Name for List of Demands?

This ambitious and desperately needed list of demands were compiled through a rigorous process of idea-generation, dialogue, power-mapping, and consensus-democracy. It first started in December when over 50+ students from 5 different high schools were asked to elaborate on their vision\(^1\) of a better school system.

Then, a committee of 10 union workers, youth activists, community organizers, and specialists\(^2\) convened over the span of four months to sort through and synthesize the 400+ inputs\(^3\) students responded on the worksheet.

Finally, we worked with student leaders in the April Student Congress meetings to review, amend, and ultimately vote on this list of demands. We believe that this is merely the start, and we are excited to work with the Board of Education, teachers, and community advocates to implement them.

\(^1\) Visioning Worksheet: A Better School is Within Our Reach

\(^2\) Community Intelligence Committee Members List & Meeting Records

\(^3\) Visioning Worksheet Responses Spreadsheet
1. We demand that participatory democracy be a guaranteed right for all students
   a. All schools are to have 4 People’s Assemblies (at least 1 per marking period) where both students and teachers lead initiatives and discussions regarding school policies. These assemblies will have legitimate authority in creating and maintaining school policy, advised by the administration and within the boundaries of state and federal law. On the days People’s Assemblies take place, the day should be dedicated to school pride and community-building exercises and activities.
   b. There should be an institutional and legitimate process for students to exercise their right in (1) deciding where district and school funds go and (2) providing feedback for changes and additions to the curriculum.
   c. All middle and high schools should be required to have a student government that is democratically elected and responsive so that these student governments can inform and be advised of changes within the district. These student governments should be adequately funded and resourced, their teacher-sponsors should be compensated, and student leaders trained.

2. We demand that all students have clean, well-maintained, quality facilities. This includes ensuring that bathrooms, health facilities, and turn-around rooms are accessible to all students.
   a. Administration and school facilities teams are to provide reports to people’s assemblies detailing areas of improvement, and accomplishments, and provide a space for feedback
   b. Audit current processes for putting in work orders and analyze efficiency and efficacy, then develop a plan to streamline and improve processes
   c. Provide a timeline for providing at least 3 gender-neutral bathrooms in every school that is easily accessible to all students.

3. We demand that curriculum be relevant to student’s lives, equip students with the tools to realize their power, and promote a deep sense of social-emotional literacy
   a. Mandate that health classes include (1) queer and heterosexual sex-ed, (2) nutrition and holistic wellness based on science, (3) mental-health skills and psychological first aid, (4) harm-reduction and addiction without the emphasis on moralistic abstinence, (5) relationship skills and community-actualization wellness
   b. Designate at least one “turn-around” room in every school for students in crisis and for students to form a student life center to handle cultural affairs and social events planning
4. We demand a school district that values and centers the community, the lives and well-being of students and their humanity, and where students are held accountable in a way that repairs harm
   a. Invest at least $800,000 into a new training program developed by community partners, students, teachers, and advocates that focuses on training teachers and students in restorative and transformative justice
   b. Build relationships with organizations that can help build systems of deescalations in schools outside of SRO like CTVIP, CWYC, and Ice the Beef
   c. Implement FLY Awards Initiative at High School in the Community be replicated at all high schools to improve student morale through non-punitive reinforcements beyond honor students and athletes
   d. Co-create a transformative justice program within the school that allows peer-to-peer mediation like Pa’Lante in Holyoke Mass
   e. Take a non-punitive approach where we are centering community care and the needs of our students to ensure we are not sending students into the school-to-prison pipeline