

SOLUTIONS NOT SUSPENSIONS

3.3 million
students are suspended from school **each year**

Black and Latino students, LGBTQ students, and students with disabilities are more likely to be suspended and punished more severely for minor misbehavior.

We are calling on states and districts to support teachers and schools in addressing discipline in positive ways.

***Join our call for a moratorium
on out-of-school suspensions!***



www.stopsuspensions.org

I, the undersigned, call on states, districts, schools and law enforcement to place a moratorium on out-of-school suspensions.

Name: _____ Signature: _____

Email: _____ Organization: _____

City: _____ State: _____ ZIP: _____



We call on states, districts, schools and law enforcement to place a moratorium on the practice of out-of-school suspensions and invest in support and resources for administrators, teachers and other educational staff to implement positive approaches to discipline.

We define out-of-school suspension as any suspension that results in a student being removed from his or her regular classroom without being placed in a setting where quality educational services equivalent to those in the regular classroom are provided. These services must include a full school day and access to the same positive services, school activities and after school programs.

To this end, we call on states, districts, schools and law enforcement to:

1. Put in place the moratorium for no less than one year and until more effective discipline strategies that eliminate disparities are implemented and documented;
2. Prioritize keeping students in their regular classroom setting and school. In cases where students are temporarily removed to an equivalent educational setting, provide positive supports to ensure that there is an effective transition back to their regular classroom setting that meets academic, social and emotional needs;
3. Adopt smart and supportive discipline practices, such as school-wide positive behavior supports, restorative practices and other positive approaches, that do not limit students' learning time or discriminate based on gender, race or disability status;
4. Safeguard against any increase in other punitive discipline practices such as expulsions, school-based arrests or placements in alternative schools and work to reduce reliance on those practices;
5. Provide supports to teachers, administrators and other educational staff to address discipline challenges in a way that protects students' human rights to education and dignity, while also ensuring a safe and orderly teaching and learning environment; and
6. Engage parents, students, teachers and community members in the development and implementation of more educationally sound and equitable policies and practices.