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# JOINT COMMITTEE ON SCHOOL SAFETY

## *FIRST ANNUAL REPORT*

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# INTRODUCTION

The maintenance of order and security in and around the public schools is essential to creating a learning environment in which students can meet high academic standards and educators can teach to those standards. Equally important, parents should be confident that their children are learning in a safe and positive school setting.

In the past, the Board of Education has relied primarily upon its Division of School Safety to maintain such order. Security issues, however, continue to become more complex and challenging. Acting in a spirit of mutual cooperation to strengthen their efforts to safeguard children and enhance safety and security, the Chancellor, the Board of Education and the City entered into an agreement on September 17, 1998 to implement a joint program between the Board of Education and the New York City Police Department (NYPD). In accordance with this agreement, on December 20, 1998 school security functions performed by the Division of School Safety were transferred to the Police Department for an initial four year period, during which the Police Department is responsible for managing school security personnel.

The goal of this collaborative effort is to enhance the educational mission of the schools by providing the highest level of safety and security for students and school personnel. In managing the Division of School Safety, the Police Department is relying on its experience and involvement in numerous youth programs, including neighborhood outreach initiatives, mentoring projects, drug use prevention education, conflict resolution, anti-violence education and after-school instruction. Moreover, the Board of Education and the City expect the Police Department to provide better training, increase professionalism among security personnel, and more effectively deploy staff. Working together, the Police Department and the Board of

Education are committed to improving the level of safety, and thereby improving the educational climate, in the public schools.

A Memorandum of Understanding (MOU) between the Chancellor, the Board and the City, sets forth a broad cooperative framework for the provision of school security services. Since the time the transfer became effective, the Board of Education and the Police Department have developed numerous initiatives and strategies and made significant changes in the security program. The MOU requires that there be an annual evaluation of the joint program in order to assess its overall effectiveness, to identify areas that may require programmatic changes, modifications or improvements, and to maximize responsiveness to changing school safety needs. Pursuant to the MOU, a Joint Committee, composed of an equal number of representatives of the Mayor and the Chancellor, is responsible for completing the annual evaluation. The Joint Committee, however, was only first constituted and began to meet in March 2000.

The following report reviews and evaluates the operation of the joint security program through the end of the 1999-2000 school year. First, it examines operational changes and initiatives in the following areas: personnel, staffing, selection and training, discipline, deployment, equipment, special projects/outreach, and data gathering. Second, it analyzes data related to school safety. Third, the report contains a summary of budget issues related to the joint security program. Finally, the report contains the Joint Committee's recommendations for future initiatives in the joint security program.

# SECTION I

# OPERATIONAL CHANGES AND INITIATIVES

## A. ORGANIZATION

School Safety is now a Division under the auspices of the Patrol Services Bureau of the NYPD. Organizationally, the School Safety Division has a decentralized, borough-based operational structure overseen by a central headquarters located at 600 East 6th Street. The Division functions under the Patrol Services Bureau. The Commanding Officer, Executive Officer, and the following operational units are located in the Division headquarters: the Investigations Unit, the Administrative and Budget Unit, the Support Services Unit, and the Operations Center. The Operations Center, which is open 24 hours a day, 7 days a week, is responsible for the collection of all Police Department school safety incident reports and timely notifications to appropriate personnel.

The Division is divided into the following nine borough commands: Bronx East, Bronx West, Queens South, Queens North, Staten Island, Manhattan North, Manhattan South, Brooklyn North and Brooklyn South (see appendix B). Each borough command has a Manager who reports directly to the School Safety Division Adjutant. The School Safety Division Adjutant, the highest ranking school safety agent, assists in the implementation of Division-wide programs, oversees field operations, and directly supervises and coordinates the activities of all Borough Managers. The Adjutant also attends the Police Department's "COMPSTAT" meetings to stay abreast of emerging issues that may impact the school environment. This information is then reported to the Borough Managers.

Borough Managers are responsible for the proper performance of all school safety functions in their respective boroughs and serve as a conduit for requests made by superintendents and principals regarding personnel and equipment. They regularly meet with Patrol Borough School Safety Coordinators to ensure that all school security and student safety concerns are addressed and that patrol resources are utilized and deployed in the most effective manner. Practically speaking, when a principal has a problem or issue concerning an assigned school safety agent or other school safety issue, the principal can contact the Borough Manager, who has the authority and resources to ensure that the matter is expeditiously resolved. In addition, the Commanding Officer of the School Safety Division meets and consults regularly with the Chancellor and the Chancellor's staff. The Commanding Officer also participates in the Chancellor's weekly superintendents' teleconferences to ensure regular exchange of ongoing operational school safety issues and concerns.

Uniformed police personnel have been interwoven into the Division's structure and work closely with school safety and pedagogical staff. A Police Department captain in each Patrol Borough was designated Patrol Borough School Safety Coordinator. The Patrol Borough School Safety Coordinator reports directly to the Patrol Borough Commander. The Patrol Borough School Safety Coordinator develops interagency borough level school safety strategies; coordinates the use of borough resources to address conditions in and around schools; and conducts regular meetings with Borough Managers, Precinct Commanding Officers, School Safety Sergeants and Precinct Youth Officers. A major responsibility of the Patrol Borough School Safety Coordinator is to be aware of school dismissal times, after-school sporting events, gang activity in and around the school and school rivalries. This knowledge enables the School Safety Coordinator to anticipate potential problems, inform local precincts of the concerns, and,

if appropriate, apply additional patrol resources to the situation. In many instances, this may simply mean posting a foot patrol officer to the perimeter of a school.

A Police Department sergeant in each patrol precinct was designated School Safety Sergeant, under the direct supervision of the precinct Special Operations Lieutenant. School Safety Sergeants are responsible for developing borough level school safety strategies, coordinating the activities of borough truancy units, directing the use of precinct resources to address conditions in and around schools, and reviewing daily the precinct complaint reports to make sure all school-related incidents are properly captured and recorded. They interact directly with Borough Managers, school safety coordinators, school principals, and district superintendents. This interaction ensures information necessary for appropriate deployment strategies is shared throughout borough commands.

The principals of 143 public schools have requested that they have a police officer, and in some cases two police officers, posted in their schools. The Police Department has granted these requests. There are currently 158 police officers assigned to schools throughout the city. Post-transfer, the Police Department has not received any additional requests. Therefore, the number of police officers in schools remains the same as before the transfer. These officers are under the direct supervision of the School Safety Sergeant. This supervision allows for instantaneous response to any breaking event in or around the schools.

## B. PERSONNEL

On December 20, 1998, the Board of Education transferred 3,501 employees of the School Safety Division, including 270 inactive school safety agents, to the Police Department. As of June 2000, the School Safety Division had an active staff of 3,236 school safety agents, 32 uniformed police officers and supervisors, and a support staff of 50 civilians. This staffing level is further augmented by the addition of 8 borough captains, 75 precinct sergeants and 158 police officers.

Notwithstanding the additional captains, sergeants and officers, however, there were inadequate numbers of agents assigned to schools in the first year post-transfer. In order to address this under-staffing, as well as increasing system needs and shifting priorities, the Division, with the support of the Board of Education, submitted a comprehensive attrition replacement and staffing increase proposal to the Mayor. Increased staffing of the School Safety School Division was a major Mayoral priority, and the Mayor authorized the Police Department to hire 610 new agents in fiscal year 2001. Four hundred and seventy of these agents were hired in August 2000. They will provide increased coverage at schools and create a backfill component enabling replacement of agents who are on vacation, out sick, or attending training. One hundred and ten agents will also be hired for the Truancy Reduction Alliance to Contact Kids program (TRACK). TRACK is now being coordinated by the offices of the Criminal Justice Coordinator and Chancellor.

## C. STAFFING INITIATIVES

The following are some of the major staffing initiatives and personnel procedures that have been implemented since the merger to improve efficiency, discipline, and overall coordination of services:

- Before the transfer, individual borough commanders handled many personnel decisions, such as the transfer of school safety agents from one school to another, and they were supposed to notify Central Headquarters of any personnel changes. In practice, however, the borough commanders did not always accurately inform Central Headquarters of these personnel decisions. Because there was not a centralized system for approving these decisions, Central Headquarters was unaware of many personnel changes. Following the transfer, the Police Department improved the coordination of personnel actions by designating a Police Department lieutenant as the School Safety Division Personnel Officer. The Personnel Officer is responsible for authorizing and maintaining a database on all personnel assignments and approvals of leaves. The Police Department can now track the specific work location of every school safety agent.

- Before the transfer, there were substantial delays in payment for overtime worked by school safety agents, with payment sometimes taking up to six months. Additionally, the Division of School Safety had problems accurately maintaining school safety agents' leave balances and overtime accruals. Upon the transfer, the Police Department developed a new personnel/payroll system that tracks leave balances and overtime accruals and prints them on every agent's pay stub. Additionally, the Police Department makes overtime payments two

weeks after the agent performed the overtime work. The implementation of these changes was well received by agents and has resulted in improved morale.

- Analysis of pre-transfer deployment reports supplied by the Division of School Safety revealed that 270 agents were reported as active employees when, in fact, they were on authorized and/or expired leaves. The Police Department's Military and Extended Leave Desk and Employees Benefit Unit reviewed those leaves and only one-half of the 270 leaves were properly documented. The properly documented leaves were accepted by the Military and Extended Leave Desk, and the undocumented leaves were categorized as AWOL. The names of individuals who were AWOL for years prior to the transfer were sent back, and their situations were resolved by the Board. The Police Department contacted agents who had been AWOL for less than six months and gave them the opportunity to apply for a leave of absence. Those agents who could not be contacted were processed for termination through the Police Department's disciplinary system. There are currently 100 agents on approved leaves.

- Prior to the transfer, 72 agents had filed grievances against the Board of Education because they had been assigned as "Group Leaders". The position of Group Leader carries greater responsibilities than that of school safety agent, and Group Leaders are supposed to receive a salary differential. Because the Division of School Safety assigned these agents as Group Leaders without approval by the Board of Education, however, they were not receiving any additional compensation for the designation. Following the transfer, the Police Department and the Board of Education conducted a joint analysis that identified 56 agents who were

entitled to the "Group Leader" designation. The Police Department has adjusted their salaries to the appropriate level from the time of the transfer forward.

- Since the transfer, the Police Department has improved the system for upgrading agents to positions with pay differentials, such as Group Leader[1]. The process now requires a recommendation by the Borough Manager and a panel interview by School Safety Division executives. The panel consists of School Safety Division Adjutant, the Commanding Officer of Support Services, the Commanding Officer of Administrative Services, the Operations Coordinator, the Commanding Officer of the Operations Center, and the Personnel Officer. During the interview candidates are asked to respond to hypothetical scenarios that are relevant to the supervisory position. Each panelist rates the responses, judging the applicant's knowledge of the job, communication skills, leadership and supervisory abilities, and integrity. Based on the interview, job performance evaluations, and absence history, the panel makes recommendations to the Commanding Officer of the School Safety Division, who makes the final decision on all upgrades.

- In accordance with the Memorandum of Understanding the Police Department developed a new career path program that provides agents with an opportunity for advancement to Police Officer, upon passing the Police Officer examination. This exam is considered a promotional examination for agents and gives them a preferred status for hiring. The first exam was given in October 1999 and eleven agents have become Police Officers. Forty-six agents took the May 2000 Police Officer examination.

[1] The Police Department has changed the name of the Group Leader designation. Since the transfer the equivalent position is called School Safety Agent III.

- The Police Department has revised the evaluation process for school safety agents. Since the transfer, non-probationary agents are evaluated once each year, and probationary agents are evaluated twice during their probationary period, at the end of the fourth and tenth months.[2] Before the transfer, the Division of School Safety used eight tasks and standards criteria to evaluate agents. The Police Department has raised the number of criteria to twenty-four. Agents must now have full knowledge of the School Safety Plan[3], including the plan for emergencies involving bomb threats, fire safety, gas/water leaks, and electrical wiring. They must also know the Individual Safety Plan for Handicapped Students (ISP) and shelter plans. Additionally, they are evaluated on their performance of routine clerical duties, their ability to regulate the flow of students through specified entrances and to maintain order of the interior areas, and their use of methods to de-escalate conflicts. Finally, they must be alert and sensitive to, and immediately report, possible child abuse, drug or alcohol use, possible gang participation, or psychological problems. The Police Department sought the Board's review of the new evaluation process, including the form used by the Police Department in its evaluation, and the Board reviewed and approved the process.

- Principals and school safety supervisors evaluate their agents on separate forms. Completed forms are forwarded to the School Safety Division Personnel Officer, who forwards them to the Police Department's Employee Management Division. Employee Management Division reviews and compares the two evaluations. Discrepancies are brought to the attention of the School Safety Division Personnel Officer, who discusses disagreements with the principal and school safety supervisor and resolves the dispute.

[2] For an explanation of the probationary period, see page 12.
[3] For an explanation of the School Safety plans, see page 25.

- At the time of transfer, a lawsuit was pending in the United States Eastern District Court of New York on behalf of twenty-three individuals who had been assigned to function in managerial and other supervisory positions within the Division of School Safety. While these plaintiffs wore uniformed rank insignia commensurate with the designations and assumed the functions and titles, they never received salary adjustments. The Police Department's Employee Management Division conducted a job analysis of each aggrieved position. That analysis helped to form the basis of a settlement agreement reached with the plaintiffs. The eight individuals who were assigned as Borough Managers and the three individuals who were assigned to citywide managerial positions will be upgraded to M-1 managerial titles, with increased salaries. The remaining plaintiffs will receive salary increases.

## D. SELECTION, TRAINING AND PERFORMANCE EVALUATION

The Police Department has made significant improvements in the selection, qualification, training and evaluation of school safety agents. In conjunction with the Department of Citywide Administrative Services (DCAS), the Police Department has raised the requirements for school safety agents. Currently, candidates must be 21 years of age, U.S. citizens, and New York City residents. Before the transfer, candidates were required to pass a medical examination, including drug and alcohol screening, and the Police Department has maintained this requirement. Since the transfer, however, the Police Department has added physical and psychological examinations that candidates must pass prior to commencing employment. Moreover, the Police Department conducts a more extensive background investigation of candidates than the Division of School Safety conducted before the transfer. The investigation is commenced before the candidate enters the Police Academy and is completed before the end of the one-year probationary period.

The Police Department has also extended the probationary period for new agents from six months, as it was before the transfer, to one year. An evaluation period of only six months before the transfer was problematic because agents were evaluated as soon as they arrived at the command and again two months later. This short timeframe did not allow for any real field observation. The one-year probationary period permits a longer observation and a greater ability to assess performance. During a full year, the agents are exposed to a variety of different situations, and the evaluators have the opportunity to better assess agents' responses and to give instruction where necessary.

Since the transfer, the Police Department has been able to draw on a larger pool of applicants than the Division of School Safety had before the transfer. Vacancies posted in various news publications since the transfer have received an overwhelming response. Indeed, the Police Department reports that the number of people applying for positions as school safety agents has almost doubled since the transfer. In response to the first series of advertisements by the Police Department after the transfer, the Police Department received over 8,000 resumes for the school safety agent position, an increase from the approximately 4,700 resumes the Board of Education had received in response to its last round of advertisements. As of June 30th, 543 agents had graduated from the Police Academy, and on October 20th, 410 additional agents graduated.

The transfer of the Division from the Board of Education to the Police Department necessitated an initial orientation and training session to introduce agents to the Police Department. The two-day session was a collaborative effort by the Board of Education and the Police Department. In order to alleviate fears and misinformation, the Board's then Deputy Chancellor of Operation and the then Commanding Officer of the School Safety Division welcomed and addressed the agents. Topics covered during the session included Law and the Municipal Employee, Rules and Regulations of the Police Department, Sexual Harassment, and Courtesy, Professionalism and Respect. This training was also given to all Police Department school safety captains, sergeants and police officers assigned to public schools. The Police Department also provided precinct-level training to other members of the Patrol Services Bureau, advising them of the transfer and providing them with information on school-related issues and concerns.

The then Deputy Chancellor for Operations and the then Commanding Officer of the School Safety Division also provided an initial transfer orientation for principals and teachers. The Borough School Safety Coordinators also attended this orientation. Presentations at the orientation sessions included the following topics: an overview of the transfer, Police Department hierarchy, the new School Safety Division's organizational structure, police resources available to school personnel at the borough and the precinct level, communications and reporting protocols, school safety plan development, and the revised performance evaluations for school safety agents. Another joint training effort between the Board and the Police Department for newly appointed superintendents, principals and teachers is currently being developed for the 2000-2001 school year. This training will focus on topics such as an overview of the transfer, the role of the principal, the role of the school safety agent, reporting protocols, performance evaluations and school safety plans.

Training for new school safety agents has also been upgraded since the transfer. Under the former Division of School Safety, most entry-level agent training was conducted by outside contractors. Additionally, the agents utilized as instructors and assigned to the Training Academy did not have to be certified by New York State. Since the transfer, the Police Department conducts all training in-house, and all instructors are certified by New York State. The agents assigned to the former Training Academy received the Police Department Methods of Instruction Course (MOI), an intense eleven day "train the trainer" course. These agents are now certified by New York State as instructors and are qualified to teach at any New York State Police facility. In addition, police officers and sergeants from the Police Academy provide instruction in areas of Law, Police Science, Behavioral Science and Physical Education.

Moreover, the Police Department constantly reviews and updates the curriculum for school safety agents, and it continually monitors and evaluates the instructors.

The training curriculum for school safety agents is now 360 hours, which is 120 hours more than it was before the transfer. The Law segment of the curriculum has been increased to 51 hours from 28 hours, with additional emphasis being placed on Constitutional Law, Crime Classification, Probable Cause and Reasonable Suspicion, Search and Seizure, offenses relating to juveniles, and marijuana and drug offenses. The Law segment also includes a lesson on the Rights and Responsibilities of High School Students. Physical Education was increased to 72 hours from 9 hours and includes lessons on First Aid, Cardiopulmonary Resuscitation, Crowd Control, and the fundamentals of Self-Defense. Completely new sections added to the training are Behavioral Science, Domestic Violence, Substance Abuse Awareness, English (report writing and note taking), and Activity Log Preparation.

Since December 1999, the Board of Education's Division of Student Support Services has participated in the training of new school safety agents. During training at the Academy, Student Support Services personnel provide new agents with information and materials on Drug Prevention and Intervention Programs, Child Abuse Policies and Procedures, Violence Prevention Programs, Attendance Policies and Procedures, Adolescent Development, and School Discipline and Suspension Policies and Practices. Board of Education staff from District 75 and the Office of Community School District Affairs also participate in agent training, providing information regarding the special needs of District 75 students, the Bill of Student Rights and Responsibilities (K-12), the Board of Education's organizational structure, the rights and responsibilities of parents, and school governance matters.

Unlike the former Division of School Safety, the Police Department now mandates that all school safety agents receive on-going in-service training. Division of School Safety supervisors, such as Associate Supervisors School Security, Supervisor School Security and Safety Agents III, have been incorporated into the Police Department's In-Service Management Training. The Police Academy conducts these training sessions several times during the year, and each class is seven hours long. Topics covered include Evaluations, Discipline and On The Job Training, Presentation and Public Speaking, Professionalism in the Workplace, EEO Issues, and Project Management. In addition to Management Training, these supervisors also attend week-long training sessions coordinated to occur during the schools' winter, mid-winter, and spring recesses. This type of formalized training for Division of School Safety supervisors had never been conducted before the transfer.

The Adjutant and the Borough Managers also attend Executive Development training, which is provided to all Police Department managers. These classes, which also take place at the Academy, are scheduled during the Spring and Fall semesters. A total of five credits must be taken each year. Most classes are 1/2 credit each and focus on areas such as Executive Leadership, Communications Skills, Managing Change, Managing the Diverse Workplace, and Time Management.

## E. DISCIPLINE

The transfer has improved the disciplinary process. At the time of the transfer there were 218 pending disciplinary cases where little or no investigation had been conducted. The Division's Investigation Unit was understaffed and disciplinary jurisdiction was fragmented among the Division of School Safety, the Special Commissioner of Investigations, and the Office of Special Investigations. As a result, agents were sometimes able to avoid prosecution due to the expiration of the statute of limitations. This lack of coordination also resulted in instances where the Division of School Safety and the School District Special Investigator conducted simultaneous investigations of the same event with neither entity realizing another investigation was ongoing.

Following the transfer, the School Safety Division created a new Investigations Unit, commanded by an experienced Police Department Captain. This unit investigates allegations of misconduct against members of the School Safety Division and reports directly to the School Safety Division's Commanding Officer. In addition to the Investigations Unit, the Police Department's Internal Affairs Bureau (IAB) also created a new unit, Group 53, which investigates criminal allegations and allegations of serious misconduct involving members of the School Safety Division. Although the Investigations Unit and Group 53 work independently, relevant information is shared.

The disciplinary process has been further streamlined through the use of informal conferences between the Personnel Officer and school safety agent on all disciplinary charges and specifications. Agents with less than five years experience have the option of adjudicating

disciplinary charges through an informal conference with the Personnel Officer. If an agent is dissatisfied with the outcome of the informal conference, the agent can have the charges adjudicated by the Police Department's Office of Labor Relations. Additionally, agents may proceed directly to the Office of Labor Relations without an informal conference. Agents with five years or more have the same options, plus an additional option where they can elect to have disciplinary cases adjudicated through the Police Department's Advocates Office. Through June 30th, 140 cases have been adjudicated utilizing informal conferences with the Personnel Officer.

As of June 30th, the Police Department had conducted more than 950 investigations since the transfer, including 218 disciplinary cases that were pending at the time of the transfer. One hundred-twenty one (121) of these investigations resulted in suspensions and fourteen in terminations. These investigations have enabled the School Safety Division to identify new training needs, to create guidelines where none existed, and to commence sure and swift disciplinary action where warranted. For example, after the transfer, the School Safety Division realized there was no formal policy or procedure for handling lost property that school safety agents find, and that such property was handled differently in each school. In response, the School Safety Division established a process whereby contraband items are inventoried and secured through Police Department precinct personnel, and non-contraband items are delivered to the principal. All agents have received training on this procedure and have been given a written copy of the policy. Policies like this one have contributed to the Police Department's efforts to enhance the integrity and performance of personnel assigned to the School Safety Division.

Since the transfer, the Police Department has clarified the consequences when a school safety agent loses his/her designation as a Special Patrolman. Designation as a Special Patrolman, which carries the power of arrest, was required for school safety agents before the transfer, and the Police Department has maintained the requirement. At the time of the transfer, 81 agents had lost their Special Patrolman's designation due to arrest or other action indicating a lack of integrity. Before the transfer, the Board of Education had placed these agents in a "Separated" status, meaning that they were indefinitely suspended without pay. Upon resolution of the criminal case or other matter that precipitated the loss of the Special Patrolman designation, the agent could request reinstatement through the Board of Education. If the Special Patrolman designation was restored, the agent was returned to duty. But if the agent never applied for reinstatement, there was never a resolution of the agent's employment status, and the agent stayed in the "Separated" category. Indeed, more than half of the 81 agents had been carried in the "Separated" category for years. The Police Department does not utilize a "Separated" status. In general, when an agent is arrested or otherwise loses his or her Special Patrolman designation, the agent is suspended for a period of up to thirty days pursuant to the Civil Service Law. After thirty days, the agent is returned to duty and, when appropriate based upon the nature of the charge, reassigned to a position not in contact with students, pending the outcome of the disciplinary/criminal matter. If the Special Patrolman designation is not restored, termination proceedings are commenced.

## F. DEPLOYMENT

The Commanding Officer of the School Safety Division prepares deployment plans allocating school safety resources. When doing so, he is guided by the following factors for each school: school population, special needs population, the layout and size of the facility, scanning requirements, pedagogical staffing, attrition of school safety agents, local crime conditions, impact of nearby schools, and the number of criminal incidents in the school. Obviously, these factors are fluid and require frequent reassessment and adjustment. In accordance with the Memorandum of Understanding, however, the Police Commissioner and the Chancellor confer before any major redeployment strategy is adopted. Additionally, the Police Department keeps central Board personnel appraised of the overall deployment of agents. For instance, Police Department and Board personnel have confered on the deployment of agents who were hired in August 2000.

Further, a review of the broad-based deployment of agents is conducted prior to the beginning of each new school year. As of June 30, 2000 there had not been a major change in deployment. The initial 543 agents hired and trained after the transfer date were used for attrition replacement. Forty-eight agents who were assigned to the disbanded Night Patrol Unit have been re-deployed to other school safety related assignments.

## G. EQUIPMENT

The Police Department has made the following significant improvements to School Safety Division equipment, which has enhanced the ability of the Division to fulfill its mission.

- With the assistance of the Mayor's Office of Labor Relations, the Board of Education, and the Mayor's Office of Management and Budget, the Police Department has replaced the Quartermaster system used before the transfer with an annual uniform allowance. The Quartermaster system utilized to distribute uniforms had some deficiencies. Records of distribution and inventory were not always adequately maintained, resulting in uncertainty about what stock was on hand or who had received complete uniforms, and school safety agents were occasionally confused about the rules regarding proper attire. In accordance with City guidelines, since the transfer all agents receive $555.00 annually for the purchase and maintenance of uniforms and required equipment. Additionally, unlike the former Division of School Safety, the Police Department requires all enforcement personnel to wear the prescribed uniform while performing duty.

- Before the transfer, the Division of School Safety was equipped with a fleet of 98 vehicles, with an average age of nine years. This number was inadequate. In order to perform their functions, many Division of School Safety supervisors found it necessary to use their private vehicles or public transportation. With the cooperation of the Board of Education, the Police Department has increased the size of the fleet to 134 vehicles, with an average age of less than seven years.

- At the time of the transfer, the Division of School Safety was unable to provide a complete inventory of the Division's equipment. For instance, the Division did not have a list denoting the location or assignment of its radios. In order to address this condition, the Police Department conducted a comprehensive survey, which established a baseline from which allocation and replacement decisions are made.

- As of June 30th, the Division deployed 191 baggage x-ray machines and 305 walk-through magnetometers at 72 school sites. Unfortunately, much of this equipment is more than ten years old, and the technology is obsolete. The daily setup and breakdown of these machines puts additional wear and tear on them and requires increased staffing at each checkpoint. In an effort to address these inadequacies, the Police Department, with the support of the Board of Education, submitted a funding request to the Mayor's Office. As a result, the Mayor's Executive Budget for Fiscal Year 2001 allocated seven million dollars for the purchase of new scanning equipment, with a commitment of one million dollars each year thereafter. These funds will make an important impact on the safety of the City's educational community.

- In deciding which schools should have scanning equipment, the Police Department responds directly to principals' concerns. When a principal wants the School Safety Division to consider a school for designation as a scanning site, a written request is made through the Superintendent. The Division then sends out a team to determine whether scanning is appropriate. The criteria used to make this determination for a particular school includes, but is not limited to, the following: the school's past weapons confiscation history, the number and type of incidents at the schools, the school's student population, crime and gang activity in and around the school, the number of educational programs per day at the school, the

number of entrances to the school, and the frequency of entrance and exit from the school. In addition to the scanning performed during the regular school year, during summer 1999 the School Safety Division for the first time provided scanning services for the Summer School program. Scanning operations were conducted at six special education sites and five high schools. This program continued in summer 2000.

## H. SPECIAL PROJECTS/OUTREACH

Since the transfer the Police Department has developed and/or enhanced the following programs:

- **Gang Prevention Outreach Program -** The aim of this program, which began before the transfer, is to prevent children from becoming involved in gang activity and to assist those already in gangs to get out. The Board's Director of Educational Safety Development and Support implemented this program for the Division of Student Safety and Prevention Services. Before the transfer four school safety agents staffed the program. After the transfer, the Police Department expanded the staffing to eight school safety agents and a Police Department sergeant. As part of this program, school safety agents made gang awareness presentations to local schools and community groups. During the 1999-2000 school year, the Gang Prevention Outreach Program made 1,039 presentations reaching 31,596 students, staff members and parents. Fourteen trips were made to correctional facilities.

- **School-Based Partnerships '99 Grant** – The Police Department, in conjunction with the Citizens Committee for New York City, was awarded a U.S. Department of Justice grant of $254,845. This grant teams Park West High School with the School Safety Division and the Citizens Committee to identify safety concerns within the high school, and to develop and implement solutions through collaborative problem-solving teams. On a weekly basis, staff from the Citizens Committee meet with students, teachers, and parents to conduct workshops, training, and surveys on school safety issues. Plans are underway to use some of

the funds from the grant during the 2000-2001 school year to create collaborative teams that will develop solutions to specific school safety problems within Park West High School.

- **School Safety Plans** – The Board of Education requires every school to prepare an annual school safety plan. Each plan outlines the individual school's procedure for handling security issues in the building. The plan covers procedures for admission of staff, students, and visitors to the school; for the safe movement of students and staff within the building; and for dealing with fires and bomb threats. Before the transfer, the Police Department had no input into school safety plans. Since the transfer, however, both the School Safety Division and the local precinct commander are signatories to every school safety plan. Each school has a Safety Committee that develops the plan, which is submitted to the Superintendent's office for review and approval. The plans are then submitted to the School Safety Division for the Division's input and final approval. Through June 2000, 73% of the plans had been submitted and approved. Of the remainder, 22% were at the local superintendent's office being reviewed, and 5% had yet to be submitted to the superintendent's office. The Chancellor subsequently required that all safety plans be finalized. Additionally, following the transfer, the plans were revised so that they now contain specific emergency response procedures for a wide variety of incidents and disaster situations ranging from the presence of intruders to the presence of hazardous materials. These changes clearly defined the role of individual pedagogical staff members and School Safety Division personnel, and they established clear lines of communication to ensure that members of the School Safety Division as well as the pedagogical staff are fully informed of all circumstances.

- **Emergency Floor Plans** – To supplement school safety plans, the Board of Education has provided the School Safety Division with floor plans for all the schools. Appropriate School Safety Division and Board personnel have access to these plans.

- **Web-based School Safety Plan** - The Board has developed an internal Web-based School Safety Plan System, which was implemented for the 2000-2001 school year. Principals using this system enter school safety plan information for their schools and programs via a secured web site. All review of the plans by superintendents was completed online, and there is an SQL database of school safety information available to the Board of Education. The Board has made the database accessible to the Police Department and other emergency management systems. The system features online reporting and tracking of school, district, and Police Department submissions; review approvals; web based plans available to authorized personnel at any time; digital maps of school floor plans; system wide analysis for compliance review; standardization of data submission; and live updates for critical personnel/contact information.

- **Model School Safety Planning Process** – The transfer of the Division of School Safety to the Police Department created the opportunity to revisit the method of developing school safety plans by approaching them from a neighborhood, rather than an individual school, perspective. The School Safety Division, the Criminal Justice Coordinator's Office, the Vera Institute of Justice, and the Board of Education are collaborating on a pilot project to develop integrated safety plans for high schools, and the middle schools whose students will attend them. The pilot project involves Bushwick High School, along with I.S. 291 and I.S. 296, and Wingate High School, along with I.S. 61 and I.S. 391. For each of these two groups, the

school safety plans will coordinate school safety geographically. Simultaneously, the process is intended to encourage staff from all the schools involved to be more responsive to safety issues.

- **Outreach** – The Commanding Officer of the School Safety Division, Borough School Safety Coordinators, Precinct Commanding Officers and their liaison Sergeants and Youth Officers, along with the School Safety Division Borough Managers and supervisors, meet periodically with Superintendents, Principals, school staff and parent associations to discuss and address school safety issues. The information shared at these meetings helps the Police Department use its resources efficiently.

- **Safe Corridor**- During the morning assembly and afternoon dismissal periods, uniformed police officers maintain increased presence along 158 routes that link schools and transportation outlets such as bus routes and subway stations.

- **Safe Passage** – During the morning assembly and afternoon dismissal periods, uniformed officers of the Transit Bureau patrol subway stations contiguous to 90 schools and patrol the last three cars of 154 specifically designated subways lines during the afternoon dismissal period. This effort represents 264 personnel hours daily. During the 1998-1999 school year, the Transit Bureau had 98 police officers assigned as school coordinators covering a total of 87 primary and 93 secondary schools.

# I. DATA COLLECTION

Compiling data on safety-related incidents in the schools is critical to identifying crime trends, developing strategies to address safety issues, and deploying School Safety Division resources effectively. The Board of Education and Police Department have improved the process for reporting safety-related incidents through development of cooperative protocols. These protocols ensure that both school staff and School Safety Division personnel are aware of all safety-related incidents in the schools in a timely manner. Additionally, the Police Department has implemented a centralized incident reporting database that permits the timely and accurate collection and analysis of school safety data.

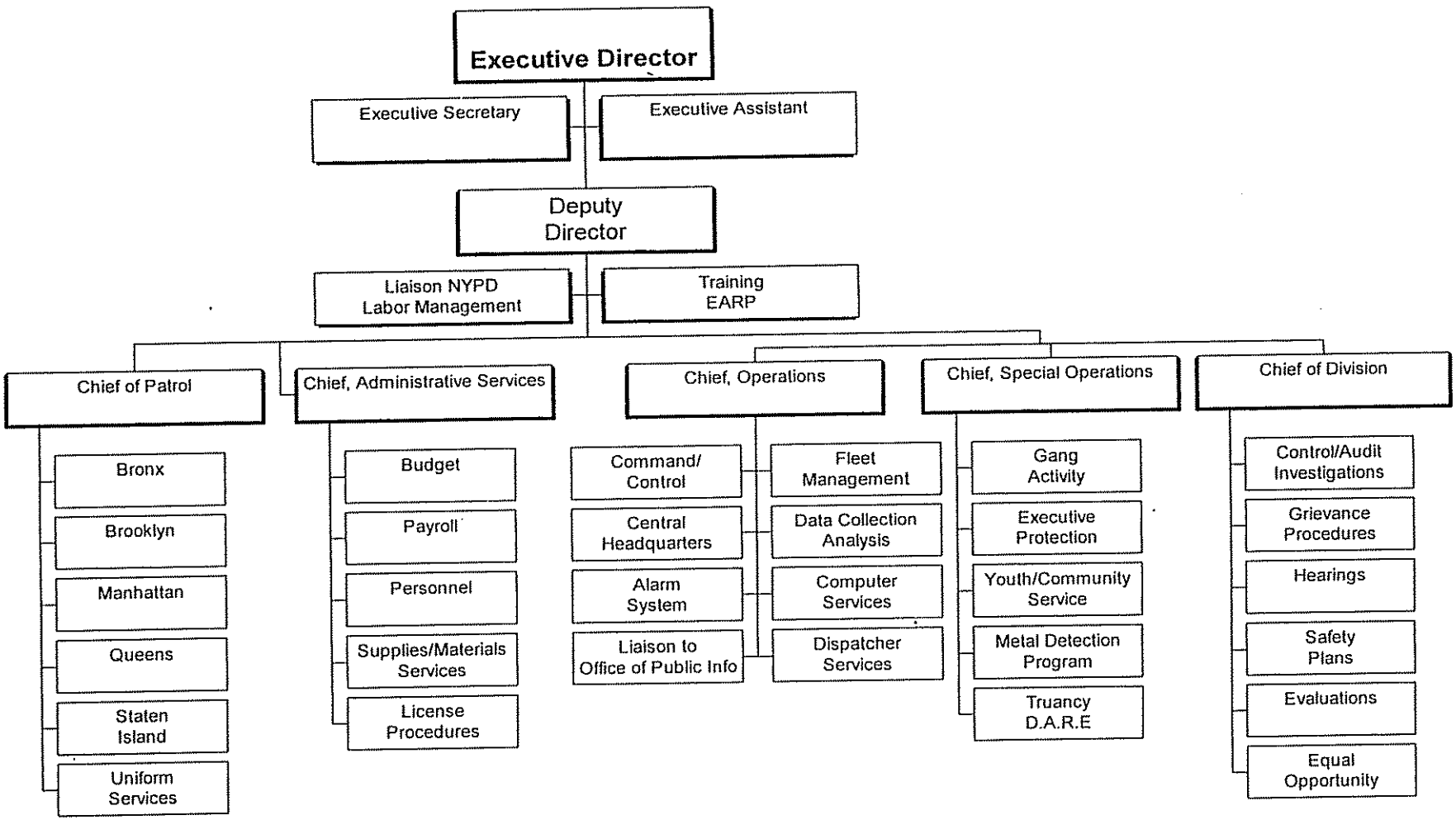
Pursuant to the agreed-upon protocols, school safety agents must report all safety-related incidents to the principal or the principal's designee, and the principal or the principal's designee must report all safety-related incidents to school safety agents. School safety agents must prepare an incident report for all criminal incidents and for all non-criminal incidents involving weapons, controlled substances, or gang-related activity. They also must immediately notify the School Safety Division Operations Center of such incidents by telephone. The principal must advise his or her superintendent and the Board's Emergency Information Center.

School Safety Division personnel at the Operations Center determine whether the agent has correctly classified the incident pursuant to penal law definitions. The incident is then entered into the School Safety Division's computer database. The database tracks such details as the type of incident, the specific location of the incident within a particular school, the time of day the incident took place, and the number of students involved in the incident. The database

thus contains up-to-date information that allows for the rapid identification of patterns and trends within particular schools, as well as accurate analysis of school safety data over time. By tracking school safety data through this database, the School Safety Division can respond swiftly and efficiently to emerging crime trends and to circumstances that could compromise school security.

# Division of School Safety

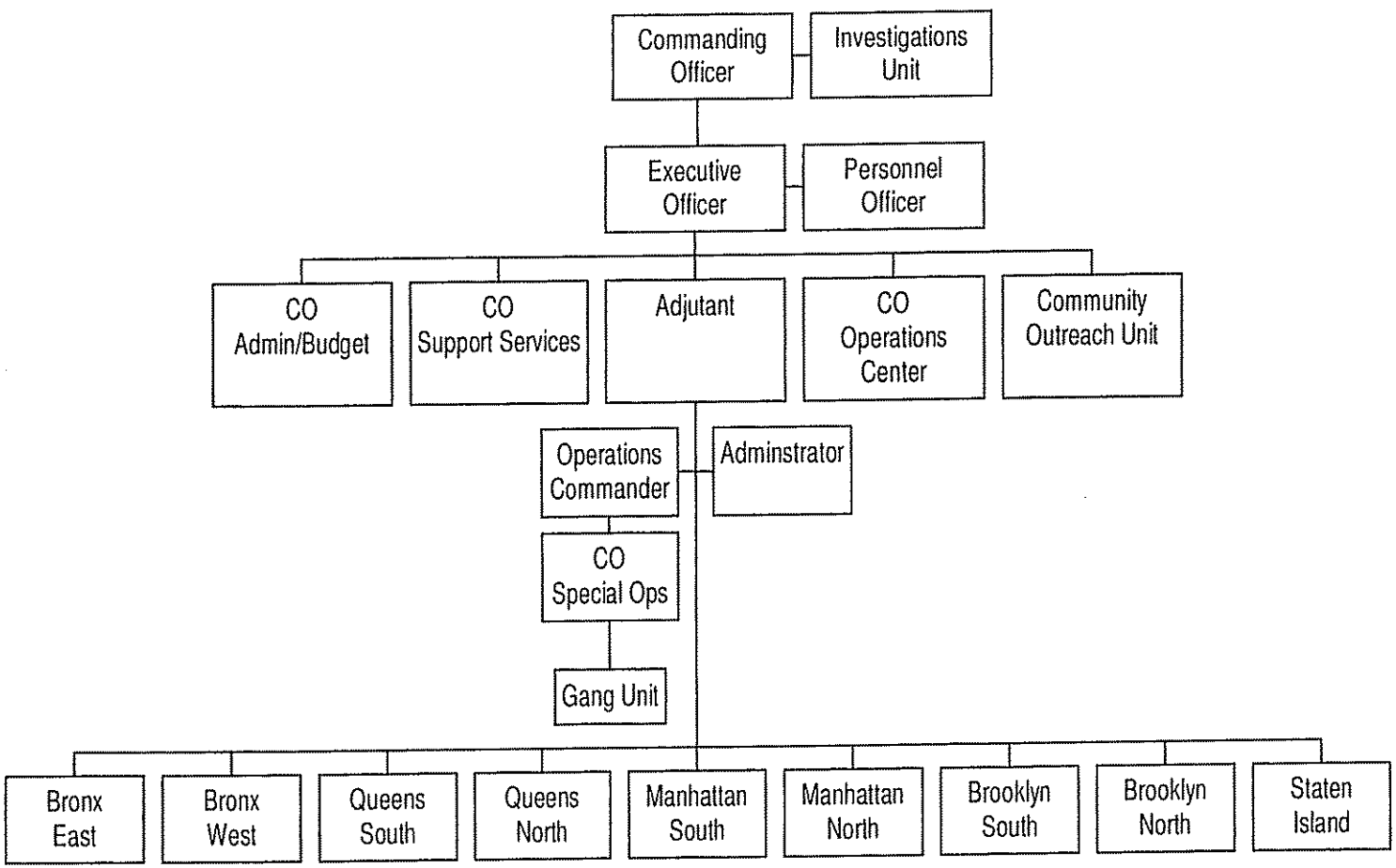
Organization Chart




APPENDIX A

# NYPD

# School Safety Division



# SECTION II

# ANALYSIS OF TRANSFER – RELATED DATA

A preliminary assessment of the effectiveness of the transfer, based upon consideration of both objective and subjective criteria, indicates that there has been measured improvement in school safety. Notably, it appears that there has been a decrease in the total number of criminal and non-criminal incidents and in the number of students "arrested" while in school, as that term is now defined. It also appears that there has been an increase in the number of overall law enforcement actions, including the issuance of summonses and juvenile reports. In addition, surveys of principals suggest improvement in the following areas: school climate, responsiveness of agents, professionalism of agents, effectiveness of supervision of agents, and schools' relationships with the Police Department. Consequently, the improvement in training and management together with the data analysis support a conclusion that the change in structure has had a positive impact overall, although there are still areas in need of improvement.

The following is a detailed explanation of how data and information was analyzed and a discussion of the results and implications of this analysis. This section of the annual evaluation is divided into three subparts: a statistical analysis of data related to law enforcement actions, an analysis of post-transfer criminal and non-criminal incident statistics, and a summary of a principals' survey.

## A. ANALYSIS OF LAW ENFORCEMENT ACTIONS

In an attempt to examine the impact of the transfer on law enforcement activity in the schools, the Vera Institute of Justice analyzed pre-and post-transfer data relating to the types of incidents occurring in the schools and law enforcement activities in response to those incidents.

The results of this analysis show that since the transfer took effect, there has been a decrease in the total number of arrests. The number of overall law enforcement actions, including the issuance of summonses and juvenile reports, however, has increased.

This analysis must be viewed with a degree of caution. The Board's pre-transfer data and the Police Department's post-transfer data are largely incompatible because the agencies used different definitions and systems for reviewing and categorizing incidents.

Additionally, the data reviewed by Vera was only for very limited two-month periods.[4] It is difficult, therefore, to draw definitive conclusions from this analysis.

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[4] According to Vera while this period generated enough incidents to make statistical analysis meaningful, it is not necessarily representative of the level or nature of incidents throughout the year.

[5] An incident is documented as a "summons" when a student is given a summons requiring him or her to appear in court. According to NYPD's Patrol Guide, Procedure number 209-01, police officers are only authorized to issue summonses to individuals 16 years old or older. While summonses are generally issued without removing the student from school, in some instances the student is taken to the precinct and given a summons there. It is not possible to verify from the BOE's or NYPD's data whether reported summonses were issued at school or a precinct.

[6] According to the NYPD's Patrol Guide, Procedure number 215-08, a juvenile report (also referred to as a YD or youth card) is prepared when a juvenile, at least seven and less than 16 years of age, engages in "an act that would constitute a crime in committed by an adult (except for those acts recorded on a complaint report)", commits a petty violation, deemed a Person In Need of Supervision, is intoxicated, is found in a house of prostitution, is stranded, is a runaway or missing, is unlawfully present in licensed premises, appears under the influence of a dangerous drug, or engages in traffic infraction. No criminal proceeding is initiated, but the card is filed at the precinct and may be

A comparison of the number of arrests, summonses[5], and juvenile reports[6] from a two-month period immediately before the transfer (September and October 1998) and after the transfer (September and October 1999) indicates that, after the transfer, students are more likely to receive a summons or juvenile report and less likely to be arrested (see Chart 1 in the appendix).

To obtain the data, the Board of Education and the Police Department searched their school incident databases for the words "arrest," "summons," or "YD" (juvenile report, also sometimes called a youth card) for the respective two-month periods. When the words appeared in the Board's database, the Board then reviewed the narrative to determine if the perpetrator was a student (regular education or special education) and whether the incident took place on school property. The Police Department's database, however, was able to specifically target incidents that took place on school property and in which the perpetrator was a student.

To allow comparisons of similar types of conduct across the different categories used by the Board of Education and the Police Department, Vera combined certain categories and equated others (see Chart 2). Where Vera concluded that categories existed for only one agency, it is noted in the chart.

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taken into consideration if the child gets in trouble again. As required by law, the Police Department destroys the card when the youth reaches the age of 17.

Key results of the analysis:[7]

- The number of criminal incidents resulting in arrest decreased by 23 percent (see Chart 1 and Chart 3).
- The number of criminal incidents resulting in a summons doubled (see Chart 3).
- The number of criminal incidents resulting in a juvenile report increased by 12 percent (see Chart 3 and Chart 6).

Overall, the data above shows an increase of 17 percent in the number of reported incidents resulting in law enforcement actions. These results may be attributable, in part, to changes in definitions of incidents since the transfer, as well as changes in procedures for reporting such incidents and law enforcement actions since the transfer. For instance, the Police Department and the Board's former school safety division used different definitional categories for school incidents and for police actions.[8]

First, the Board and Police Department defined "arrest" differently. When school safety was under the jurisdiction of the Board of Education, an incident was documented as an "arrest" when a student was removed from school by a school safety officer or a police officer, even if the ultimate resolution of the incident was issuance of a summons or juvenile report rather than an actual arrest. Under the jurisdiction of the Police Department, an incident is documented as an "arrest" when a student is removed from the school, brought to the precinct, and either given a desk appearance ticket requiring appearance in court at a later date or brought to court detention.

[7] Vera calculated the percentage differences between the pre- and post-transfer data using a method to account for the different number of school days in the two-month periods examined. In 1999, there were 37 school days in September and October; in 1998, there were 35 school days in September and October. To account for this difference, Vera weighted all the 1998 data by a multiplier of 1.06 (37/35).

[8] Chart 2 generally compares the categories used by the Police Department and the Board.

Thus, the Board's definition of arrest was broader than the Police Department's. Consequently, some events that the Board recorded as arrests are now counted as summonses or juvenile reports. This may explain, in part, why the number of arrests decreased, but summonses and juvenile reports went up.

In addition, before the transfer, arrests, summonses and juvenile reports were not always handled by school safety officers, and local precincts did not, as a matter of course, report all school arrests or summonses to the Board's School Safety Division. Therefore, the Division was not aware of some school arrests, summonses, and juvenile reports, and consequently would not have reported them and included them in its data. Thus, pre-transfer law enforcement actions may have been underreported. Since the transfer, the Police Department has the ability to capture this information.

Moreover, it is possible that the number of pre-transfer criminal incidents was underreported. An October 9, 1995 report by the State Comptroller and a January 4, 1996 report by the Mayor's Investigatory Commission on School Safety identified systemic underreporting of criminal incidents in the schools. According to a subsequent audit by the State Comptroller, as of October 1997 the Board of Education had implemented most of the Comptroller's recommendations to address the problem. Members of the Joint Committee, however, disagree on whether and to what extent problems regarding underreporting persisted. This possibility is another reason for caution in comparing pre- and post-transfer data.

Implementation by the Board and the Police Department of standardized incident reporting protocols also may have increased the percentage of criminal incidents being reported by Board and School Safety personnel to the Police Department.. Such an increase in reporting may be partly responsible for the increase in law enforcement activity. Before the transfer, for

instance, students found with box cutters were suspended by the school but not arrested. Now, pursuant to an agreed-upon protocol between the Board and the Police Department, all such students are given a juvenile report or summons, or are arrested.

Furthermore, the Police Department classifies criminal activity differently than the Board of Education did. During the 1998-99 school year, the Board modeled its definitions on those contained in the National Incident Based Reporting System (NISBR). The Police Department, however, classifies criminal activity according to the New York State Penal Law. Despite efforts by the Board to modify NISBR definitions to be closer to those in the Penal Law, there remain significant differences between the Board's and the Police Department's categorization systems that make direct comparisons problematic.

There are also anomalies in the Board's pre-transfer data that further complicate comparisons. For instance, the Board's data in chart 1 includes 35 arrests for disorderly conduct. Because it is a violation rather than a crime, disorderly conduct is an offense that normally results in issuance of a summons or juvenile report, not in an arrest. Thus, the pre-transfer data may be inaccurate. Additionally, the Board's data includes three arrests for truancy, an arrest for medical illness, and one summons and one juvenile report for leaving school premises. Since such incidents are not criminal in nature, they could not have led to law enforcement action. The Board's data also indicates that some incidents categorized as assaults and some categorized as menacing resulted in the issuance of summonses. The Police Department, however, has a longstanding policy prohibiting the issuance of summonses for assault or menacing. If summonses were issued in those cases, therefore, they could not have been assaults or menacing as currently categorized by the Police Department.

Further analysis and review of trends will be conducted during the second year of the relationship to document the transfer's impact. Such analysis will be able to take advantage of the fact that the Police Department uses a uniform system, based upon Penal Law definitions, for reporting and tracking criminal incidents. The next section of this analysis is based upon post-transfer Police Department data to provide a comparison of compatible data from two different school years.

## B. ANALYSIS OF POST-TRANSFER CRIMINAL AND NON-CRIMINAL INCIDENT STATISTICS

Because of the data problems mentioned above, the Joint Committee asked the Police Department to perform an additional analysis of the impact of the transfer using NYPD incident data. The number of criminal and non-criminal incidents in the period between the transfer and the end of the 1998-1999 school year (12/20/98 – 6/30/99) was compared to the number of criminal and non-criminal incidents in the comparable period one full year after the transfer took effect (12/20/99 – 6/30/00). The results of this comparison in Chart 8 show significant reductions in school incidents:

Highlights from this comparison include:

- The total number of criminal incidents decreased 16.98%. In 13 of the 17 categories analyzed, there was a decrease in the number of incidents. The most notable decreases occurred in the following categories: arson (-80.56%), attempted suicide (-85.48%), robbery (-27.97%), and burglary (-41.18%).

- There were substantial increases reported in the following categories: sex offenses (+198.80%), and grand larceny (+64.81%). Due to different reporting protocols, improved training of agents specifically relating to sex offenses, and concerted efforts by the Board of Education and the Police Department during the 1999-2000 school year to ensure that all criminal incidents of a sexual nature are reported, it is likely that many more such incidents were reported than were reported in the past. Therefore, the members of the Joint Committee

do not believe that the increase in reported sex offenses reflects an actual increase in the number of sex offenses taking place in the schools. Using the data in chart 8 as a new benchmark, the Joint Committee will monitor future levels of reported sex offenses closely to determine whenever there has been an increase in sex offenses and to ensure accurate reporting of sex offenses.

- Non-criminal incidents decreased 10.58%. The most notable decreases occurred in the following types of incidents: disorderly conduct (-36.98%), harassment (-32.37%), and loitering (-28.00%).

## C. PRINCIPALS' SURVEY ANALYSIS

In order to assess the impact of the transfer upon overall school climate and the daily operation of the schools the Board of Education commissioned the Vera Institute to survey principals from elementary, middle, and high schools. To select the principals who would participate in the survey, Vera created separate lists of the names and phone numbers of all principals in high, middle, elementary, and District 75 schools. District 75 schools, located throughout the City, serve children of all ages with special education needs. Vera identified a target number of schools for the interviews based roughly on the number of safety agents currently in each type of school. Thus, the target number of principals was highest for high schools and lowest for elementary schools, reflecting the relative proportions of safety agents in those schools.

After sorting each list randomly, interviewers began calling principals, beginning at the top of the list, until they attained the target number of interviews for each type of school. The interviewers were able to meet their targets for three out of the four groups: for high schools they reached only 56 principals out of a target number of 70.

The primary reason Vera did not reach the target number of high school principals was that many of them declined to be interviewed. Fifty-one, or 33 percent, of the 155 high school principals Vera called did not answer the survey, compared to only 2 percent of elementary and 10 percent of middle school principals. In addition, many principals of all school types were not available for an interview. Vera set a target number of 150 principals. The number of principals

actually interviewed was 137. Of these, 47 were from Brooklyn, 32 were from Queens, 25 were from the Bronx, 23 were from Manhattan, and 10 were from Staten Island. (see charts 9 and 10).

The survey addressed five broad areas: school climate, the responsiveness of school safety agents to principals' concerns, agents' professionalism with school staff and students, the effectiveness of the agents' supervision, and the schools' relationships with the Police Department. For each question, principals rated their experiences in the fall of 1998, before the transfer of school safety agents to the Police Department, and in the fall of 1999, nine months after the transfer, on a scale of one to five, with one being the least favorable and five being the most favorable. In order to identify specific areas for improvement, the survey concluded by asking principals to describe the single largest difficulty their school faces in terms of school safety, and the most important step that needs to be taken in the year ahead to improve the relationship between their school and school safety agents.

The results of the survey indicate that on average principals gave fairly high ratings in each area before the transfer. Most principals report no change overall since the transfer, but those who find there has been a change see an improvement.

At least 60 percent of principals think there has been no change since the transfer in all of the areas surveyed, except supervision of school safety agents. Among principals who thought that there had been a change in each area, the majority find an improvement. The most dramatic indication of this is their assessment of the supervision of school safety agents: between 33 and 50 percent of these principals from each borough feel that supervision is more effective since the transfer. Principals from high schools, which have by far the largest number of school safety

officers and also have more on-site supervisory personnel than other schools (see chart 9), were more likely than those from middle, elementary, or District 75 schools to identify improvement. Indeed, in almost every category surveyed, a higher percentage of high school principals identified improvement than the overall percentage of principals did. Although responses by borough do not fall into a consistent pattern, Staten Island principals gave higher ratings on average in each area and were slightly more likely to see improvement after the transfer. Finally, when examining average responses, as opposed to the percentage breakdowns, principals' average rating of conditions in each area surveyed after the transfer is higher than their average rating before the transfer.

- **School Climate** - According to 67 percent of principals, there has been no change in their school's climate of safety since the transfer of the safety agents to the Police Department. Seventeen percent report that the climate is more relaxed since the transfer, while 16 percent feel that the climate is more tense (see Appendix Charts 11 and 12).

- **School Safety Agents' Responsiveness to Principals' Concerns** - Twenty-five percent of principals report that school safety agents are more responsive to their concerns since the transfer, while 15 percent say that agents are less responsive now. Sixty percent of principals say that there has been no change (see Appendix Charts 13 and 14).

- **Professionalism of Safety Agents with School Staff** - Twenty-six percent of principals find that school safety agents are more professional when interacting with staff since the transfer, while 10 percent say that school safety agents are less professional. The majority—64

percent—find that the level of professionalism shown by safety agents remains unchanged (see Appendix Charts 15 and 16).

- **School Safety Agents' Professionalism with Students** - Twenty-four percent of principals surveyed find school safety agents to be more professional in their interactions with students since the transfer, while 10 percent find them less professional. Sixty-six percent perceive no change since the transfer (see Appendix Charts 17 and 18).

- **Effectiveness of Supervision of School Safety** Agents - Thirty-six percent of principals surveyed think that school safety agents receive more effective supervision since the transfer, while 19 percent view school safety agents' supervision as less effective. Forty-five percent say there has been no change. These results support a preliminary conclusion of a marked improvement in supervision following the transfer (see Appendix Charts 19 and 20).

- **Schools' Relationships with the Police Department** - Seventeen percent of principals surveyed report that their school's relationship with the police has improved since the transfer, while 9 percent find that it has worsened. Almost three-quarters of principals that we surveyed—74 percent—say the relationship is unchanged (see Charts 21 and 22).

- **Principals' Concerns** - Over one half of the respondents stated that they did not have sufficient numbers of school safety agents (63 principals) or that SSA's regularly assigned to them were not replaced when absent (20 principals). The other areas of difficulty reported were:

  - Crowds in and around schools: 18 principals

- Incompetence of school safety agents/need for training: 13 principals

- Confusion about school safety agents' role and jurisdiction, as well as who is responsible for supervision and to whom agents are accountable: 12 principals

- Gang activity: 9 principals

- Safety agents' relationships with school personnel and students: 5 principals

- **Recommended Steps for Improving Relations Between School Safety Agents and Schools** - The four most repeated recommendations for improving relations between SSA and schools were: 1) improved communication between school personnel and either SSA or the NYPD; 2) more training to address competency and professionalism; 3) clarification of SSA's chain of command; and 4) increased numbers of SSA's. It should be noted that a substantial number of principals reported that no improvements were necessary. The following is a breakdown of the principals' responses.

  - Provide school safety agents with more training, increasing their competency and professionalism: 27 principals

  - Everything is fine: 20 principals

- Improve and increase communications between the Police Department (including local precincts and safety agents' supervisors) and school personnel 20 principals

- Provide schools with more safety agents: 19 principals

- Clarify the chain of command in terms of the agencies or people to whom school safety agents are accountable: 19 principals

- Improve and increase communications between school safety agents and school personnel: 18 principals

- No comment: 3 principals

- Provide replacements for absent or redeployed school safety agents: 1 principal

- **Comparison of Average Responses** - Average responses to the survey indicate improvement in school safety conditions overall. While these averages gloss over individual differences of opinion, they allow generalized comparison among the schools and boroughs. On average, principals gave fairly high ratings in each area for the period before the transfer and even higher ratings for the period after the transfer. Among the different types of schools, the greatest increase occurred in District 75's ratings of safety agents' responsiveness to principals' concerns: the ratings increased by 0.66 (from 3.67 to 4.33). The only notable decrease was in elementary schools' average ratings of their relationship

with the Police Department. The ratings remained high, but dropped from 4.17 to 3.96. Principals from Staten Island consistently gave the highest ratings on average; they also reported the most improvement after the transfer (see Appendix Charts 23 and 24).

- **Future Surveys** - To follow up on this survey of principals, the Board of Education intends to commission a survey of parents regarding school safety issues. This parent survey will be conducted during the 2000-2001 school year.

## Chart 1: Arrests, summonses, and juvenile reports (YD's) in original BOE and NYPD categories from September and October 1998 and 1999

| Categories Sept-Oct 1998 | A | S | YD | Categories Sept-Oct 1999 | A | S | YD |
|---|---|---|---|---|---|---|---|
| Assault with a weapon | 14 | 3 | 4 | Assault | 115 | 0 | 20 |
| Fighting | 22 | 33 | 24 | | | | |
| Harassment | 100 | 19 | 35 | Harassment | 6 | 44 | 42 |
| | | | | Aggravated harassment | 1 | 0 | 0 |
| Extortion/Blackmail | 0 | 0 | 2 | Extortion | 3 | 0 | 0 |
| Menacing | 15 | 2 | 4 | Menacing | 7 | 0 | 0 |
| Robbery with a weapon | 13 | 0 | 0 | Robbery | 47 | 0 | 0 |
| Robbery without a weapon | 50 | 0 | 2 | | | | |
| Forcible fondling | 3 | 0 | 1 | Sex offenses | 12 | 0 | 0 |
| Statutory rape | 1 | 0 | 0 | | | | |
| Harassment (sexual) | 7 | 0 | 3 | | | | |
| False fire | 2 | 0 | 0 | Alarm/Bomb threat | 3 | 0 | 2 |
| Chemical release | 0 | 2 | 4 | Fireworks | 0 | 0 | 1 |
| Scan possession controlled sub | 2 | 0 | 0 | Possession controlled | 6 | 0 | 0 |
| Use/Possession controlled sub | 5 | 0 | 1 | Substance | | | |
| Possession controlled substance w/ intent to sell | 2 | 0 | 0 | | | | |
| Scan possession marijuana | 4 | 7 | 2 | Possession marijuana | 17 | 66 | 0 |
| Use/Possession/Sale marijuana | 22 | 20 | 9 | Sale marijuana | 0 | 0 | 25 |
| Found controlled substance, marijuana or alcohol | 0 | 1 | 0 | | | | |
| Riot | 0 | 2 | 2 | | | | |
| Disorderly conduct | 35 | 41 | 21 | Disorderly conduct | 0 | 140 | 43 |
| Loitering | 2 | 12 | 4 | Loitering | 0 | 42 | 4 |
| Trespass | 36 | 12 | 36 | Trespass | 34 | 54 | 35 |
| Scan weapon type I | 21 | 38 | 25 | Weapons possession/ | 66 | 108 | 104 |
| Scan weapon type II | 0 | 3 | 2 | Dangerous instrument | | | |
| Weapon possession I | 31 | 4 | 37 | | | | |
| Weapon possession II | 7 | 2 | 6 | | | | |
| Truancy | 3 | 0 | 5 | N/A | | | |
| Left school premises | 0 | 1 | 1 | N/A | | | |
| Medical illness | 1 | 0 | 0 | N/A | | | |
| Accident | 0 | 0 | 1 | N/A | | | |
| N/A | | | | Burglary | 4 | 0 | 0 |
| Larceny (personal property) | 8 | 2 | 1 | Grand larceny | 4 | 0 | 0 |
| Larceny (school property) | 4 | 0 | 0 | Petty larceny | 10 | 0 | 0 |
| Vandalism | 3 | 2 | 3 | Criminal mischief | 4 | 0 | 0 |
| Graffiti | 5 | 3 | 2 | Making graffiti | 0 | 0 | 4 |
| Gambling | 0 | 2 | 1 | Gambling | 1 | 3 | 3 |
| Smoking | 0 | 2 | 0 | N/A | | | |
| Use/Possession Alcohol | 1 | 2 | 0 | N/A | | | |
| **Total** | **419** | **215** | **238** | | **340** | **457** | **283** |

## Chart 2: Incident categories

| Sept-Oct 1998 Categories | Sept-Oct 1999 Categories | Categories Created for Analysis |
|---|---|---|
| Assault with weapon<br>Fighting | Assault | Assault |
| Harassment | Harassment<br>Aggravated harassment | Harassment |
| Extortion/Blackmail | Extortion | Extortion |
| Menacing | Menacing | Menacing |
| Robbery with a weapon<br>Robbery without a weapon | Robbery | Robbery |
| Forcible fondling<br>Statutory rape<br>Harassment (sexual) | Sex offenses | Sex offenses |
| False fire<br>Chemical release | Alarm/ Bomb threat<br>Fireworks | Alarm/Bomb threat |
| Scan possession of controlled substance<br>Use/possession of controlled substance<br>Possession of controlled substance with intent to sell | Possession of controlled substance | Use, possession, or sale of controlled substance |
| Scan possession of marijuana<br>Use/possession of marijuana<br>Found controlled substance, marijuana or alcohol | Possession of marijuana<br>Sale of marijuana | Use, possession, or sale of marijuana |
| Disorderly conduct<br>Riot | Disorderly conduct | Disorderly conduct |
| Use/possession of alcohol<br>Smoking | N/A | Smoking/Alcohol |
| Loitering | Loitering | Loitering |
| Trespass | Trespass | Trespass |
| Scan weapon type I<br>Scan weapon type II<br>Weapon possession I<br>Weapon possession II | Weapons | Weapons possession |
| Truancy<br>Left school premises | N/A | Truancy |
| Medical illness | N/A | Medical illness |
| N/A | Burglary | Burglary |
| Larceny (personal property)<br>Larceny (school property) | Grand larceny<br>Petty larceny | Larceny |
| Graffiti<br>Vandalism<br>Gambling | Making graffiti<br>Gambling<br>Criminal mischief | Criminal mischief |
| Accident | N/A | Accident |

## Chart 3: Changes in incidents and enforcement activity

| September and October Incidents | | | |
|---|---|---|---|
| | *Sept-Oct '98* | *Sept-Oct '99* | *% change weighted* |
| *Arrests* | 419 | 340 | -23.45% |
| *Summons* | 215 | 457 | 100.53% |
| *Juvenile Reports* | 238 | 283 | 12.18% |
| Total Enforcement Actions | 872 | 1,080 | 16.84% |

## Chart 4: Change in arrests by category

| *Arrest Category* | *Sept-Oct '98* | *Sept-Oct '99* | *% change weighted* |
|---|---|---|---|
| Alcohol/Smoking | 1 | 0 | N/A |
| Truancy | 3 | 0 | N/A |
| Medical illness | 1 | 0 | N/A |
| Accident | 0 | 0 | N/A |
| Harassment | 100 | 7 | -93.40% |
| Assault | 36 | 115 | 201.36% |
| Menacing | 15 | 7 | -55.97% |
| Trespass | 36 | 34 | -10.90% |
| Use, possession, sale controlled substance | 9 | 6 | -37.11% |
| Robbery | 63 | 47 | -29.62% |
| Larceny | 12 | 14 | 10.06% |
| Sex offenses | 11 | 12 | 2.92% |
| Alarm/Bomb threat | 2 | 3 | 41.51% |
| Use, possession, sale marijuana | 26 | 17 | -38.32% |
| Weapons possession | 59 | 66 | 5.53% |
| Disorderly conduct | 35 | 0 | N/A |
| Loitering | 2 | 0 | N/A |
| Extortion | 0 | 3 | N/A |
| Burglary | 0 | 4 | N/A |
| Criminal mischief | 8 | 5 | -41.04% |
| **Total** | **419** | **340** | -23.45% |

## Chart 5: Change in summonses by category

| *Summons Category* | *Sept-Oct '98* | *Sept-Oct '99* | *% change weighted* |
|---|---|---|---|
| Alcohol/Smoking | 4 | 0 | **N/A** |
| Truancy | 1 | 0 | **N/A** |
| Medical illness | 0 | 0 | **N/A** |
| Accident | 0 | 0 | **N/A** |
| Harassment | 19 | 44 | **118.47%** |
| Assault | 36 | 0 | **N/A** |
| Menacing | 2 | 0 | **N/A** |
| Trespass | 12 | 54 | **324.53%** |
| Use, possession, sale controlled substance | 0 | 0 | **N/A** |
| Robbery | 0 | 0 | **N/A** |
| Larceny | 2 | 0 | **-100.00%** |
| Sex offenses | 0 | 0 | **N/A** |
| Alarm/Bomb threat | 2 | 0 | **N/A** |
| Use, possession, sale marijuana | 28 | 66 | **122.37%** |
| Weapons possession | 47 | 108 | **116.78%** |
| Disorderly conduct | 43 | 140 | **207.15%** |
| Loitering | 12 | 42 | **230.19%** |
| Extortion | 0 | 0 | **N/A** |
| Burglary | 0 | 0 | **N/A** |
| Criminal mischief | 7 | 3 | **-59.57%** |
| **Total** | **215** | **457** | **100.53%** |

## Chart 6: Change in juvenile reports by category

| *Juvenile Report Category* | *Sept-Oct '98* | *Sept-Oct '99* | *% change weighted* |
|---|---|---|---|
| Alcohol/Smoking | 0 | 0 | N/A |
| Truancy | 6 | 0 | N/A |
| Medical illness | 0 | 0 | N/A |
| Accident | 1 | 0 | N/A |
| Harassment | 35 | 42 | 13.21% |
| Assault | 28 | 20 | -32.61% |
| Menacing | 4 | 0 | N/A |
| Trespass | 36 | 35 | -8.28% |
| Use, possession, sale controlled substance | 1 | 0 | N/A |
| Robbery | 2 | 0 | N/A |
| Larceny | 1 | 0 | N/A |
| Sex offenses | 4 | 0 | N/A |
| Alarm/Bomb threat | 4 | 3 | -29.25% |
| Use, possession, sale marijuana | 11 | 25 | 114.41% |
| Weapons possession | 70 | 104 | 40.16% |
| Disorderly conduct | 23 | 43 | 76.37% |
| Loitering | 4 | 4 | -5.66% |
| Extortion | 2 | 0 | N/A |
| Burglary | 0 | 0 | N/A |
| Criminal mischief | 6 | 7 | 10.06% |
| **Total** | **238** | **283** | **12.18%** |

## Chart 7: Ratio of arrests to summonses and juvenile reports by category

| | | | | | Ratios | |
|---|---|---|---|---|---|---|
| | 1998 | | | | 1998 | |
| | Summonses and YD | Arrest | | | Arrest/Summonses and YD | |
| Category | | | | | | |
| Alcohol/Smoking | 4 | 1 | 1 | 0 | 0.25 | |
| Truancy | 7 | 3 | 0 | 0 | 0.43 | |
| Medical illness | 0 | 1 | 0 | 0 | N/A | |
| Accident | 1 | 0 | 0 | 0 | 0.00 | |
| Harassment | 54 | 100 | 86 | 7 | 1.85 | |
| Assault | 64 | 36 | 20 | 115 | 0.56 | |
| Menacing | 6 | 15 | 0 | 7 | 2.50 | |
| Trespass | 48 | 36 | 89 | 34 | 0.75 | |
| Use, possession, sale controlled substance | 1 | 9 | 0 | 6 | 9.00 | |
| Robbery | 2 | 63 | 0 | 47 | 31.50 | |
| Larceny | 3 | 12 | 0 | 14 | 4.00 | |
| Sex offenses | 4 | 11 | 0 | 12 | 2.75 | |
| Alarm/Bomb threat | 6 | 2 | 3 | 3 | 0.33 | |
| Use, possession, sale marijuana | 39 | 26 | 91 | 17 | 0.67 | |
| Weapons possession | 117 | 59 | 212 | 66 | 0.50 | |
| Disorderly conduct | 66 | 35 | 183 | 0 | 0.53 | |
| Loitering | 16 | 2 | 46 | 0 | 0.13 | |
| Extortion | 2 | 0 | 0 | 3 | 0.00 | |
| Burglary | 0 | 0 | 0 | 4 | N/a | |
| Criminal mischief | 13 | 8 | 10 | 5 | 0.62 | |
| Total | 453 | 419 | | | 0.92 | |

## NYPD SCHOOL SAFETY DIVISION
## SCHOOL INCIDENT ON-SITE ANALYSIS

**Chart 8**

| | *12/20/99 to 6/30/00 | **12/20/98 to 6/30/99 | % Change |
|---|---|---|---|
| Arson | 7 | 36 | -80.56 |
| Assault | 900 | 882 | 2.04 |
| Attempted Suicide | 9 | 62 | -85.48 |
| Bomb Threats | 271 | 596 | -54.53 |
| Burglary | 90 | 153 | -41.18 |
| Cont. Substance | 20 | 27 | -25.93 |
| Criminal Mischief | 318 | 391 | -18.67 |
| Grand Larceny | 178 | 108 | 6.81 |
| Menacing | 153 | 202 | -24.26 |
| Murder | 0 | 1 | -100.00 |
| Petit Larceny | 455 | 437 | 4.12 |
| Rape 1 | 6 | 14 | -54.14 |
| Reckless Endangerment | 54 | 79 | -31.65 |
| Riot | 3 | 6 | -50.00 |
| Robbery | 170 | 236 | -27.97 |
| Sex Offenses | 248 | 83 | 198.80 |
| ***Weapons | 2296 | 2924 | -21.48 |
| Criminal Total | 5178 | 6237 | -16.98 |
| Disorderly Conduct | 687 | 1010 | -31.98 |
| False Alarm | 71 | 92 | -22.83 |
| Harassment | 2131 | 3151 | -32.37 |
| Loitering | 54 | 75 | -28.00 |
| Possession of Marijuana | 361 | 362 | - 0.28 |
| Trespass | 415 | 469 | -11.51 |
| Non-Criminal Total | 3719 | 4159 | -10.58 |
| Combined Total | 8897 | 10396 | -14.42 |

* Indicates numbers are preliminary data.
** Previous year totals reflect/based on the old Board of Education reporting categories.
***Weapons include non-criminal type instruments (e.g. pocket knife, razor, nail clipper etc.) Weapons obtained through both observation and scanning.

**Chart 9: Selecting principals for the survey.**

| School Type | Number of schools in New York City | Number of safety officers per school | Target number of principals | Number of principals interviewed |
|---|---|---|---|---|
| Elementary | 675 | 1 | 25 | 25 |
| Middle | 197 | 3 | 50 | 50 |
| High | 213 | 10 to 20 | 70 | 56 |
| District 75 | 60 | 1 to 4 | 5 | 6 |

**Chart 10: Who participated in the survey.**

| | Elementary Schools | Middle Schools | High Schools | District 75 Schools | TOTAL |
|---|---|---|---|---|---|
| Brooklyn | 8 | 20 | 17 | 2 | **47** |
| Queens | 9 | 6 | 16 | 1 | **32** |
| Bronx | 2 | 14 | 9 | 0 | **25** |
| Manhattan | 3 | 6 | 13 | 1 | **23** |
| Staten Island | 3 | 4 | 1 | 2 | **10** |
| TOTAL | **25** | **50** | **56** | **6** | **137** |

**Charts 11 and 12: Has the school's climate of safety changed?**

| Borough | More relaxed | No change | More tense |
|---|---|---|---|
| Brooklyn | 19% | 70% | 11% |
| Queens | 25% | 56% | 19% |
| Bronx | 16% | 68% | 16% |
| Manhattan | 5% | 68% | 27% |
| Staten Island | 10% | 80% | 10% |
| TOTAL | 17% | 67% | 16% |

| School Type | More relaxed | No change | More tense |
|---|---|---|---|
| Elementary | 20% | 68% | 12% |
| Middle | 10% | 78% | 12% |
| High School | 20% | 56% | 24% |
| District 75 | 33% | 67% | 0% |
| TOTAL | 17% | 67% | 16% |

**Charts 13 and 14: Do safety agents respond to principals' concerns?**

| Borough | More responsive | No change | Less responsive |
|---|---|---|---|
| Brooklyn | 28% | 56% | 16% |
| Queens | 23% | 61% | 16% |
| Bronx | 32% | 60% | 8% |
| Manhattan | 18% | 59% | 23% |
| Staten Island | 20% | 80% | 0% |
| TOTAL | 25% | 60% | 15% |

| School Type | More responsive | No change | Less responsive |
|---|---|---|---|
| Elementary | 17% | 70% | 13% |
| Middle | 20% | 65% | 14% |
| High school | 32% | 53% | 15% |
| District 75 | 33% | 50% | 17% |
| TOTAL | 25% | 60% | 15% |

**Charts 15 and 16: Do safety agents show professionalism with school staff?**

| Borough | More professional | No change | Less professional |
|---|---|---|---|
| Brooklyn | 27% | 58% | 16% |
| Queens | 31% | 56% | 13% |
| Bronx | 24% | 72% | 4% |
| Manhattan | 17% | 74% | 8% |
| Staten Island | 30% | 70% | 0% |
| TOTAL | 26% | 64% | 10% |

| School Type | More professional | No change | Less professional |
|---|---|---|---|
| Elementary | 25% | 67% | 8% |
| Middle | 20% | 69% | 10% |
| High School | 32% | 57% | 11% |
| District 75 | 17% | 67% | 17% |
| TOTAL | 26% | 64% | 10% |

**Charts 17 and 18: Do safety agents show professionalism with students?**

| Borough | More professional | No change | Less professional |
|---|---|---|---|
| Brooklyn | 20% | 69% | 11% |
| Queens | 16% | 75% | 9% |
| Bronx | 24% | 68% | 8% |
| Manhattan | 43% | 44% | 13% |
| Staten Island | 30% | 70% | 0% |
| TOTAL | 24% | 66% | 10% |

| School Type | More professional | No change | Less professional |
|---|---|---|---|
| Elementary | 25% | 67% | 8% |
| Middle | 16% | 78% | 6% |
| High School | 32% | 55% | 13% |
| District 75 | 17% | 67% | 17% |
| TOTAL | 24% | 66% | 10% |

**Charts 19 and 20: Are safety agents well supervised?**

| Borough | More effective | No change | Less effective |
|---|---|---|---|
| Brooklyn | 36% | 41% | 23% |
| Queens | 33% | 47% | 20% |
| Bronx | 36% | 56% | 8% |
| Manhattan | 33% | 43% | 24% |
| Staten Island | 50% | 38% | 13% |
| TOTAL | 36% | 45% | 19% |

| School Type | More effective | No change | Less effective |
|---|---|---|---|
| Elementary | 42% | 37% | 21% |
| Middle | 27% | 56% | 17% |
| High School | 42% | 40% | 18% |
| District 75 | 33% | 33% | 33% |
| TOTAL | 36% | 45% | 19% |

**Charts 21 and 22: Has the relationship with the police improved?**

| Borough | Improved | No change | Worsened |
|---|---|---|---|
| Brooklyn | 17% | 74% | 9% |
| Queens | 10% | 73% | 17% |
| Bronx | 16% | 80% | 4% |
| Manhattan | 18% | 77% | 5% |
| Staten Island | 40% | 50% | 10% |
| TOTAL | 17% | 74% | 9% |

| School Type | Improved | No change | Worsened |
|---|---|---|---|
| Elementary | 4% | 71% | 25% |
| Middle | 10% | 82% | 8% |
| High School | 30% | 67% | 4% |
| District 75 | 17% | 83% | 0% |
| TOTAL | 17% | 74% | 9% |

## Charts 23 and 24: Average Responses About School Safety

| Borough | Climate of Safety in School | | Responsiveness to Principals' Concerns | | Professionalism with Staff | | Professionalism with Students | | Effectiveness of Supervision | | Relationship with Police Department | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Before | After | Before | After | Before | After | Before | After | Before | After | Before | After |
| Brooklyn | 2.24 | 2.11 | 3.79 | 3.87 | 3.76 | 3.87 | 3.73 | 3.79 | 3.32 | 3.41 | 3.91 | 3.98 |
| Queens | 2.47 | 2.38 | 3.97 | 4.10 | 3.94 | 4.19 | 3.75 | 3.91 | 3.47 | 3.57 | 4.37 | 4.29 |
| Bronx | 2.64 | 2.56 | 3.52 | 3.80 | 3.36 | 3.60 | 3.32 | 3.56 | 2.72 | 3.44 | 3.64 | 3.84 |
| Manhattan | 2.00 | 2.35 | 3.59 | 3.52 | 3.52 | 3.65 | 3.35 | 3.70 | 3.24 | 3.33 | 3.82 | 3.96 |
| Staten Island | 2.20 | 2.20 | 4.10 | 4.60 | 3.90 | 4.70 | 4.10 | 4.70 | 3.50 | 4.38 | 3.60 | 4.20 |
| TOTAL | 2.33 | 2.30 | 3.77 | 3.90 | 3.70 | 3.92 | 3.62 | 3.82 | 3.23 | 3.50 | 3.92 | 4.04 |

The possible range of responses for each question is from 1 to 5, with 1 indicating poorer conditions and 5 indicating improved conditions—except for the first question about school climate, for which 1 indicates an extremely relaxed climate and 5 indicates an extremely tense climate.

| Type of School | Climate of Safety in School | | Responsiveness to Principals' Concerns | | Professionalism with Staff | | Professionalism with Students | | Effectiveness of Supervision | | Relationship with Police Department | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Before | After | Before | After | Before | After | Before | After | Before | After | Before | After |
| Elementary | 2.48 | 2.24 | 3.96 | 4.17 | 3.83 | 4.28 | 3.79 | 4.24 | 2.95 | 3.55 | 4.17 | 3.96 |
| Middle | 2.04 | 2.10 | 3.80 | 3.90 | 3.90 | 3.96 | 3.90 | 3.96 | 3.29 | 3.43 | 4.14 | 4.10 |
| High School | 2.42 | 2.46 | 3.68 | 3.75 | 3.50 | 3.75 | 3.34 | 3.52 | 3.27 | 3.53 | 3.72 | 4.07 |
| District 75 | 3.17 | 2.67 | 3.67 | 4.33 | 3.33 | 3.67 | 3.33 | 3.83 | 3.33 | 3.67 | 3.00 | 3.50 |
| TOTAL | 2.33 | 2.30 | 3.77 | 3.90 | 3.70 | 3.92 | 3.62 | 3.82 | 3.23 | 3.50 | 3.92 | 4.04 |

# SECTION III

# BUDGET AND FUNDING

Funding to implement the Cooperative Agreement between the Board of Education and the New York City Police Department (NYPD), including the transfer of the 3,396 employees of the School Safety Division, is as follows:

| | 12/20/98 to 6/30/99 | 7/1/99 to 6/30/00 | 7/01/00 to 6/30/01 | 7/01/01 to 6/30/02 | 7/1/02 to 12/20/02 |
|---|---|---|---|---|---|
| Salaries and Related Costs | $41,572,900 | $84,049,500 | $84,100,500 | $84,107,500 | $40,226,200 |
| Non-District Purchased Overtime | $1,251,000 | $2,165,000 | $2,165,000 | $2,165,000 | $1,251,000 |
| Total Personal Services | $42,823,900 | $86,214,500 | $86,265,500 | $86,272,500 | $41,477,200 |
| Other Than Personal Services | $750,000 | $2,483,910 | $2,483,910 | $2,483,910 | $1,241,955 |
| Total | $43,573,900 | $88,698,410 | $88,749,410 | $88,756,410 | $42,719,155 |

The Personal Services budget category covers the cost of salaries, holiday pay, overtime, shift differential, uniform allowances and other staff-related costs. The Other Than Personal Services category covers the costs of office supplies and equipment, vehicle maintenance and fuel costs and other general supply or material costs. Each fiscal year, the funds are transferred into the Police Department's budget from the Board of Education for the School Safety Division's operations. Any spending surpluses are returned to the Board of Education at the end of the fiscal year.

One year subsequent to the transfer, the Police Department and the Board of Education demonstrated a need for additional funding for school security functions. These additional funds

were provided to promote uniform supervisors to manage security operations; hire additional civilians to provide support to the division; meet contractual obligations relating to collective bargaining and uniform allowances for school safety agents. These new allocations also allowed for the replacement of school safety agent attrition on a quarterly basis and enabled the Police Department to replace vehicles and other school safety related items annually. Furthermore, on January 13, 2000, as part of the State of the City Address, the Mayor announced an increase to the School Safety Division's budget by $36 million for new staff. In order to continue to create a safe learning, teaching, and working environment, the City plans to hire an additional 610 school safety agents during Fiscal Year 2001. Of these new agents, 500 will improve security by providing increased coverage at scanning stations, enhancing security at targeted schools, annexes, transportables, and newly constructed schools. The remaining 110 agents will be assigned to expand the City's Truancy Reduction Alliance to Contact Kids (TRACK) program. TRACK is a multi-agency effort to help the City combat truancy and to reduce daytime crime and youth victimization.

These enhancements increased the Cooperative Agreement's funding to the following levels:

| | 12/20/98 to 6/30/99 | 7/1/99 to 6/30/00 | 7/01/00 to 6/30/01 | 7/01/01 to 6/30/02 | 7/1/02 to 12/20/02 |
|---|---|---|---|---|---|
| Salaries and Related Costs | $41,572,900 | $87,576,985 | $108,062,120 | $108,066,330 | $52,205,615 |
| Non-District Purchased OT | $1,251,000 | $2,165,000 | $10,466,701 | $10,466,701 | $5,401,851 |
| Total Personal Services | $42,823,900 | $89,741,985 | $118,528,821 | $118,533,031 | $57,607,466 |
| Other Than Personal Services | $750,000 | $3,455,473 | $14,191,958 | $6,244,788 | $3,122,394 |
| Total | $43,573,900 | $93,197,458 | $132,720,779 | $124,777,819 | $60,729,860 |

In addition, increased funds were provided directly to the Police Department to allow for the hiring of additional civilian support staff and to cover the promotional costs of uniformed officers to mange the school security function. The Police Department increases follow:

| | 12/20/98 to 6/30/99 | 7/1/99 to 6/30/00 | 7/01/00 to 6/30/01 | 7/01/01 to 6/30/02 | 7/1/02 to 12/20/02 |
|---|---|---|---|---|---|
| Civilians | | $1,453,833 | $1,453,833 | $1,453,833 | $1,453,833 |
| Uniformed Promotions | | $1,453,054 | $1,708,033 | $1,908,643 | $1,145,010 |
| Total | $0 | $2,906,887 | $3,161,866 | $3,362,476 | $2,598,843 |

The financial commitment to school safety functions has increased in both the Board of Education and the New York City Police Department since the cooperative agreement began in December 1998. The funds provided by the Mayor are intended to ensure that school security is enhanced throughout the City to provide for improved learning environments.

# SECTION IV

# RECOMMENDATIONS

- **Establishment of an Operational Sub-Committee** – This committee, comprised of representatives from the Board of Education and the School Safety Division, would meet on a monthly basis. The purpose of this committee would be to explore ways to improve this pilot program, address issues that have local and system-wide implications and make recommendations to the Joint Committee regarding policy issues. This recommendation has been implemented.

- **Development of a Principal's Institute** – Developed as a joint initiative between the Board and NYPD to provide school administrators with insight on improving overall security within the school. Additionally, it could be utilized to clarify issues regarding the newly developed Incident Report, Search Protocols, Agent Witness Statement Forms, and Emergency Response Protocol. This institute would be developed as a joint initiative. The Board has agreed to have security training added to its principal training.

- **Implement Training of Board Field Staff** - Supervisors and teachers will be trained on post-transfer protocols including lines of communication, incident reporting, etc. NYPD personnel newly assigned to work closely with schools and the School Safety Division will also attend training. The Board has accepted this recommendation.

- **Develop a Handbook of School Safety Procedures** – After the transfer, new procedures were established and existing protocols were adapted to fit within the new operational structure. All of these procedures will be placed in a handbook and issued to all principals.

This handbook affords principals with the requisite knowledge to handle any situation involving school safety agents. This recommendation will be implemented.

- **Create a Backfill Component to Fill Temporary Vacancies** – The School Safety Division should have staffing available to fill temporary vacancies created by occasional agent absences in the schools, such as sick leave. The School Safety Division is planning to implement this recommendation.

- **Quarterly Meetings of the Joint Committee**
- **Bi-Monthly Meetings of the Training Committee**