



What We Mean by #PoliceFreeSchools and How to Get There: A Guide for NYC Lawmakers by students, teachers, and parents in NYC public schools

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When we say we want police-free schools, we are demanding not only that police infrastructure, culture, and practice be removed from schools, but also that this system is replaced by youth, parent, and educator led solutions that center liberation and restorative justice.

Police-Free Schools DOES Mean: Funding for Schools to Build Restorative, Supportive, and Safe Schools.

- Black and Brown community members have access to well-paying jobs within our school system that are not through a policing or security structure.
- Supportive positions are created that are well-paid and do not require bachelor's degrees. These roles do require training in de-escalation and restorative justice. These are DOE positions, not external contracts. Positions include: Paraprofessionals; Youth Advocates; Restorative Justice Coordinators; Parent Coordinators; Community Outreach coordinators. No policing roles by any name (SSAs).
- Students and guests are greeted by community members, not law enforcement.
- No surveillance technologies such as cameras, scanning, or metal detectors in schools, and no online surveillance of students.
- In addition to supportive positions that do not require bachelor's degrees, positions are also created for counselors and social workers.
- School communities (students, teachers, principals, and parents) should oversee the hiring and training of staff, while increasing positions for Black and Brown community members.
- There are pathways for former students to be employed at the school they attended in supportive, responsive positions.
- Counselors/Social Workers caseload is manageable (1:50 or 1:100).
- Smaller class sizes (1:23).¹ With smaller class sizes, teachers will be able to build more meaningful relationships with their students. This contributes to a culture where safety is proactive rather than reactive and conflicts can be addressed before serious incidents occur. Additionally, when students are better supported academically they are more able to engage with class content and less likely to be involved in outside issues.
- These efforts need to be supported by Culturally Responsive Education, so that students see themselves reflected in a relevant curriculum that is meaningful to their interests and

¹ [Teachers Talk School Culture, Safety and Human Rights](#). Page 32.

communities. This helps to create a space where students feel safe and included, which in turn keeps students engaged and in class.

- Restorative Justice is not just a program, but a meaningful culture shift. This needs funding and time. This shift should not be a top-down directive, but instead should be led by students, parents, and educators who have this knowledge and experience². All school staff should receive restorative justice training. End policing culture in schools and punitive practices such as suspensions, detention, zero-tolerance policies, and dress codes.
- Funding should be allocated directly to school communities leading the way—we do not want more money going to private contracts with nonprofits that have no relationship to those school communities.

How We Are Going to Get There

- Cut the \$40 million in the capital budget that is proposed for policing and surveillance infrastructure and NYPD collaboration, and reinvest that money instead in infrastructure that will make schools more accessible, safe, and welcoming such as air conditioning, new elevators, and repairs for crumbling buildings.
- Abolish the NYPD's School Policing Division and reinvest that \$450 million into creating restorative schools, which have social and emotional supports that build community and keep young people safe.
- Reinvest the \$450 Million that goes towards policing in our schools into creating restorative schools, which have social and emotional supports that build community and keep young people safe."

Police-Free Schools DOES NOT Mean: Shifting the NYPD's School Policing Division to the Department of Education.

We oppose the suggestions put forth by some city council members and the Panel for Educational Policy (PEP) to merely transfer the School Policing Division (aka the "School Safety Division") from the NYPD to the DOE. The Department of Education should not be in the business of policing students and simply taking over from the NYPD. We demand the removal of police from schools and an end to policing culture. We demand that the city give schools resources to create jobs for people to serve their school communities in supportive and restorative ways. School policing does not make schools safe; well-resourced, supported school communities make schools safe.

See: [Black and Latinx Youth and Parents Don't Want Reshuffling. We want #PoliceFreeSchools, Period.](#) UYC, GGE, DSC-NY.

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² Case Study: [Building Safe, Supportive and Restorative School Communities in New York City](#)