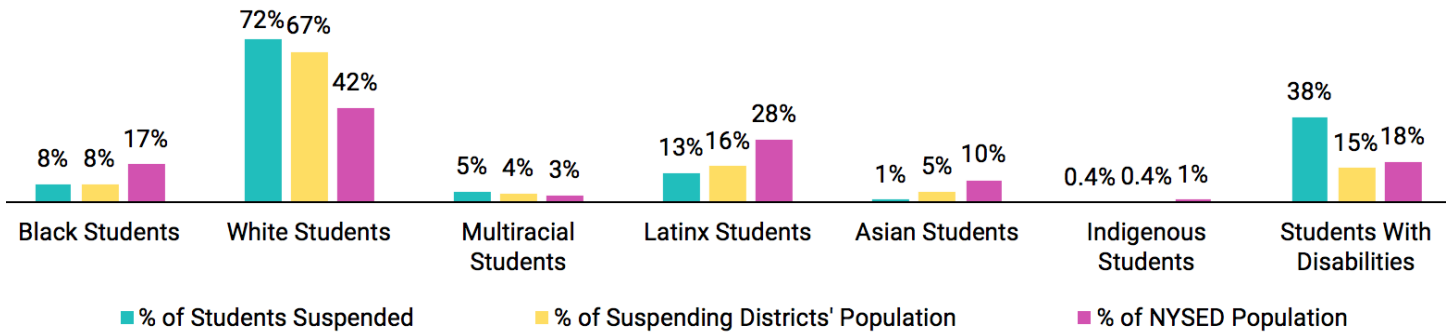


On March 18, 2020 all schools in New York closed, following an [Executive Order](#), and districts shifted to alternative instructional models. In the days and months of 2020 that followed, according to data obtained by GGE as a result of a FOIL, **3,660 total students were suspended from school** representing 1.4 suspended students for every 1,000 students enrolled in the state (students were counted in the data once, regardless of whether they were suspended more than once).

**There were 2,190 total students with out-of-school suspensions, and 1,708 total students with in-school suspensions.**

There are 426 school districts across the state represented in the data (58% of all districts), reflecting a student population of 947,388 students. While some districts suspended upwards of 50 students, the highest suspension rate was 5 students suspended for every 100 students enrolled.

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



**We've found that across the districts reflected in the data, students with disabilities were 3.4x more likely to be suspended.**

Further, we know that schools have utilized new [remote-learning-specific exclusionary practices](#), like informal exclusions, muting or limiting audio or video, forcing students into breakout rooms or supervised study time, blocking access to online programs, and ejecting students from the digital classroom. Traditional categories of reporting on school discipline and discipline disparities fall far short at this moment, leaving students, families, and the public in the dark.

The Governor, 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 forward in September by the [New York State Solutions Not Suspensions Coalition](#). In line with this, we call for the immediate passage of the Judge Judith S. Kaye Solutions Not Suspensions Act ([A5197/S7198](#)) 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.