



Teachers need RESOURCES to limit suspensions and expulsions!

Ask School Board Members to add 12 “Care Centers” to their budget!

Creating "Care Centers" in each of 12 highest need elementary schools would allow teachers to remove disruptive students from class, but keep them in their own school for solving the problems that caused the behavior. Students would STAY in school, rather than being suspended and pushed onto the "school-to-prison pipeline."

NOAH has been working with PASSAGE and other groups **to reduce or eliminate suspensions and expulsions** (“exclusionary discipline”) in addition to at-school arrests of elementary students. We have had success in changing MNPS policy, but we continue to need RESOURCES for **social and emotional supports** to help students, teachers, and schools.

CALL OR EMAIL SCHOOL BOARD MEMBERS! (Contact list on back.)

“PLEASE INCLUDE FUNDING FOR THESE 12 CARE CENTERS IN YOUR BUDGET THIS YEAR! Teachers desperately need the resources to make the new policy work. This will help reduce suspensions and expulsions, increase student attendance and performance, and improve working conditions for teachers.”

KEY POINTS:

- 1. Exclusionary discipline does not work and does not correct student behavior.**
 - Unaddressed social and emotional needs lead to discipline problems.
 - We must address the root causes of student disciplinary issues.
 - Suspensions and expulsions can damage the relationship between the student and the class and/or the school.
- 2. Exclusionary discipline has unintended consequences.**
 - Exclusionary discipline increases a student’s chances of contact with the juvenile justice system.
 - Exclusionary discipline increases a child’s chances of going to prison.
 - Exclusionary discipline impacts African-American students at disproportionately higher rates.
- 3. There are alternatives to exclusionary discipline.**
 - MNPS has identified “care centers” as a viable approach to social emotional learning in our highest need elementary schools, allowing teachers to remove disruptive students from class, but keep them in school for problem-solving.
 - Other dedicated resources and specialists can also help.
- 4. A promise made should be a promise kept.**
 - MNPS is in the process of implementing policies to eliminate most elementary suspensions and expulsions and created a task force to identify resources needed at the highest needs schools.
 - Without funding for social and emotional interventions, the policy change eliminating most exclusionary discipline practices at elementary schools becomes just another unfunded mandate.
 - Accountability is needed to make sure care centers and/or other social and emotional learning strategies are implemented with fidelity.