



**Alaska Association of Student Governments**  
**Resolution 12 (Passes Unanimously)**  
**Anchorage School District Disciplinary Policy and Procedures**  
**Submitted by Haley Edmondson and Emma Potter**  
**March 20, 2017**

**Be it resolved by the Alaska Association of Student Governments; the disciplinary policy of the Anchorage School District shall be changed in order to be more effective for students.**

1. **Whereas**, Out of School Suspension and In-School Suspension require students to miss at least one day of classes, which hinders education.
2. **Whereas**, 46% of Anchorage School District students said that they would be missed if they were absent from school.
3. **Whereas**, the Anchorage School District is one of the most diverse school districts in the United States, with three of the five most diverse high schools in the nation; East High School, Bartlett High School and West High School.
4. **Whereas**, 8,161 suspensions were given in high schools in the Anchorage School District in the 2015-2016 school year.
5. **Whereas**, 14.7% of East High School students have received a detention and 23.65% of students received an F in at least one class in the 2015-16 school year.
6. **Whereas**, 12.05% of West High School students have received a detention and 18.49% of students received an F in at least one class in the 2015-16 school year.
7. **Whereas**, 16.94% of Bartlett High School students have received a detention and 25.16% of students received an F in at least one class in the 2015-16 school year.
8. **Whereas**, according to the National Association of School Psychologists (NASP), “dangerous students do not become less dangerous to others when they are excluded from appropriate school settings; quite often they become more so.”
9. **Whereas**, by removing students from class, their educational and social needs are not satisfied.
10. **Whereas**, according to the U.S. Department of Education, “high rates of suspensions in schools have been related to lower school-wide academic achievement and standardized test scores.”

11. **Whereas**, according to the U.S. Department of Health and Human Services and U.S. Department of Education, “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.”
12. **Whereas**, all students, both with disabilities and without, can benefit from proactive behavioral support systems. (3)
13. **Whereas**, according to the U.S. Department of Health and Human Services and U.S. Department of Education, “Expulsion and suspension practices may also delay or interfere with the process of identifying and addressing underlying issues, which may include disabilities or mental health issues.”
14. **Whereas**, before students are disciplined, they should be given the opportunity to speak with a staff member/counselor about their current situation and what led them to break the rules so that they can be heard and understood.
15. **Whereas**, this would allow students and staff to connect so that an individualized solution can be reached.
16. **Whereas**, instead of missing class for ISS/OSS, students would be required to fulfill a specified number of community service hours, depending on the severity of their discretion, outside of class.
17. **Whereas**, in accordance with the Anchorage School District Student Handbook, discretions that constitute a, “simple discipline,” will receive 6 hours of community service. Discretions that constitute a, “short-term suspension,” will receive 12 hours of community service. Discretions that constitute a, “long-term suspension or alternative placement,” will receive 18 hours of community service.
18. **Whereas**, students would be required to finish their community service hours within a month of when they were initially punished.
19. **Whereas**, the community service could be performed in their school or community, which would benefit their community.
20. **Whereas**, the student will be taught important values that cannot be found sitting in a silent classroom for ISS, or at home for OSS.
21. **Whereas**, the student and administration would work together to determine where and when the student shall complete their hours.
22. **Whereas**, the student may perform their community service hours through clubs/organizations within their school or through community groups that are approved by administration.
23. **Whereas**, there would be a service log provided for the student by the disciplinary principal to be filled out and signed by the student, a teacher, and witness of the hours.
24. **Whereas**, designated teachers would be assigned to the disciplined student to further talk to and ensure the problem is permanently solved.
25. **Whereas**, the same designated teacher would be responsible for reaching out to the student and signing the community service hour log.

26. **Whereas**, in instances when students harm other students, staff members or themselves, this procedure would not apply.
27. **Whereas**, this new procedure would coincide with the same initiatives of 90% by 2020, promoting positive behavior and academic success in the Anchorage School District.

**Therefore, be it resolved by the Alaska Association of Student Governments;** the disciplinary policy of the Anchorage School District shall be changed in order to be more effective for students. **Action Statement:** This resolution, if passed by the Alaska Association of Student Governments, is to be sent to the Anchorage School District School Board for consideration and implementation.

### Works Cited

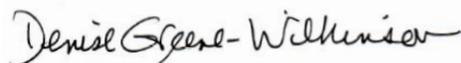
1. *School Climate and Connectedness Survey* (n.d.): n. pag. Anchorage School District. Web. 18 Mar. 2017.
2. "Data dashboard." *Behavior Dashboard | Anchorage School District*. N.p., n.d. Web. 20 Mar. 2017.
3. Fair and Effective Discipline for All Students: Best Practice Strategies for Educators. (n.d.). Retrieved March 20, 2017, from [http://www.naspcenter.org/factsheets/effdiscip\\_fs.html](http://www.naspcenter.org/factsheets/effdiscip_fs.html)
4. "Guiding Principles A Resource Guide For Improving School Climate And Discipline". N.p., 2014. Web. 20 Mar. 2017.

**Passed Unanimously by the Alaska Association of Student Governments at the Spring 2017 Conference**



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Taylor Holman, Vice President



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Denise Greene-Wilkinson, Executive Director