARTMENT OF EDUCATION REPORT ON GUIDANCE COUNSELORS; PURSUANT TO LOCAL LAW 56 OF 2014; February 15, 2015, *both available at* http://schools.nyc.gov/community/city/publicaffairs/Guidance+Counselor+Reporting.htm; *see also* Rebecca Klein, New York City Schools Take Historic Step Forward For Gay Kids, HUFFPOST (Feb. 3, 2016), https://www.huffingtonpost.com/entry/jared-fox-nyc_us_56afd1b8e4b09214b14f3b57.

[6] EDUCATORS FOR SOCIAL RESPONSIBILITY, INCREASING COLLEGE ACCESS THROUGH SCHOOL-BASED MODELS OF POSTSECONDARY PREPARATION, PLANNING, AND SUPPORT (2009), http://www.engagingschools.org/wp-content/uploads/2014/05/Increasing-College-Access.pdf; *see also* THE MAYOR'S LEADERSHIP TEAM ON SCHOOL CLIMATE AND DISCIPLINE, MAINTAINING THE MOMENTUM A PLAN FOR SAFETY AND FAIRNESS IN SCHOOLS (2016), *available at* http://www1.nyc. gov/assets/sclt/downloads/pdf/SCLT_Report_7-21-16 (noting a 1:100 ratio goal in high needs districts); ENGAGENY, SCHOOL COUNSELOR UPDATE (2015), *available at* https://www.regents.nysed.gov/common/regents/files/meetings/SchoolCounselor.pdf (referencing a preferable 1:100 ratio).

[7] AMERICAN SCHOOL COUNSELOR ASSOCIATION, POSITION STATEMENT: COMPREHENSIVE SCHOOL COUNSELING PROGRAMS (2017), https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_ComprehensivePrograms.pdf.

[8] Philissa Cramer, No new hires, a cash-strapped DOE instructed principals today, CHALKBEAT (May 6, 2009), https://www.chalkbeat.org/posts/ny/2009/05/06/no-new-hires-a-cash-strapped-doe-instructed-principals-today/.

[9] *Compare* NEW YORK CITY DEPARTMENT OF EDUCATION REPORT ON GUIDANCE COUNSELORS; PURSUANT TO LOCAL LAW 56 OF 2014; February 15, 2017 (noting that NYC has 2,800 full-time guidance counselors); NEW YORK CITY DEPARTMENT OF EDUCATION, DEMOGRAPHIC SNAPSHOTS (SY 15-16), *available at* http://schools.nyc.gov/Accountability/data/default. htm (providing demographic information on general school population – noting a student population of 1,141,232 students).

[10] *See* THE CITY OF NEW YORK, ADOPTED BUDGET FISCAL YEAR 2017: SUPPORTING SCHEDULES, 724 (Fulltime headcount for School Safety Division equal 5,511).

[11] Reback, R., Non-instructional spending improves non-cognitive outcomes: Discontinuity evidence from a unique school counselor financing system. EDUCA. FINANC. POLICY (2010) 5 (2), 105–137, *available at* http://www.mitpressjournals.org/doi/pdf/10.1162/edfp.2010.5.2.5201.

[12] Lapan, R.T., Gysbers, N.C., & Petroski, G.F., Helping seventh graders be safe and successful: A statewide study of the impact of comprehensive guidance and counseling programs. JOURNAL OF COUNSELING AND DEVELOPMENT (2001) 79, 320-330. (The study surveyed 22,6601 students, and controlled for socioeconomic status and enrollment size.)

[13] Carrell, S., & Carrell, S., Do Lower Student to Counselor Ratios Reduce School Disciplinary Problems?, CONTRIBUTIONS TO ECONOMIC ANALYSIS & POLICY (2006) Vol. 5, Iss. 1, Art. 11, http://faculty.econ.ucdavis.edu/faculty/scarrell/counselors2.pdf.

[14] Reback, Randall, Schools' Mental Health Services and Young Children's Emotions, Behavior, and Learning, JOURNAL OF POLICY ANALYSIS AND MANAGEMENT (2010) 29(4), *available at* http://www.columbia.edu/~rr2165/pdfs/schoolsmentalhealth_april12_2010.pdf.

[15] *See above* note 9.

[16] THE OUSD RESTORATIVE JUSTICE TEAM, RESTORATIVE JUSTICE FOR OAKLAND YOUTH & BE THE CHANGE CONSULTING, OAKLAND UNIFIED SCHOOL DISTRICT RESTORATIVE JUSTICE IMPLEMENTATION GUIDE: A WHOLE SCHOOL APPROACH, 2, *available at* http://rjoyoakland.org/wp-content/uploads/OUSDRJOY-Implementation-Guide.pdf.

[17] *Id.*

[18] NYC Department of Education, SCHOOL ALLOCATION MEMORANDUM NO. 69, FY 2018 (Aug. 22, 2017), http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy17_18/fy18_pdf/sam69.pdf (noting the 15 schools that receive funding for coordinators); *see also* THE MAYOR'S LEADERSHIP TEAM ON SCHOOL CLIMATE AND DISCIPLINE, MAINTAINING THE MOMENTUM A PLAN FOR SAFETY AND FAIRNESS IN SCHOOLS (2016), available at http://www1.nyc. gov/assets/sclt/downloads/pdf/SCLT_Report_7-21-16. Pdf (explaining the District 18 implementation of restorative justice).

[19] Jason P. Nance, Dismantling the School-to-Prison Pipeline, ARIZONA STATE LAW JOURNAL 48 (2016); *citing* INT'L INST. FOR RESTORATIVE PRACTICES, IMPROVING SCHOOL CLIMATE: FINDINGS FROM SCHOOLS IMPLEMENTING RESTORATIVE PRACTICES 7 (2009) (noting that several schools have seen positive safety results from implementing restorative justice).

[20] INTERNATIONAL INSTITUTE FOR RESTORATIVE PRACTICES, FINDINGS FROM SCHOOLS IMPLEMENTING RESTORATIVE PRACTICES (2009).

[21] Thalia N. C. González & Benjamin Cairns, Moving Beyond Exclusion: Integrating Restorative Practices and Impacting School Culture in Denver Public Schools, JUSTICE FOR KIDS: KEEPING KIDS OUT OF THE JUVENILE JUSTICE SYSTEM, 253.

[22] Bay Area News Group, Fania E. Davis: Silver lining in the investigation of Oakland's school district, EAST BAY TIMES (Oct. 1, 2012), http://www.eastbaytimes.com/2012/10/01/fania-e-davis-silver-lining-in-the-investigation-of-oaklands-school-district.

[23] NYC DEPARTMENT OF EDUCATION, Local Law 93 of 2015 (Previously Local Law 6 of 2011) – Biannual Report July – Dec.; NYC Department of Education, Local Law 93 of 2015 (Previously Local Law 6 of 2011) – Biannual Report Jan.-June.

[24] *See* NEW YORK POLICE DEPARTMENT, NYPD REPORTS: SCHOOL SAFETY DATA, 1ST QUARTER 2017 SSA REPORT BY PRECINCT (2017); NEW YORK POLICE DEPARTMENT, NYPD REPORTS: SCHOOL SAFETY DATA, 2ND QUARTER 2017 SSA REPORT BY PRECINCT (2017), NEW YORK POLICE DEPARTMENT, NYPD REPORTS: SCHOOL SAFETY DATA, 4TH QUARTER 2016 SSA REPORT BY PRECINCT (2016); NEW YORK POLICE DEPARTMENT, NYPD REPORTS: SCHOOL SAFETY DATA, 3RD QUARTER 2016 SSA REPORT BY PRECINCT (2016); all available at http:// www.nyc.gov/html/nypd/html/analysis_and_ planning/reports.shtml.

[25] *Id.*

[26] *Id.*

[27] Jennings, J., Pearson, G., & Harris, M., Implementing and maintaining school-based mental health services in a large, urban school district. JOURNAL OF SCHOOL HEALTH, (2000) 70, 201– 206.

[28] Fiester, L., Nathanson, S. P., Visser, L., & Martin, J., Lessons learned from three violence prevention projects. JOURNAL OF SCHOOL HEALTH, (1996) 66, 344 – 346.

[29] Parks, B., Dubenitz, J., & Sullivan, M., D.C. Department of Mental Health School Mental Health Program SY 07-08 Report (2008), *available at* https://dbh.dc.gov/sites/default/files/dc/sites/dmh/publication/attachments/MentalHealthEvaluationReport07-08.pdf.

[30] Hoagwood, K. E., Olin, S. S., Kerker, B. D., Kratochwill, T. R., Crowe, M., & Saka, N., Empirically based school interventions targeted at academic and mental health functioning. JOURNAL OF EMOTIONAL AND BEHAVIORAL DISORDERS, (2007) 15, 66-92.

[31] THE MAYOR'S LEADERSHIP TEAM ON SCHOOL CLIMATE AND DISCIPLINE, MAINTAINING THE MOMENTUM A PLAN FOR SAFETY AND FAIRNESS IN SCHOOLS (2016), available at http://www1.nyc. gov/assets/sclt/downloads/pdf/SCLT_Report_7-21-16. pdf.

[32] NYPD 2016-2017 SSA Reports by Precinct.

[33] COALITION FOR EDUCATIONAL JUSTICE, RACIAL JUSTICE IN THE CLASSROOM: CEJ PLATFORM FOR CULTURALLY RESPONSIVE EDUCATION (2017), available at http://www.nyccej.org/wp-content/uploads/2017/03/Final_Platform.pdf.

[34] Scott M. Stringer, NEW YORK CITY COMPTROLLER, HEALTHY RELATIONSHIPS: A PLAN FOR IMPROVING HEALTH AND SEXUAL EDUCATION IN NEW YORK CITY'S SCHOOLS (Sept. 2017).

[35] NYPD 2016-2017 SSA Reports by Precinct.

[36] NYPD 2016-2017 SSA Reports by Precinct.

[37] URBAN YOUTH COLLABORATIVE & CENTER FOR POPULAR DEMOCRACY, THE $746 MILLION SCHOOL-TO-PRISON PIPELINE: THE INEFFECTIVE, COSTLY AND DISCRIMINATORY PROCESS OF CRIMINALIZING NEW YORK CITY STUDENTS (April 2017), populardemocracy.org/STPP_Report.

[38] *See* NEW YORK POLICE DEPARTMENT, NYPD REPORTS: SCHOOL SAFETY DATA, 4TH QUARTER 2016 SSA REPORT BY SCHOOL (2016); NEW YORK POLICE DEPARTMENT, NYPD REPORTS: SCHOOL SAFETY DATA, 3RD QUARTER 2016 SSA REPORT BY SCHOOL (2016); NEW YORK POLICE DEPARTMENT, NYPD REPORTS: SCHOOL SAFETY DATA, 2ND QUARTER 2017 SSA REPORT BY SCHOOL (2017); NEW YORK POLICE DEPARTMENT, NYPD REPORTS: SCHOOL SAFETY DATA, 1ST QUARTER 2017 SSA REPORT BY SCHOOL (2017), all available at http://www.nyc.gov/html/nypd/html/analysis_and_ planning/reports.shtml.

[39] *See* below section, "*Effect of Policing and Criminalization on School Safety.*"

[40] NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS, RESEARCH ON SCHOOL SECURITY: THE IMPACT OF SECURITY MEASURES ON STUDENTS (2013); *citing* Garcia, School Safety Technology in America: Current Use and Perceived Effectiveness, CRIMINAL JUSTICE POLICY REVIEW (2003); Addington, Cops and Cameras: Public School Security as a Policy Response to Columbine, AMERICAN BEHAVIORAL SCIENTIST (2009); Borum, Cornell, Modzeleski, & Jimerson, What Can be Done About School Shootings? A Review of The Evidence, EDUCATIONAL RESEARCHER (2010); Casella, SELLING US THE FORTRESS: THE PROMOTION OF TECHNO-SECURITY EQUIPMENT IN SCHOOLS, New York: Routledge (2006). *See also* Am. Psychological Ass'n Zero Tolerance Task Force, Are Zero Tolerance Policies Effective in the Schools? An Evidentiary Review and Recommendations, 63 AM. PSYCHOLOGIST 852 (2008).

[41] Don Stemen, Department of Criminal Justice and Criminology, Loyola University Chicago, THE PRISON PARADOX: MORE INCARCERATION WILL NOT MAKE US SAFER (July 2017), https://storage.googleapis.com/vera-web-assets/downloads/Publications/for-the-record-prison-paradox-incarceration-not-safer/legacy_downloads/for-the-record-prison-paradox_02.pdf.

[42] NEW YORK CITY DEPARTMENT OF INVESTIGATION OFFICE OF THE INSPECTOR GENERAL FOR THE NYPD, AN ANALYSIS OF QUALITY-OF-LIFE SUMMONSES, QUALITY-OF- LIFE MISDEMEANOR ARRESTS, AND FELONY CRIME IN NEW YORK CITY, 2010-2015 (5), available at http:// www1.nyc.gov/assets/oignypd/ downloads/pdf/ Quality-of-Life-Report-2010-2015.pdf

[43] Jason P. Nance, Dismantling the School-to-Prison Pipeline, ARIZONA STATE LAW JOURNAL 48 (2016); *citing*, ADVANCEMENT PROJECT & HARVARD UNIV., OPPORTUNITIES SUSPENDED: THE DEVASTATING CONSEQUENCES OF ZERO TOLERANCE AND SCHOOL DISCIPLINE (2000), *available at* https://www.civilrightsproject.ucla. edu/research/k-12-education/school-discipline/ opportunities-suspended-the-devastatingconsequences-of-zero-tolerance-and-schooldiscipline-policies/crp-opportunities-suspendedzero-tolerance-2000.pdf (explaining that strict security measures "produce a perception of safety, [but] there is little or no evidence that they create safer learning environments or change disruptive behaviors"); John Blosnich & Robert Bossarte, *Low- Level Violence in Schools: Is There an Association Between School Safety Measures and Peer Victimization?*, 81 J. SCH. HEALTH 107, 107 (2011) (finding that school security measures did not reduce violent behaviors related to bullying).

[44] Jason P. Nance, Dismantling the School-to-Prison Pipeline, ARIZONA STATE LAW JOURNAL 48 (2016); *citing* ADVANCEMENT PROJECT & HARVARD UNIV., OPPORTUNITIES SUSPENDED: THE DEVASTATING CONSEQUENCES OF ZERO TOLERANCE AND SCHOOL DISCIPLINE (stating that after four years of implementation, schools that used zero tolerance policies were less safe than those that did not use them). *See also* NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS, RESEARCH ON SCHOOL SECURITY: THE IMPACT OF SECURITY MEASURES ON STUDENTS (2013) *citing*, Nickerson & Marten, School Violence: Associations with Control, Security/Enforcement, Educational/Therapeutic Approaches, and Demographic Factors, SCHOOL PSYCHOLOGY REVIEW, 37 (2008) 228-243; Mayer & Leaone, A Structural Analysis of School Violence and Disruption: Implications for Creating Safer Schools, EDUCATION AND TREATMENT OF CHILDREN, 22 (1999) 333-56.

[45] Abigail Hankin et al., *Impacts of Metal Detector Use in Schools: Insights from 15 Years of Research*, 81 J. SCH. HEALTH 100, 105 (2011).

[46] Matthew T. Theriot, School Resource Officers and the Criminalization of Student Behavior, 37 J. CRIM. JUST. Q. 280, 285 (2009); *see also* Jason P. Nance, Students, Police, and the School-to-Prison Pipeline.

ABOUT THE AUTHORS

The Urban Youth Collaborative is led by young people and brings together New York City students to fight for real education reform that puts students first. Demanding a high-quality education for all students, our young people struggle for social, economic, and racial justice in our schools and communities. Our organizational members include Make the Road New York, Sistas and Brothas United, and Future of Tomorrow.

urbanyouthcollaborative.org   @UYC_YouthPower

Popular Democracy in Action and its affiliates know that everyday people have the power to change the world. We upend politics as usual to forge a representative, multiracial government and society where we all thrive, no exceptions.

populardemocracyinaction.org   @popdemocaction