

WHAT IS THE

JUDGE JUDITH S. KAYE SAFE AND SUPPORTIVE SCHOOLS ACT?

S.0767-A.1981

IN THE 2015-2016 ACADEMIC YEAR:

WHAT IS THE PROBLEM?

New York's laws and policies on school discipline favor harsh, exclusionary punishments that unfairly target students of color, students with disabilities, and LGBTQI students, limit academic achievement, and push students out of the classroom and into the web of the criminal justice system.

This is often referred to as the school-to-prison pipeline.



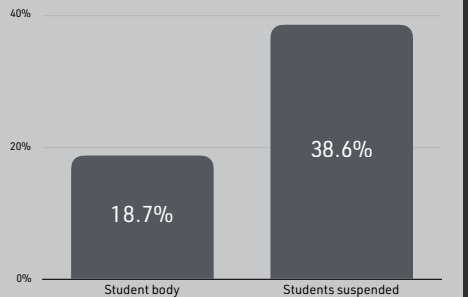
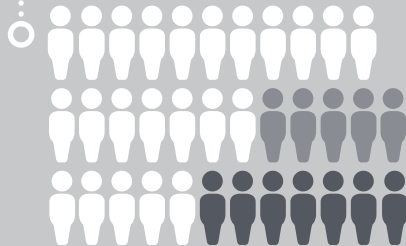
**686,000
DAYS
LOST**

New York State K-12th grade **students lost 686,000 days of instruction to suspension**, often for minor misbehavior. Students who miss 20 days or more in a single year have a dramatically reduced chance of graduation.

In 2016, 99% of all New York City public school students handcuffed during incidents of emotional distress were Black and Hispanic.

"For too long, we've been presented with a false choice between accountability and compassion when responding to our children when they misbehave, disrupt class or defy us."

New York City's Black students had the highest rate of suspension, accounting for 27.1% of the population but almost half of all suspensions. **Statewide, 1 in 5 Black boys and 1 in 7 Black girls are suspended from school.**



Students with disabilities represented 18.7% of all students but account for 38.6% of all suspensions, often in violation of their due process rights.

-FORMER CHIEF JUDGE JUDITH KAYE, CHAIR OF THE PERMANENT JUDICIAL COMMISSION ON JUSTICE FOR CHILDREN.

In 2018, Donald Trump and Betsy DeVos sent a message to schools that these types of discriminatory discipline outcomes were not their responsibility, but the Civil Rights Act is still law.

NEW YORK MUST TAKE ACTION TO ENSURE EVERY STUDENT HAS AN EQUAL OPPORTUNITY TO SUCCEED.

What is the solution?

WHAT IS THE SOLUTION?

The Safe and Supportive Schools Act (S.0767-A.1981) will end the reliance on suspensions as the default way to discipline students and establish a framework to instead use proven restorative approaches to inappropriate behavior and discipline. Students will be held accountable for their behaviors through age appropriate, graduated, and proportionate restorative and trauma-informed interventions. These techniques help kids learn from mistakes and remain in the classroom learning.

THIS BILL WILL...



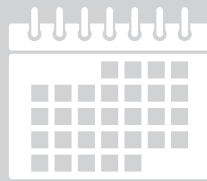
...encourages practices that **promote and sustain a safe, inclusive, respectful school environment** through prevention, intervention, and discipline.



... requires school codes of conduct to include **restorative approaches to discipline**, to proactively build a school community based upon cooperation, communication, trust, and respect.



...limits the use of suspensions for students in **Kindergarten through 3rd grade** to only the most serious behavior.



...shortens the maximum length of suspension from 180 to 20 school days.



... requires students who are suspended to **receive academic instruction**, and the opportunity to earn credit, complete assignments, and take assessments/exams.



..limits the role of law enforcement in schools so that **routine disciplinary matters are managed by school personnel**.

Every student deserves a school environment where they are included, respected, and supported.

SUPPORT PASSAGE OF THE SAFE AND SUPPORTIVE SCHOOLS ACT.

