INTRODUCTION

As a result of years of persistent multi-organizational advocacy, the public has access to data on policing in New York City public schools. First passed in 2011 and then amended in 2015, the “Student Safety Act” mandates that the New York City Police Department (NYPD) post quarterly datasets. As of August 2021, there are now five full school years of reporting on school policing.¹

From the 2016-2017 school year to 2021-2021, there have been a total of 40,233 reports of school-based police interventions.² During that time, Black girls represented 57% of all school-based police interventions targeting girls, but made up only 22% of the girls in the public school system.

<table>
<thead>
<tr>
<th>SCHOOL YEAR</th>
<th>POLICE INTERVENTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-2021</td>
<td>664</td>
</tr>
<tr>
<td>2019-2020</td>
<td>7,799</td>
</tr>
<tr>
<td>2018-2019</td>
<td>11,312</td>
</tr>
<tr>
<td>2017-2018</td>
<td>11,090</td>
</tr>
<tr>
<td>2016-2017</td>
<td>9,449</td>
</tr>
</tbody>
</table>

LIMITATIONS ON THE DATA

The embedded presence of police, including the permanent stationing of NYPD School Safety Agents inside of schools, creates daily exchanges and interactions with the NYPD that are not captured by the data. The issue is not just that policing is “unfair,” but also that for many Black and Latine/x youth the police are disproportionately deployed to their schools: police are omnipresent, inescapable, and the degree to which students are policed is greatly exaggerated, compromising their access to education.

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¹ NYPD reporting happens quarterly: Data from January 1 to March 31 is due May 1st; data from April 1 to June 30 is due August 1st; data from July 1 to September 30 is due November 1st; and data from October 1 to December 31 is due February 1st. Those reports are posted on the NYPD’s website at https://www1.nyc.gov/site/nypd/stats/reports-analysis/school-safety.page. To view all of the Act’s pieces, visit the NYC Administrative Code. The NYPD’s reporting requirement can be found in Title 14, Chapter 1 (§ 14-152 School Activity Reporting).

² Data Cleaning Note: The data was filtered to include people age 21 and younger. The data reported is subject to error, for example, one person is reported to be 163 years old. Data is reported through two spreadsheets: a precinct database and a school database. Filtering by age removed 27,030 entries in the precinct database. The database for schools included the category “Greater than 21,” removing 720 entries from the school database. That led to 40,233 items in the school database and 40,233 in the precinct database.
New York City was not on track to reduce the scale or scope of school policing at the onset of the pandemic. The shutdown of school buildings in March 2020 led to lower numbers of reported school-based police interventions for the 2019-2020 school year simply because students were not inside physical school buildings. However, the average 4th quarter numbers of school-based police interventions for prior years was upwards of 3,000, and, with that average, the 2019-2020 school year was well on track to again have over 11,000 reported police interventions.

At the conclusion of the 2019-2020 school year, when school buildings were closed with some operating as Regional Enrichment Centers and meal hubs, the NYPD reported 19 police interventions, almost 60% of which were responded to by patrol officers effectuating an arrest or juvenile report. All of those harsh police responses targeted students of color.
As students returned to school buildings in the spring of 2021, policing interventions jumped from 97 at the beginning of 2021, the third quarter of the school year, to 443 at the end of the school year – a jump of 356.7%. The most utilized police response was a police “mitigation,” where police involve themselves but subsequently “release” the young person to school staff without processing an escalated police response. To be clear, police mitigations and the threat of escalated police response are harmful to students and school culture even if they do not immediately result in a juvenile record or arrest.
Across five school years of school policing, Black students were 6.7x more likely to be targeted for a police intervention compared to white students, representing on average 22% of the public school population but 55% of all police interventions.

Prevailing research on school policing finds that the presence of police in schools leads to an increase in school-based police activity – meaning the political decision to disproportionately deploy police to schools serving Black students is a political decision to compromise their access to public education.
Of these police interventions, 15,555 targeted young people labeled by the NYPD as female. For Black girls, the disparity was heightened, where they were approximately 8.3x as likely to be targeted by police in school than white girls.

While the Student Safety Act data does not disaggregate arrest or summons “charge” by student race or gender, research in other jurisdictions finds that Black girls are specifically targeted for subjective categories like “disorderly conduct” – often inclusive of situations where Black girls defend themselves. Scholars point to disproportionate policing rates as evidence of a system that opts to push Black girls out of school in lieu of addressing the ways schools are complicit in perpetuating racism, sexism, ableism, and other oppressive cultures of youth control and subordination.

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3 The NYPD labels students as “F”, “M” or “U” for “Unknown.” There are six students represented in the data with “U.” Given national-level research for example, we can surmise that nonbinary and gender expansive students, while invisibilized through NYPD reporting, are disproportionately impacted.

4 The DOE’s “Demographic Snapshot” does not disaggregate by multiple identity categories or identify genders other than “male” and “female,” so we do not have the precise calculation for the populations of girls by race, and therefore use the population by race for all genders.

5 As one example, in 2019, Legal Services NYC filed a lawsuit against the DOE for ignoring sexual assaults of four girls of color with disabilities. In one story, a thirteen-year-old Black girl was punished for the way she expressed her frustration at the school’s continued indifference towards her complaints and their unwillingness to protect her from unrelenting sexual harassment. More more, see https://www.legalservicesnyc.org/storage/PDFs/lsvnyc%20title%20ix%20complaint%20042919.pdf.
Police interventions are categorized as “arrested,” “mitigated,” “child in crisis,” “summons,” “PINS / Warrant,” and “juvenile report.” As we mentioned, this data does not tell the truth of the full-scope of policing interventions that include the routine harassment built into various job descriptions, or the outsourcing of conflict mediation resulting from school cultures bought into policing or the legacy of underinvestment in non-policing school support staff and roles.

<table>
<thead>
<tr>
<th>Year</th>
<th>Arrested</th>
<th>Mitigated</th>
<th>Child in Crisis</th>
<th>Summons</th>
<th>PINS/Warrant</th>
<th>Juvenile Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Years</td>
<td>8%</td>
<td>44%</td>
<td>31%</td>
<td>6%</td>
<td>0%</td>
<td>11%</td>
</tr>
<tr>
<td>2020-2021</td>
<td>3%</td>
<td>57%</td>
<td>35%</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019-2020</td>
<td>4%</td>
<td>51%</td>
<td>29%</td>
<td>2%</td>
<td>1%</td>
<td>14%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>7%</td>
<td>46%</td>
<td>31%</td>
<td>4%</td>
<td>1%</td>
<td>11%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>9%</td>
<td>41%</td>
<td>32%</td>
<td>8%</td>
<td>1%</td>
<td>9%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>12%</td>
<td>40%</td>
<td>25%</td>
<td>9%</td>
<td>1%</td>
<td>10%</td>
</tr>
</tbody>
</table>

- **Arrested:** A situation where a student is taken into custody by the NYPD.
- **Mitigated:** Police intervene but ultimately “release” the student and do not process a formal police response like an arrest or summons, but may have used physical force and/or handcuffs.
- **Child in Crisis:** A student who is identified by the NYPD as displaying signs of emotional distress, who is forcibly removed to the hospital for psychological evaluation. In this way, police are responders to incidents of perceived mental health crisis or emergency – a dangerous premise.
- **Summons:** A ticket to appear in criminal court, issued by a police officer.
- **PINS/Warrant:** A “person in need of supervision family court warrant,” where students are taken from school to appear before a judge.
- **Juvenile Report:** A process where a young person under the age of 16 is taken to a precinct, a report is completed and filed within the NYPD, and a parent or guardian is required to retrieve the young person from the precinct.

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7 For a deeper dive into this practice, visit the report from Advocates for Children: [https://www.advocatesforchildren.org/node/1793](https://www.advocatesforchildren.org/node/1793).
Before New York City public schools transitioned to remote learning following the March 16, 2020 closure, the NYPD was on track to grow their scope and trajectory of police-involved mitigations, “child in crisis” police removals, and NYPD juvenile reports in particular:

There was one three-year-old represented in the data, a “mitigated” incident in northeastern Queens.

Four-year-olds were represented 37 times, 84% of which were “child in crisis” police removals.
Across all reported categories of police intervention, Black students were overrepresented:

- Public School Population
- Arrested
- Mitigated
- Child in Crisis
- Summons
- PINS/Warrant
- Juvenile Report

### Racial Disparities by Police Intervention

#### School-Based Arrests

- Black Students: 61%
- Latine/x Students: 41%
- Asian Students: 31%
- White Students: 18%

#### Police-Involved Mitigations

- Black Students: 59%
- Latine/x Students: 41%
- Asian Students: 30%
- White Students: 16%

#### "Child in Crisis" Police Removals

- Black Students: 48%
- Latine/x Students: 41%
- Asian Students: 40%
- White Students: 16%

#### School-Based Summons

- Black Students: 55%
- Latine/x Students: 41%
- Asian Students: 37%
- White Students: 18%

#### Police-Response to PINS/Warrant

- Black Students: 64%
- Latine/x Students: 41%
- Asian Students: 35%
- White Students: 16%

#### NYPD Juvenile Reports

- Black Students: 52%
- Latine/x Students: 41%
- Asian Students: 38%
- White Students: 16%

### Disparities by Race & Gender

- Public School Population
- All Police Interventions
- Arrested
- Mitigated
- Child in Crisis
- Summons
- PINS/Warrant
- Juvenile Report
POLICE USE OF RESTRAINTS

For each intervention, the NYPD reports use of metal handcuffs, velcro restraints, or “no restraints” used. Over the course of five years of reporting, the NYPD utilized restraints (metal handcuffs and velcro) 5,522 times – roughly 14% of all incidents.

This means that the NYPD utilized restraints on students an average of 6 times per school day.

Across the 5,522 cases of use of restraints, 51% of cases were in instances of arrest, 22% were in instances of "child in crisis" police responses, 13% were in instances of juvenile reports, 6% were in instances of both mitigations and summonses, and 2% were in instances of PINS/Warrants. Further, 87% of all arrests utilized restraints and 59% of all PINS/Warrants utilized restraints:

Three children as young as five, including a Black girl on Staten Island, were restrained by the NYPD, all in “Child in Crisis” incidents.
Across the five school years, Black students represented 61% of all students restrained during a police intervention – roughly 11x as likely to be restrained during a police intervention than white students:

<table>
<thead>
<tr>
<th>% of the Public School Population</th>
<th>% of Students Targeted for Police Interventions</th>
<th>% of Students Targeted for Police Interventions with Restraints</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Students</td>
<td>Latine/x Students</td>
<td>Asian Students</td>
</tr>
<tr>
<td>55%</td>
<td>41%</td>
<td>18%</td>
</tr>
<tr>
<td>61%</td>
<td>35%</td>
<td>4%</td>
</tr>
<tr>
<td>White Students</td>
<td>32%</td>
<td>2%</td>
</tr>
</tbody>
</table>

For Black girls, disparities in policing worsened when accounting for the simultaneous use of restraints:

<table>
<thead>
<tr>
<th>% of the Public School Population</th>
<th>% of Students Gendered Female Arrested</th>
<th>% of Students Gendered Female Arrested with Restraints</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Students Gendered Female</td>
<td>Latina/e/x Students Gendered Female</td>
<td>Asian Students Gendered Female</td>
</tr>
<tr>
<td>66%</td>
<td>41%</td>
<td>18%</td>
</tr>
<tr>
<td>57%</td>
<td>30%</td>
<td>1%</td>
</tr>
<tr>
<td>White Students Gendered Female</td>
<td>16%</td>
<td>3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% of the Public School Population</th>
<th>% of Students Gendered Female in Police Mitigations</th>
<th>% of Students Gendered Female in Mitigations with Restraints</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Students Gendered Female</td>
<td>Latina/e/x Students Gendered Female</td>
<td>Asian Students Gendered Female</td>
</tr>
<tr>
<td>64%</td>
<td>41%</td>
<td>18%</td>
</tr>
<tr>
<td>72%</td>
<td>29%</td>
<td>2%</td>
</tr>
<tr>
<td>White Students Gendered Female</td>
<td></td>
<td>4%</td>
</tr>
<tr>
<td>Category</td>
<td>Gendered Female</td>
<td>Gendered Female with Restraints</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
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<td>---------------------------------</td>
</tr>
<tr>
<td>% of the Public School Population</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Students Gendered Female in “Child in Crisis” NYPD Removals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Students Gendered Female in “Child in Crisis” Removals with Restraints</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Students Gendered Female Issued a Summons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Students Gendered Female Issued a Summons with Restraints</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Students Gendered Female Involved in a PINS/Warrant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Students Gendered Female Involved in a PINS/Warrant with Restraints</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Students Gendered Female Issued a Juvenile Report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Students Gendered Female Issued a Juvenile Report with Restraints</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### POLICE INTERVENTIONS BY BOROUGH

<table>
<thead>
<tr>
<th></th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bronx Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brooklyn Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manhattan Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Queens Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staten Island Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Public School Population**
- **All Five School Years**
- **2016-17**
- **2017-18**
- **2018-19**
- **2019-20**
- **2020-21**

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### 10 Precincts With the Most Police Interventions

**Targeting All Students:**

- **Bronx Schools**
- **Brooklyn Schools**
- **Manhattan Schools**
- **Queens Schools**
- **Staten Island Schools**

**Targeting Students Gendered Female:**

- **Bronx Schools**
- **Brooklyn Schools**
- **Manhattan Schools**
- **Queens Schools**
- **Staten Island Schools**

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[Map showing 10 precincts with the most police interventions]

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For each policing intervention listed, there is a corresponding “command” or “the location where the intervening officer works.” Because the most common police intervention is “mitigated,” the most common command in the data is “Deferred to DOE staff” and we are unable to determine the first point of contact that subsequently “released” the student to DOE staff:

- Deferred to DOE Staff
- “N/A”
- NYPD Patrol Officer
- School Safety Agent
- Uniformed Task Force of the School Policing Division
- NYPD Detective Bureau
- NYPD Transit Bureau (<1%)
- “Non NYPD” (<1%)
- NYPD Housing Bureau (<1%)
- NYPD Organized Crime Control Bureau (<1%)
- Blank (<1%)

Similarly, 28% of interventions were labeled with a command of “N/A.” All of these “N/A” interventions were for “child in crisis” police removals, meaning we cannot fully understand the points of contact for young people in emotional crisis:
As another way to display the data, for each police intervention, police responders are unevenly distributed. Outliers include the NYPD Organized Crime Control Bureau, who carried out three school-based arrests, and the NYPD Housing Bureau, who carried out five arrests and two PINS / Warrants:

CONCLUSION

GGE's foundational participatory action research project, The School Girls Deserve, asserted that girls and TGNC youth of color encounter criminalization, marginalization, and neglect because of the beliefs, policies, and actions in their schools that ultimately push them out and compromise access to opportunity. For NYC schools to move forward free from practices of incessant criminalization, the size, scope, and presence of police in schools must be drastically curtailed.

It is past time for the city to join with the districts across the country actively disentangling schooling from policing and winning police-free schools. New York City needs a new approach as school resumes. This new approach must focus on building healing-centered schools, advancing community school models, and recognizing that students must have access to abundantly resourced voluntary supports and opportunities, free from policing.