



New York State
EDUCATION DEPARTMENT
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Recommendations for Reducing Disparities In and Reforming School Discipline in New York State: Report from the Safe Schools Task Force

January 2023

Presentation to the Board of Regents

<https://www.regents.nysed.gov/meetings/2023/2023-01/p-12-education>

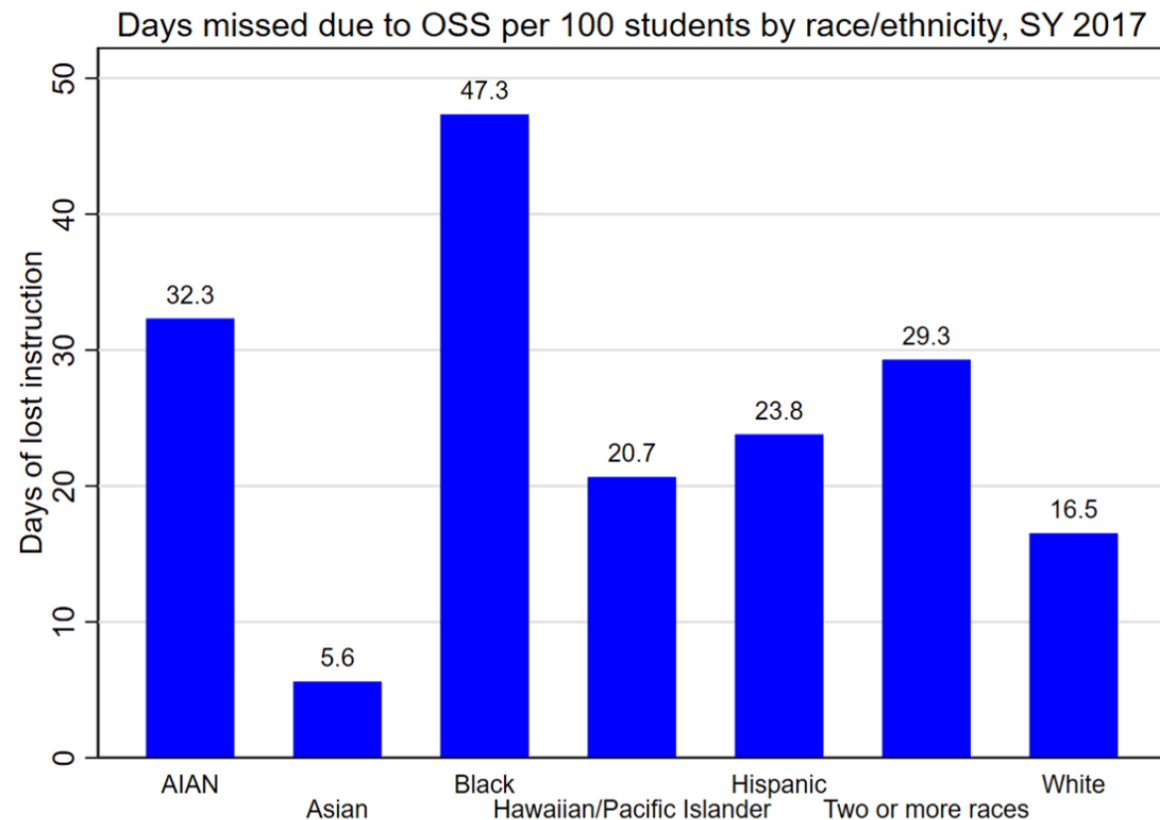
The Case of New York

Civil Rights Data Collection

Source: Ryberg, R. (2021). School Discipline in New York, 2011-2017: A Presentation to the New York State Education Department Safe Schools Task Force. Child Trends: Bethesda, MD.

Child TRENDS

On average, 23 days of instruction are lost due to OSS, per 100 students. But there are large disparities by student race/ethnicity



Safe Schools Task Force Recommendations for Reducing Disparities In and Reforming School Discipline in New York State: Goals & Themes



Exclusionary discipline:

- has long-term, cumulative negative effects, especially on our students of color and students with special needs.
- does nothing to solve the underlying issues or root causes.

Reforms must be made throughout the entire educational system.

Permanent directed funding must be allocated through the Budget process.

Task Force Recommendations: Goals & Themes

- Amend New York State Education Law to shift from punitive structure to helping students learn from their mistakes, providing proactive & supportive alternatives to keep students in class.
- Limit suspensions to serious behavior and after various supportive interventions have been exhausted.
- Limit length of suspensions
- Require schools to collect data to measure positive interventions, effectiveness of strategies in reducing disparities.
- Require educator support beginning with staff preparation programs and continuing through in-service professional development.

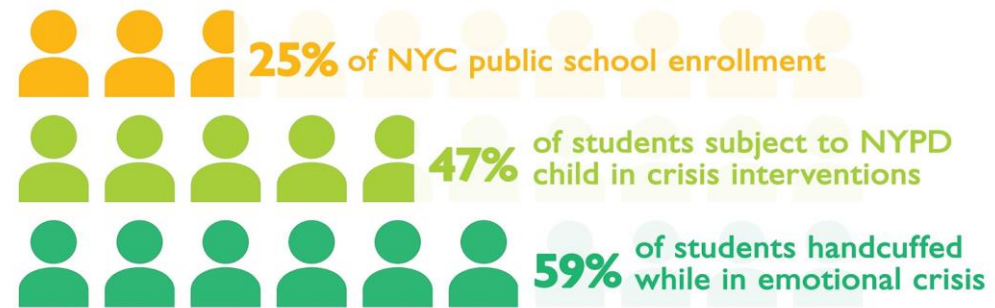


Reports on NYC Police Response to Students in Emotional Crisis



Child in Crisis Interventions, as defined by the NYPD, are incidents where a “student ... is displaying signs of emotional distress [and] must be removed to the hospital for psychological evaluation.”

Students involved in NYPD child in crisis interventions — and especially those who are handcuffed while in emotional crisis — are disproportionately Black. In the 2018-19 & 2019-20 school years, Black students were:



https://www.advocatesforchildren.org/sites/default/files/library/police_response_students_in_crisis.pdf

https://www.advocatesforchildren.org/sites/default/files/library/children_in_crisis.pdf

Mental Health Continuum

- Recommended by the Mayor's Leadership Team on School Climate and Discipline, the City Council, over 200 organizations, and the City Comptroller
- Designed to support students with significant mental health needs not being served by current programs
- \$5M in FY 2022-2024 New York City Budgets 3 city agencies:
 1. Public Schools
 2. Health + Hospitals
 3. Department of Health and Mental Hygiene

Continuum of Care

Improving Student Outcomes through Improving Linkages to Different Mental Health and Wellness Supports

Dedicated Mental Health Spaces

Space within schools where students can receive confidential mental health supports

School Mental Health Supports

Tiered mental health support within schools and expedited access through H+H Clinics

Collaborative and Proactive Solutions

Capacity building to leverage new approaches when working with high needs students

988 Mental Health Supports

Call line for supporting school leaders, staff, and individuals with mental health inquiries

Community-Based Care Providers

Diverse community-based care for students and families



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NEWS + UPDATES

About Take Action Student Voices

Students need your support now.

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<https://www.solutionsnotsuspensionsny.org/>