



**Alaska Association of Student Government  
Resolution #3  
Changing Skagway School's Disciplinary Policy  
Submitted by: Lina Hischer  
April 17, 2024**

**Be it Resolved by the Alaska Association of Student Governments**, that Skagway School System will implement a restorative justice program for nonviolent disciplinary issues.

- 1. Whereas**, Restorative Justice is an approach to discipline that focuses on repairing harm caused by wrongdoing rather than solely punishing the offender;
- 2. Whereas**, Restorative Justice focuses on fostering empathy, communication, and understanding among students, teachers, and staff which can lead to a more supportive school community;
- 3. Whereas**, Restorative Justice allows the school district to address underlying causes of behavioral issues, such as trauma, social-emotional challenges, and systemic inequalities, by providing resources tailored to the students' needs;<sup>1</sup>
- 4. Whereas**, Current punitive systems interrupt education and do not provide the student with the skills to work through issues with others;
- 5. Whereas**, "The results of our research, and related research on suspensions and the science of learning development, suggest these practices may be harming students' long-term educational success and do not have a positive effect on the school community."<sup>2</sup>
- 6. Whereas**, Skagway School has behavior expectations with 3 levels of offense and 3 levels of consequences. Level one and mostly two are minor behavioral issues and level three are extreme behavioral issues;
- 7. Whereas**, Our current school policy has proven to not be effective in stopping recurring conflicts or issues. This policy is based on a "level system" that attempts to categorize a multitude of behavioral issues into 3 levels;
- 8. Whereas**, For example, "Parking violation, Cell phone/Electronic devices, Dress code, Minor computer violation, Public Display of Affection, Tardiness, Unexcused

Absences, Disrespect, Inappropriate behavior, Sleeping in class” result in a Warning, Parent Contact, Restitution, Detention, or Counselor/Social worker contact;<sup>3</sup>

9. **Whereas**, 71% of students do not believe the current policy is solving issues. Based on a survey given to high school and junior high;
10. **Whereas**, 100% of teachers in Skagway School believe a restorative justice system would work well in their classrooms;
11. **Whereas**, This resolution would not affect the third level of the policy as it affects people's safety;
12. **Whereas**, Detentions and Suspensions will no longer be a consequence unless the incident is violent or threatening;
13. **Whereas**, The new system for level one and two behavioral issues should be as outlined below;

Preventative Measures:

- a. Educate students and staff about restorative justice principles and practices.
- b. Foster a positive school culture through proactive community-building initiatives.
- c. Provide training for staff in restorative justice facilitation and conflict resolution techniques.

Response to Non-Violent Incidents:

- d. When an incident occurs, assess whether it can be addressed through restorative justice practices.
- e. If needed, set up a meeting involving the individuals directly impacted by the incident.
- f. Develop a mutually agreed-upon plan for repairing harm with a focus on accountability and restitution.
- g. Monitor the implementation of the plan and provide ongoing support.

**Therefore, be it resolved that the Alaska Association of Student Governments** supports a new system that will help Skagway Students learn and develop as they go through school.

**Action Statement:** if passed by the General Assembly of AASG, this resolution would be taken to the Policy Committee of the Skagway School Board for consideration.

## Sources

1. Walker, Tim. “*Do Restorative Practices Work?*”. NEA (National Education Association). November 8th, 2023. Accessed April 8th 2024. <https://www.nea.org/nea-today/all-news-articles/do-restorative-practices-work>
2. Osher, David. “*AIR Study Finds More Severe Suspensions Have Greater Negative Effects on Academic Outcomes, Attendance and Future Behavior*”. AIR (American Institute of Research). August 24th, 2021. Accessed April 7th 2024. <https://www.air.org/news/press-release/air-study-finds-more-severe-suspensions-have-greater-negative-effects-academic>
3. Skagway Student Handbook. Pg 22-29. Revised 2022. Accessed April 8th 2024. [https://drive.google.com/file/d/187Jt-f\\_v\\_zn18IpPaU3sgAsfQqqlz-FW/view](https://drive.google.com/file/d/187Jt-f_v_zn18IpPaU3sgAsfQqqlz-FW/view)

*The resolution passes with noted opposition*

Passed by the Spring 2024 General Assembly of AASG hosted by Barrow High School

A handwritten signature in black ink, reading "Danika Hamm", written in a cursive style. The signature is positioned above a solid horizontal line.

AASG Vice President, Danika Hamm

A handwritten signature in black ink, reading "Kathleen Navarre", written in a cursive style. The signature is positioned above a solid horizontal line.

AASG Executive Director, Kathleen Navarre