



## SUSPENSION-FREE SCHOOLS

### USING DATA TO DEMAND A STATEWIDE MORATORIUM ON SUSPENSIONS IN A TIME OF EDUCATIONAL CRISIS

#### OVERVIEW

During the 2018–2019 school year, New York City Schools reported 32,801 student suspensions, a system of 1.1 million young people. For the rest of the state during the same period, there were 99,196 suspensions for roughly 1.6 million students – 36,274 in-school suspensions and 62,922 out-of-school suspensions.

Using 2018–2019 suspension data from the New York State Education Department (NYSED), Girls for Gender Equity (GGE) has broken down suspension disparities by NYSED’s nine Joint Management Team (JMT) Regions, representing 688 unique school districts excluding New York City: Capital District/North Country; Central Region; Mid-South; West; Mid-State; Mid-West; Long Island; Mid-Hudson; and Lower-Hudson Valley.

GGE found that suspensions disproportionately impacted Black students and those with disabilities across the nine regions: Black students represented 11% of all students enrolled and 24% of all suspensions, and students with disabilities represented 15% of all students enrolled and 28% of all suspensions. As outlined in the following pages, these disparities were consistent across regions.

While we do not have access to data disaggregated by multiple identity categories, like [Black girls](#) or [Black students with disabilities](#), we know through research and our work that these students are uniquely and disproportionately targeted for school suspensions.

#### RECOMMENDATIONS

Governor Cuomo, the State Board of Regents, and the State Education Department must take **decisive action to implement an immediate moratorium on exclusionary school discipline in all schools**, as put forth this September by the New York State [Solutions Not Suspensions Coalition](#). Such a moratorium is a step in ending a legacy of educational racism that threatens students’ wellbeing.

**In line with this, we call for the immediate passage of the Judge Judith S. Kaye Solutions Not Suspension Act (S767B/A1981B) to bring about statewide school climate reform.**

This moment calls for a strong political commitment to healing-centered, culturally responsive restorative practices, and the statewide rejection of punitive, exclusionary reactions to young people reengaging with school.

Amid financial crises, New York State must reckon with generations of underinvestment in healing-centered supports and resources in schools. The coming school year must actualize a re-envisioning of the role of schools and the rejection of policies and practices that perpetuate educational injustice.

# REGIONS BY STUDENT POPULATION & SUSPENSION POPULATION

BLACK STUDENTS

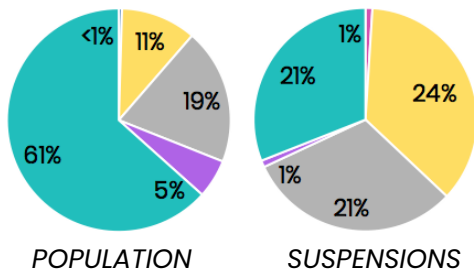
INDIGENOUS STUDENTS

WHITE STUDENTS

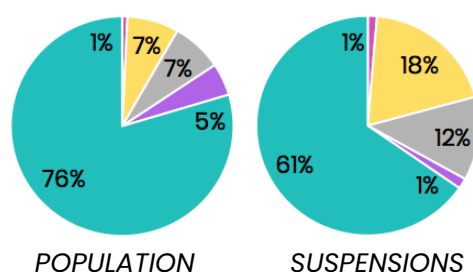
LATINX STUDENTS

ASIAN STUDENTS

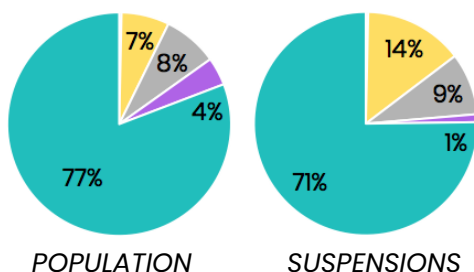
ALL REGIONS



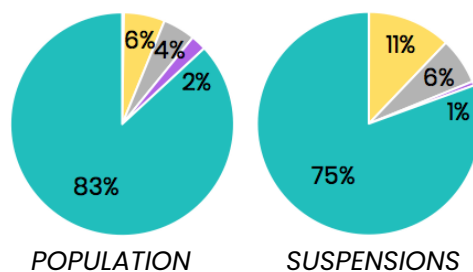
CAPITAL DISTRICT / NORTH COUNTRY



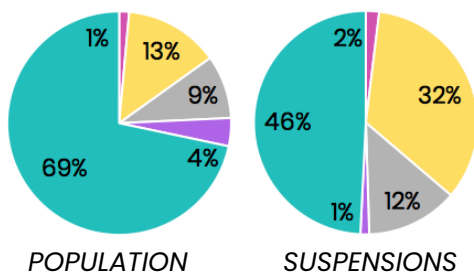
CENTRAL



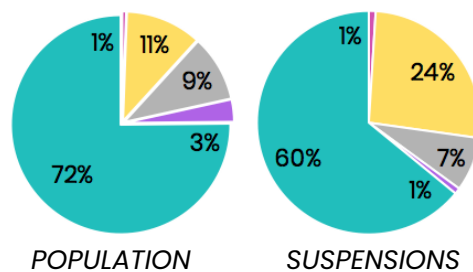
MID-SOUTH



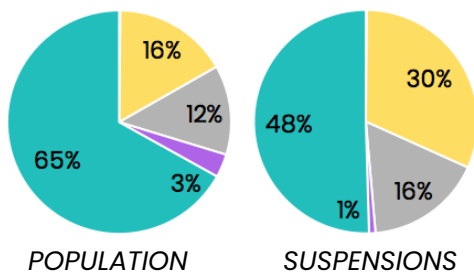
WEST



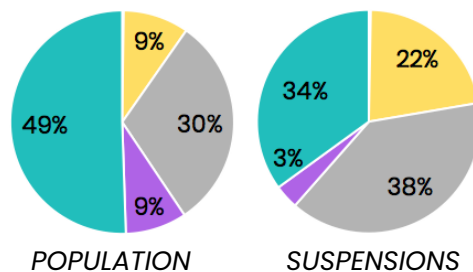
MID-STATE



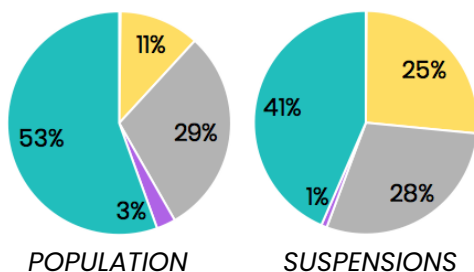
MID-WEST



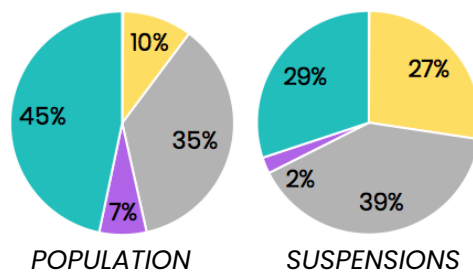
LONG ISLAND



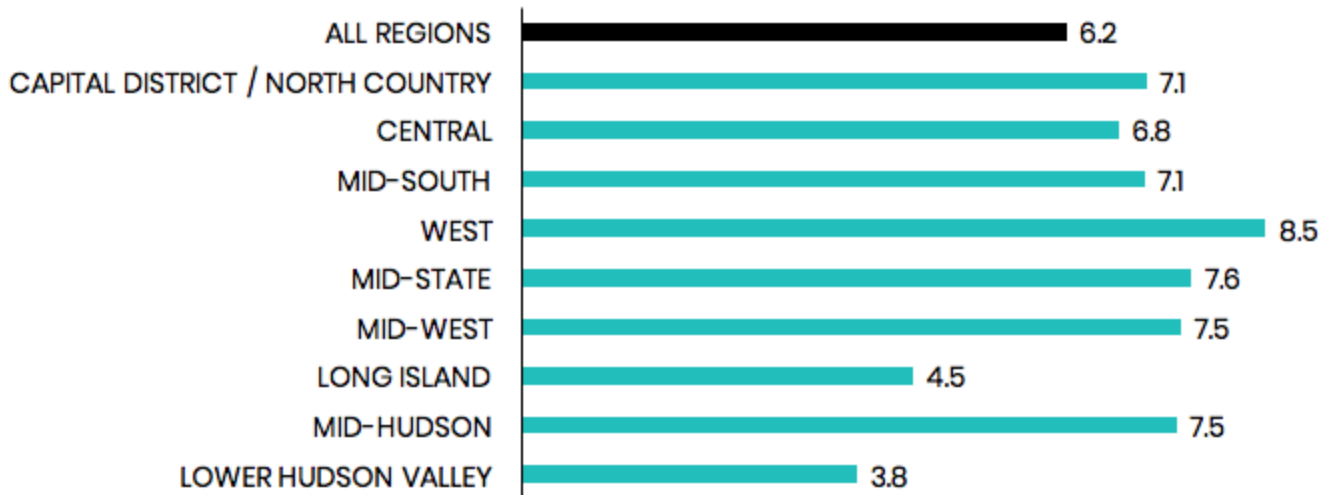
MID-HUDSON



LOWER HUDSON VALLEY



## NUMBER OF SUSPENSIONS FOR EVERY 100 STUDENTS ENROLLED

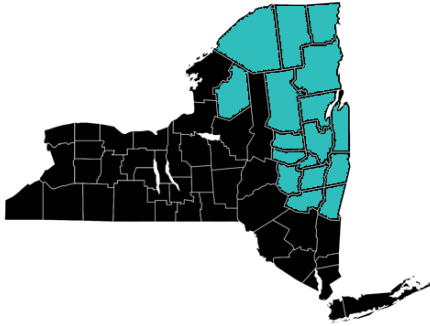


## REGIONAL TOTALS

	<i>SCHOOL DISTRICTS</i>	<i>STUDENTS ENROLLED</i>	<i>IN-SCHOOL SUSPENSIONS</i>	<i>OUT-OF-SCHOOL SUSPENSIONS</i>	<i>DAYS OUT-OF-SCHOOL</i>
ALL REGIONS	688	1,596,724	36,274	62,922	<u>485,699</u>
CAPITAL DISTRICT / NORTH COUNTRY	136	202,051	4,930	9,464	69,643
CENTRAL	49	71,693	1,865	3,011	19,623
MID-SOUTH	71	80,940	2,229	3,521	22,173
WEST	82	186,007	4,925	10,851	102,107
MID-STATE	50	118,268	2,681	6,349	51,386
MID-WEST	68	159,827	4,786	7,225	67,818
LONG ISLAND	125	441,177	8,124	11,559	73,773
MID-HUDSON	47	131,979	4,139	5,708	46,178
LOWER HUDSON VALLEY	60	204,782	2,595	5,234	32,998

★ ACROSS THE NINE REGIONS, OUT-OF-SCHOOL SUSPENSIONS RESULTED IN 485,699 DAYS OF SCHOOL MISSED.

# CAPITAL DISTRICT / NORTH COUNTRY REGION



## % STUDENT POPULATION

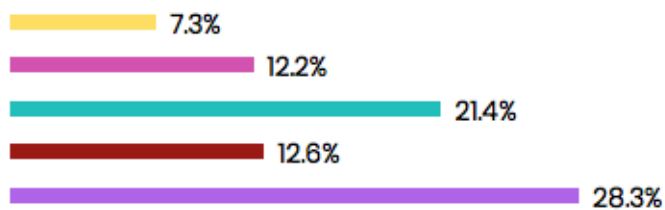
## % IN-SCHOOL SUSPENSIONS

## % OUT-OF-SCHOOL SUSPENSIONS

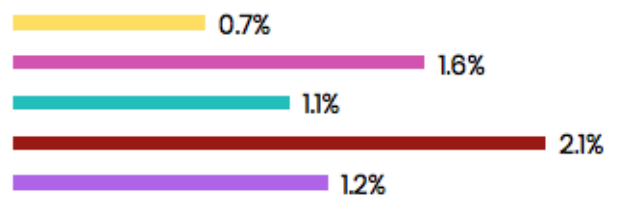
## % IN-SCHOOL SUSPENSION DAYS

## % OUT-OF-SCHOOL SUSPENSION DAYS

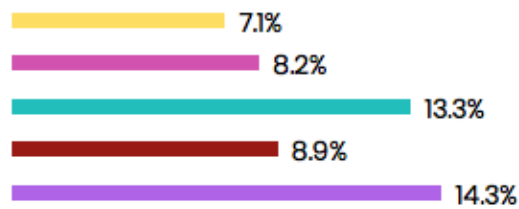
### BLACK STUDENTS



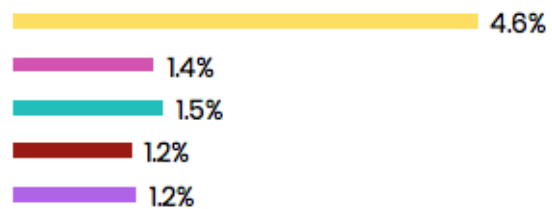
### INDIGENOUS STUDENTS



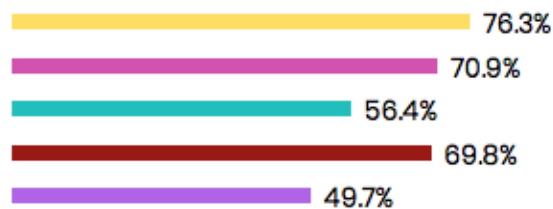
### LATINX STUDENTS



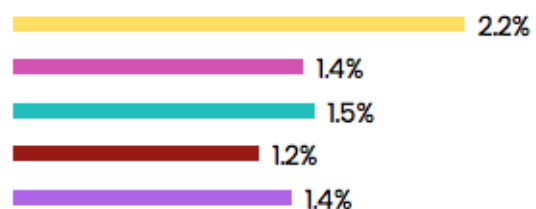
### ASIAN STUDENTS



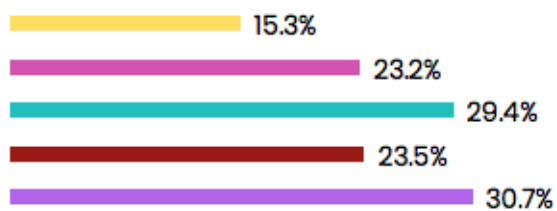
### WHITE STUDENTS



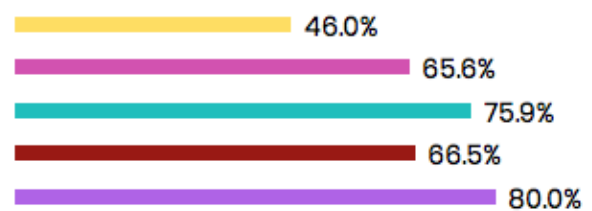
### MULTI-LINGUAL LEARNERS



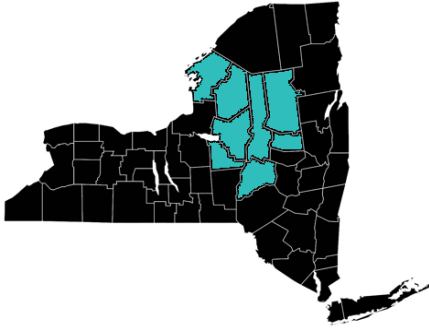
### STUDENTS WITH DISABILITIES



### ECONOMIC NEED



# CENTRAL REGION



## % STUDENT POPULATION

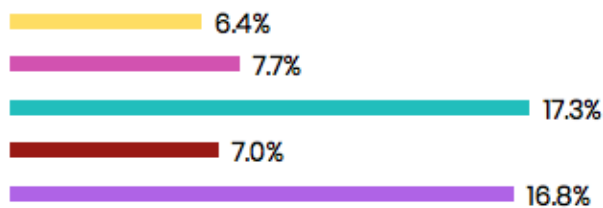
## % IN-SCHOOL SUSPENSIONS

## % OUT-OF-SCHOOL SUSPENSIONS

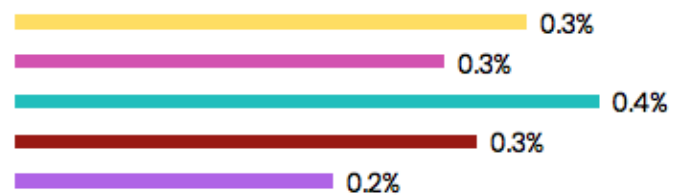
## % IN-SCHOOL SUSPENSION DAYS

## % OUT-OF-SCHOOL SUSPENSION DAYS

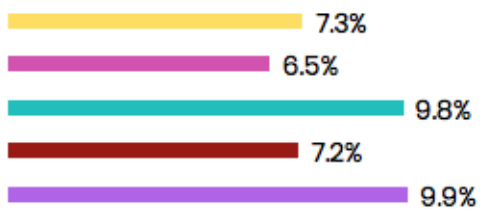
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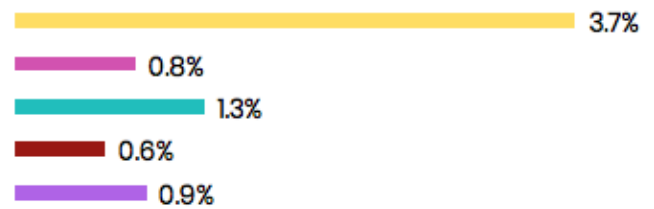
### INDIGENOUS STUDENTS



### LATINX STUDENTS



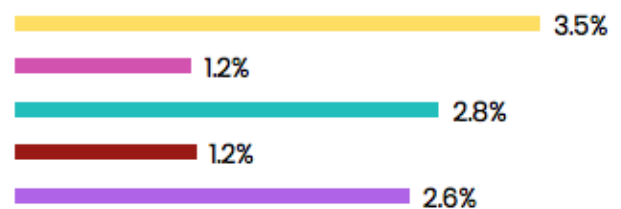
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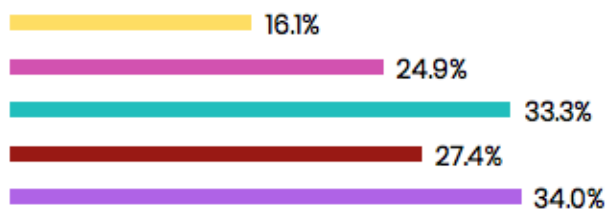
### WHITE STUDENTS



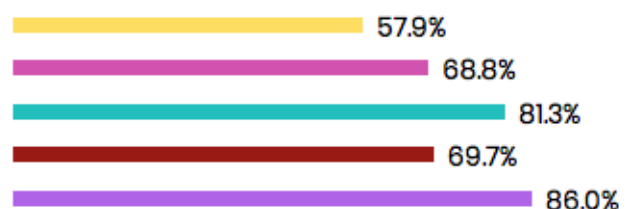
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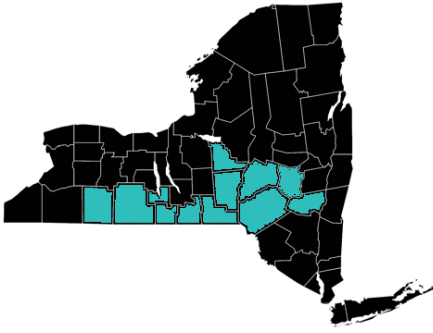
### STUDENTS WITH DISABILITIES



### ECONOMIC NEED



# MID-SOUTH REGION



% STUDENT POPULATION

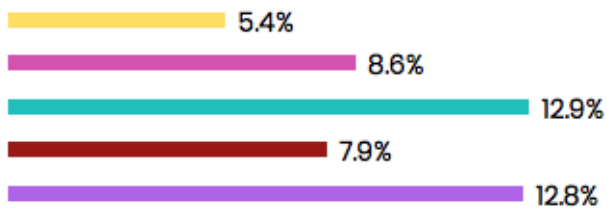
% IN-SCHOOL SUSPENSIONS

% OUT-OF-SCHOOL SUSPENSIONS

% IN-SCHOOL SUSPENSION DAYS

% OUT-OF-SCHOOL SUSPENSION DAYS

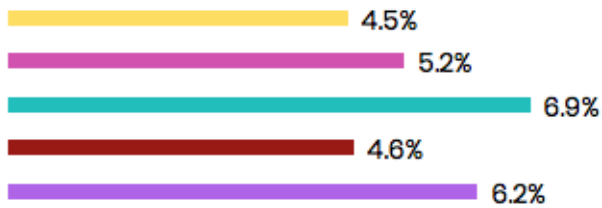
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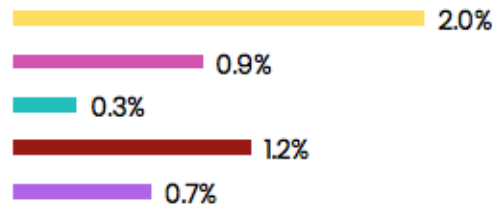
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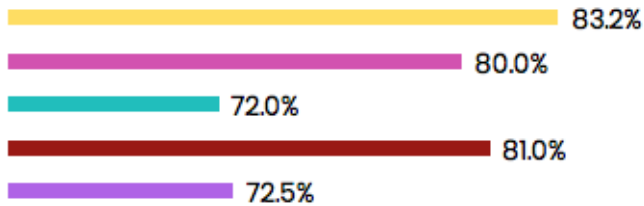
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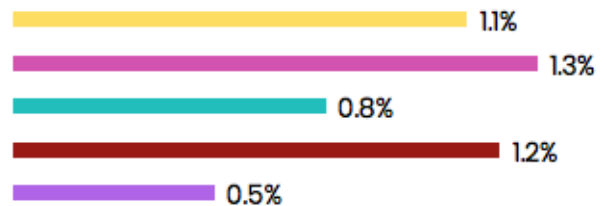
## ASIAN STUDENTS



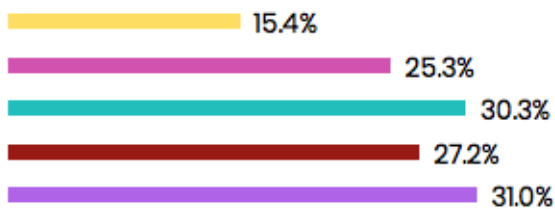
## WHITE STUDENTS



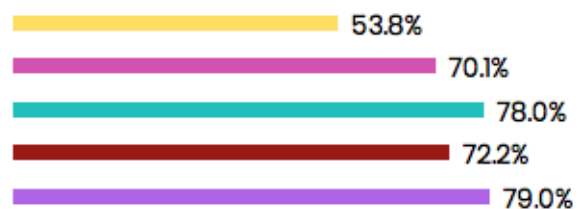
## MULTI-LINGUAL LEARNERS



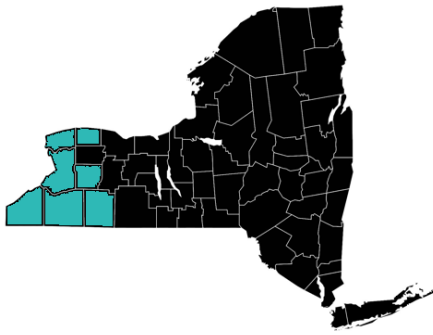
## STUDENTS WITH DISABILITIES



## ECONOMIC NEED



# WEST REGION



% STUDENT POPULATION

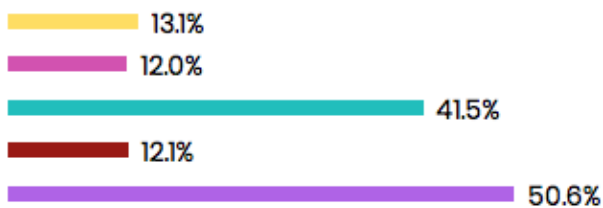
% IN-SCHOOL SUSPENSIONS

% OUT-OF-SCHOOL SUSPENSIONS

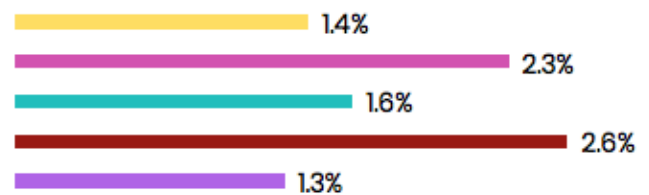
% IN-SCHOOL SUSPENSION DAYS

% OUT-OF-SCHOOL SUSPENSION DAYS

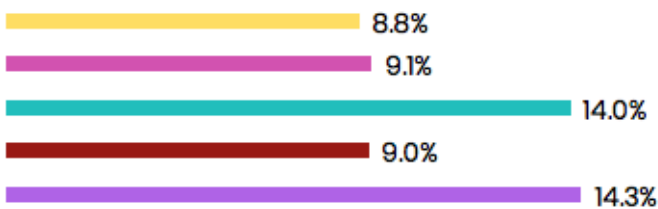
## BLACK STUDENTS



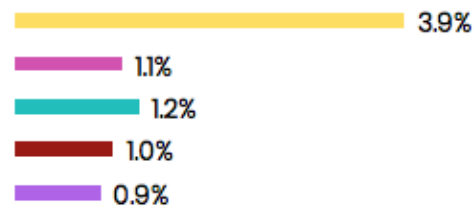
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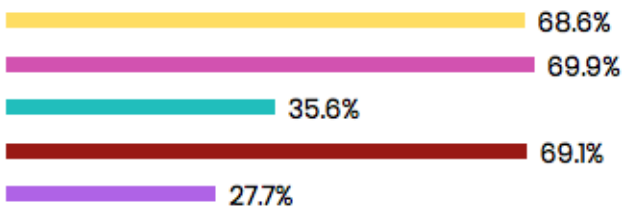
## LATINX STUDENTS



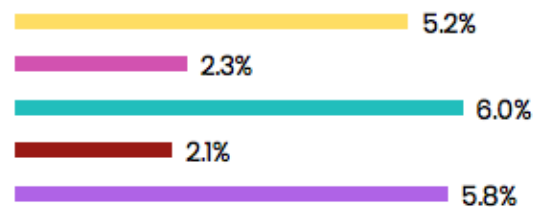
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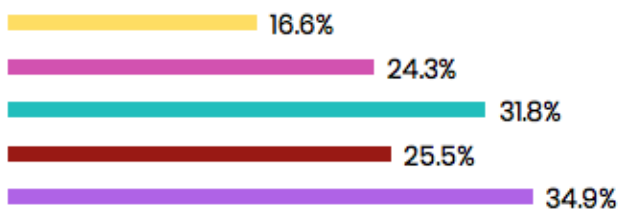
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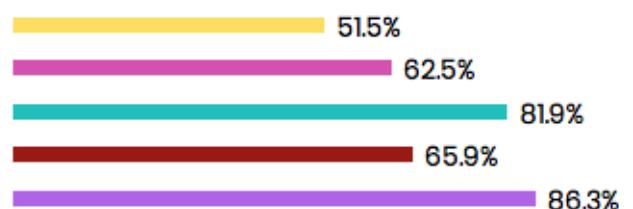
## MULTI-LINGUAL LEARNERS



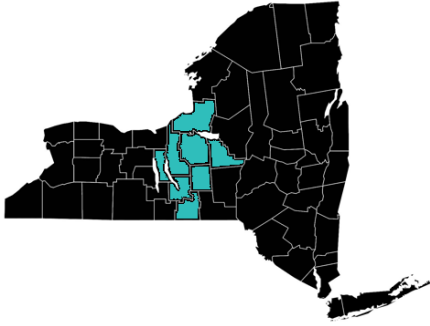
## STUDENTS WITH DISABILITIES



## ECONOMIC NEED



## MID-STATE REGION



% STUDENT POPULATION

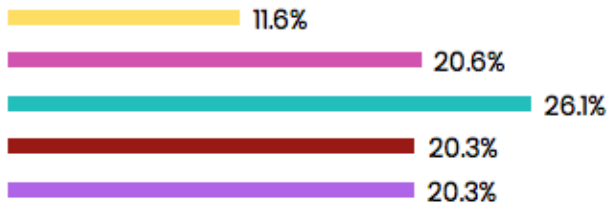
% IN-SCHOOL SUSPENSIONS

% OUT-OF-SCHOOL SUSPENSIONS

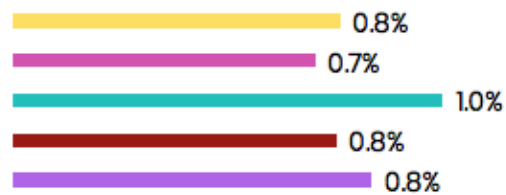
% IN-SCHOOL SUSPENSION DAYS

% OUT-OF-SCHOOL SUSPENSION DAYS

### BLACK STUDENTS



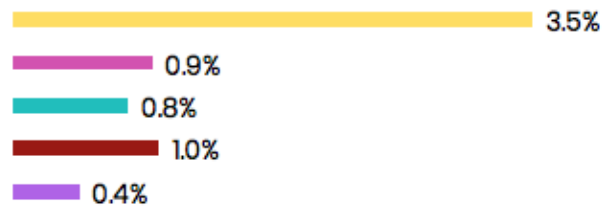
### INDIGENOUS STUDENTS



### LATINX STUDENTS



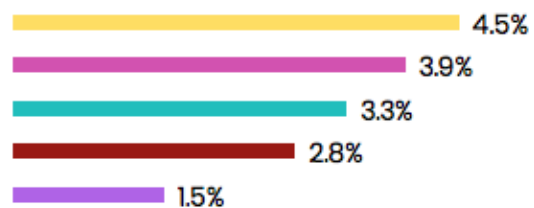
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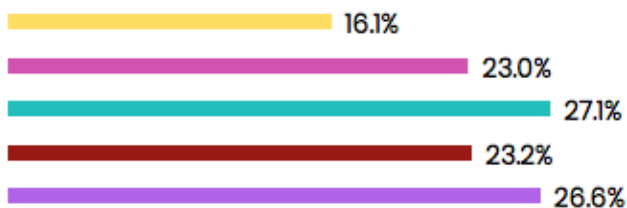
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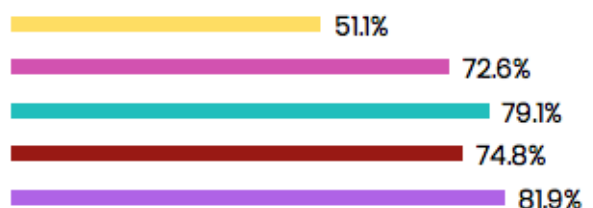
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### STUDENTS WITH DISABILITIES

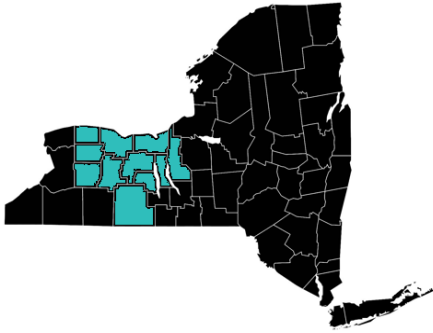


### ECONOMIC NEED





# MID-WEST REGION



## % STUDENT POPULATION

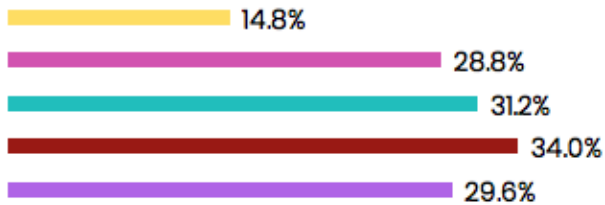
## % IN-SCHOOL SUSPENSIONS

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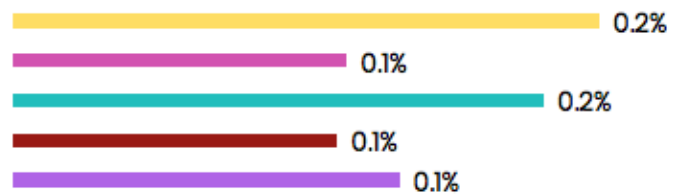
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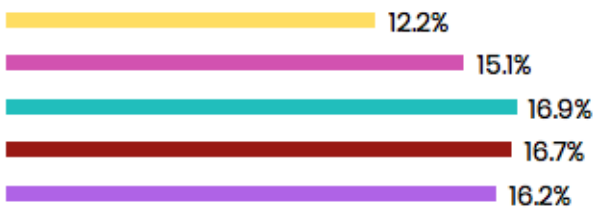
### BLACK STUDENTS



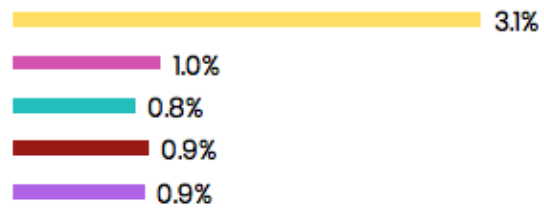
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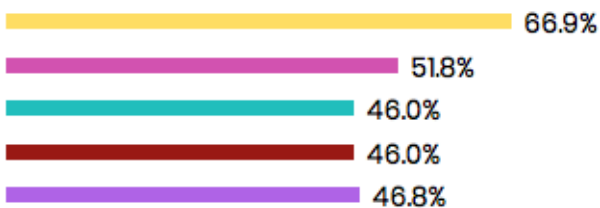
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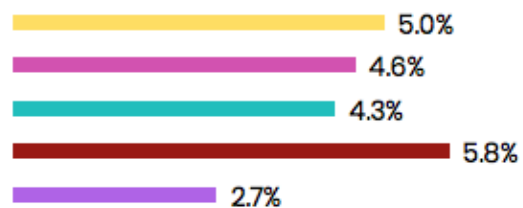
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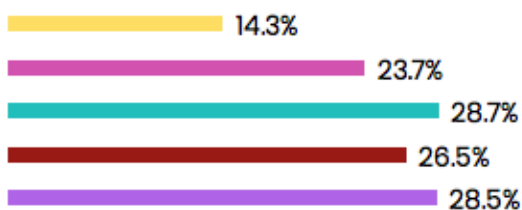
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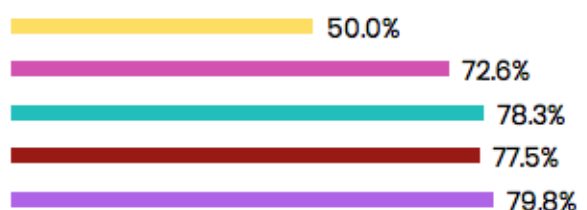
### MULTI-LINGUAL LEARNERS



### STUDENTS WITH DISABILITIES



### ECONOMIC NEED



# LONG ISLAND REGION



## % STUDENT POPULATION

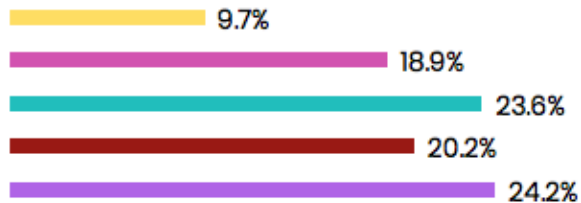
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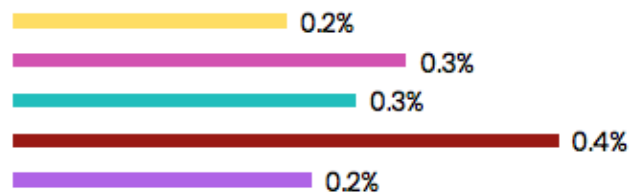
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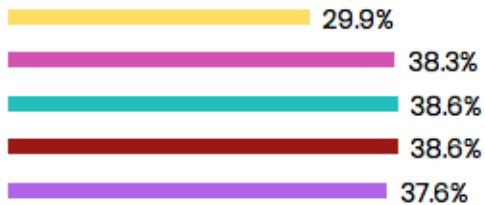
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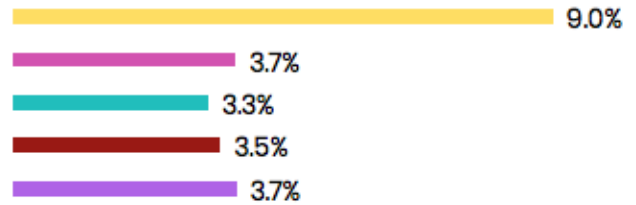
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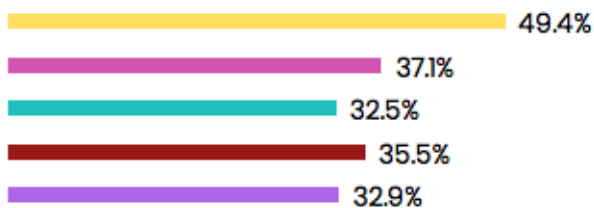
### LATINX STUDENTS



### ASIAN STUDENTS



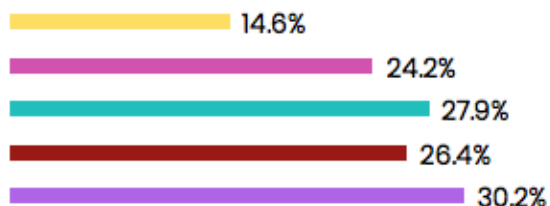
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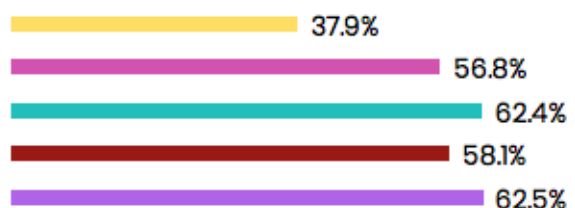
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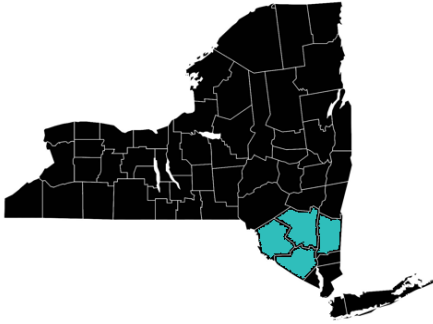
### STUDENTS WITH DISABILITIES



### ECONOMIC NEED



# MID-HUDSON REGION



## % STUDENT POPULATION

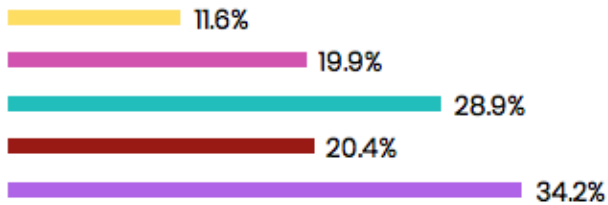
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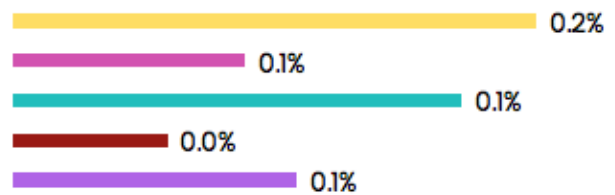
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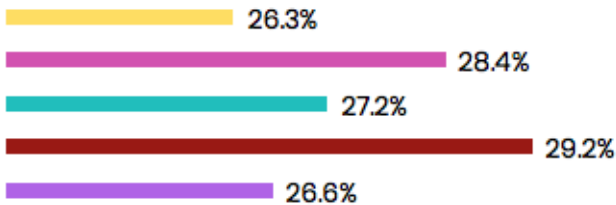
### BLACK STUDENTS



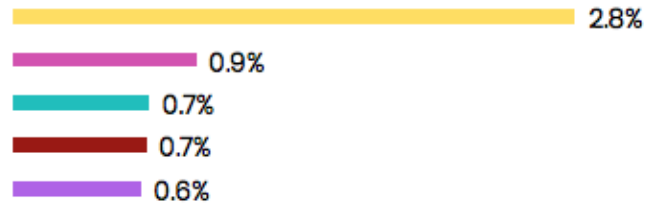
### INDIGENOUS STUDENTS



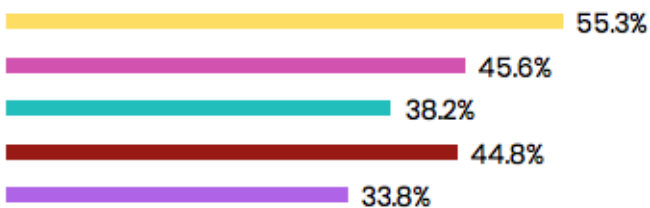
### LATINX STUDENTS



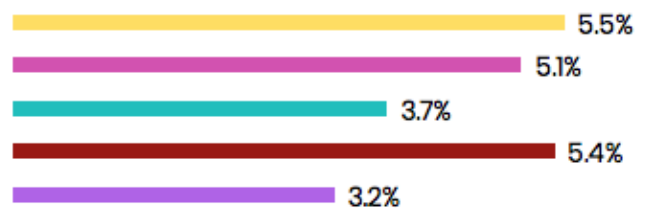
### ASIAN STUDENTS



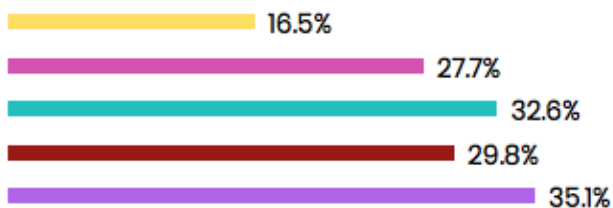
### WHITE STUDENTS



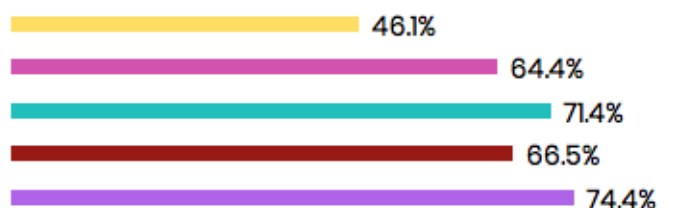
### MULTI-LINGUAL LEARNERS



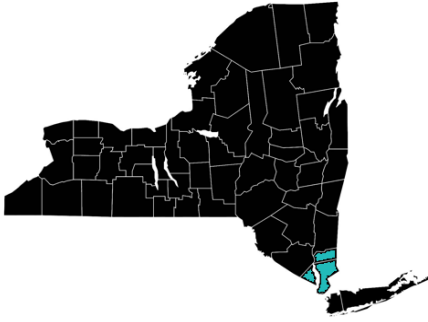
### STUDENTS WITH DISABILITIES



### ECONOMIC NEED



# LOWER-HUDSON VALLEY REGION



## % STUDENT POPULATION

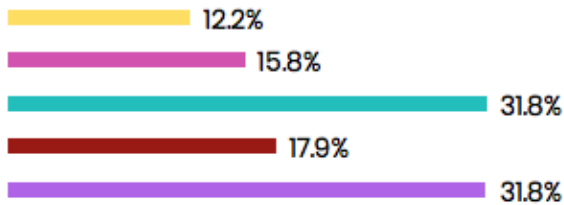
## % IN-SCHOOL SUSPENSIONS

## % OUT-OF-SCHOOL SUSPENSIONS

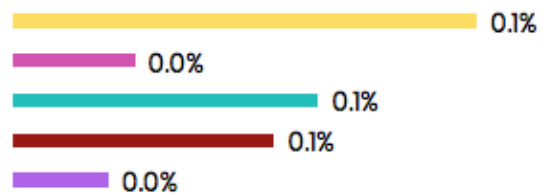
## % IN-SCHOOL SUSPENSION DAYS

## % OUT-OF-SCHOOL SUSPENSION DAYS

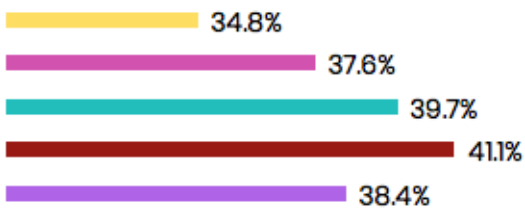
### BLACK STUDENTS



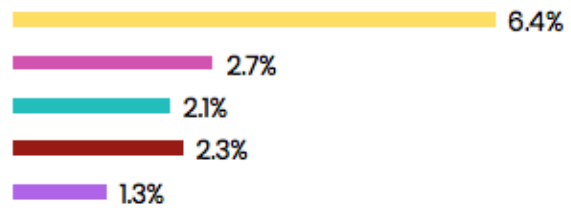
### INDIGENOUS STUDENTS



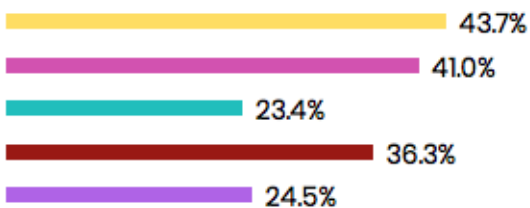
### LATINX STUDENTS



### ASIAN STUDENTS



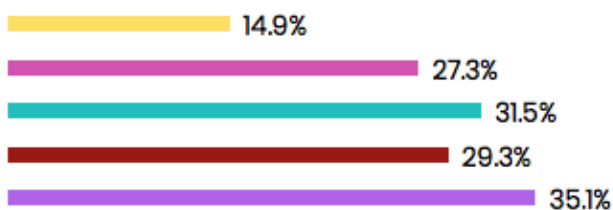
### WHITE STUDENTS



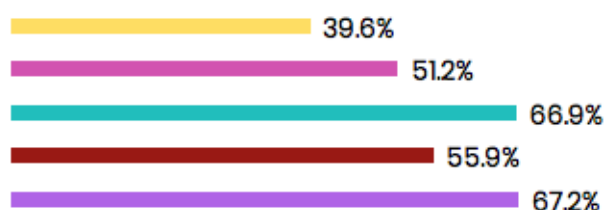
### MULTI-LINGUAL LEARNERS



### STUDENTS WITH DISABILITIES



### ECONOMIC NEED



## RELATIVE RATE RATIO, COMPARED TO WHITE STUDENTS

	Capital District	Mid-South	West	Mid-State	Mid-West	Central Region	Long Island	Mid-Hudson	Lower-Hudson Valley
Indigenous Students	2.1	0.2	1.9	0.6	1.1	1.1	1.9	0.9	0.8
Black Students	3.1	2.3	3.7	3.5	2.8	2.3	3.2	2.9	3.3
Latinx Students	2.0	1.5	2.1	3.5	1.8	1.3	1.8	1.4	1.7

### THE ROAD AHEAD

The racial disparities are stark. When measuring the rate of suspension for student groups compared to a comparison group of white students, for all regions together, Indigenous students were 1.7x more likely, Black students were 2.9x more likely, and Latinx students were 1.4x more likely as white students to be suspended during the 2018-2019 school year. Disparities were starkest for Black students in the West Region, who were 3.7x as likely to be suspended compared to white students.

In July, NYSED released guidance on reopening schools that avoided recommendations on restricting or curtailing the use of exclusionary discipline during the pandemic. The numbers in this report imply a culture of exclusionary

discipline, drawing into question the ways schools may potentially rely on exclusion to enforce public health guidance during any gradual reopening. In September, NYC Schools sent a [letter to families](#) stipulating that students would be held accountable to the previous year's discipline code, contradicting the City's stated commitment to equity and trauma-informed schooling. Facing unprecedented challenges, schools across New York will have to ensure that all students can access education.

During this time of crisis, re-traumatization, loss, and grief, it would be disastrous to continue to suspend students. The inequity we lift up today existed long before the pandemic, but the impact will be beyond devastating if leaders and school communities do not act now.

### ABOUT GIRLS FOR GENDER EQUITY

Girls for Gender Equity (GGE) is a Brooklyn-based intergenerational advocacy organization, engaging cisgender and transgender girls of color and gender non-conforming youth of color. GGE centers Black girls in the movement to achieve gender and racial equity. Since 2001, GGE has committed to the optimal development of our communities through a combination of direct service, policy change, community organizing, and culture change work.

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