



Young Children Need Nurturing Not Removal: Suspensions in K-3 Fact Sheet

Suspending Young Children is Harmful and Ineffective

- “Young students who are expelled or suspended are as much as 10 times more likely to drop out of high school, experience academic failure and grade retention, hold negative school attitudes, and face incarceration than those who are not” (U.S. Department of Education, 2014).ⁱ
- Rochester City School District students in Kindergarten through third grade were suspended 223 times during the 2018-19 school year.
- Suspensions are associated with lower reading achievement, with one study showing that the more days a student spent in suspension the less they progressed in reading.ⁱⁱ

Many Cities and States are Banning Suspensions in the Early Grades

- Houston and El Paso, Texas ended suspensions for Pre-K through second grade in 2016, New York City made similar reforms the same year, and Chicago Public Schools followed in 2018.
- Connecticut passed a law banning out-of-school suspensions in grades K-2, and California recently banned all out of school suspensions for willful defiance in K-8.
- Virginia’s State Senate has passed a law banning suspensions in Pre-K through third grade.

What the Rochester City School District Can Do in 2019!

- Revise the code of conduct to ban suspensions in Kindergarten through third grade.
- Fund Help Zones or Alternative to Suspension Rooms in every K-6 building, with staff that are trained in restorative and trauma-informed practices, and de-escalation techniques.
- Provide teachers and building administrators the supports they need to address the mental health and behavioral needs of their students.
- Ensure all K-3 teachers, aides, and paraprofessionals are trained in proper classroom management, restorative and trauma-informed practices, and de-escalation techniques.

ⁱU.S. Department of Health and Human Services, and U.S. Department of Education. “Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings.” 2014. Page 3. <https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf>

ⁱⁱ Arcia, Emily (2006). “Achievement and Enrollment Status of Suspended Students: Outcomes in a Large, Multicultural School District” *Education and Urban Society*, Vol. 38 No. 3, May 2006 359-369