

Proposed Recommendations to Board of Education

Submitted by Safety & Security Ad Hoc Committee

December 2020

1. We recommend creation of a Superintendent's Advisory Committee to oversee the work of implementing the recommendations below, and guided by the input and knowledge shared in the meetings of the Safety & Security ad hoc committee. We recommend that all the members of the Safety & Security ad hoc committee have the opportunity to be a part of that Advisory Committee. We also recommend that the Advisory Committee have the power to make further recommendations to the Board of Education ("the Board"). We also recommend that this Advisory Committee be established immediately.

Restorative Justice

2. We recommend that the Board commit to funding a **collaborative planning process** to involve MMSD district and school staff, and all community partners engaging in RJ work, to be facilitated by a neutral third party with experience in facilitation and deep knowledge of restorative and transformative justice, and drawing on the input and knowledge shared in these ad hoc meetings.
3. The result of this process should be a holistic 3-5 year plan for **holistic implementation of RJ in MMSD** that draws on the input and knowledge shared in these ad hoc meetings (including the need for deep mindset and belief work).
 - We recommend that the 3-5 year RJ plan include specific sections on student training, empowerment, and leadership; family training; and **initial intensive and ongoing training for all staff**.
 - We recommend that the 3-5 year holistic RJ implementation plan include a detailed section on data collection needs.
 - We recommend that this plan also allow for school-based plans that are specific to each individual high school's needs and strengths.
4. We recommend that **two full time school-based RJ positions** be created for all high schools - this person will participate in the development of the 3-5 year RJ plan in Recommendation #3.
 - a. We recommend that this role also be connected to SEL & transformational SEL, Developmental Designs, anti-racist work, culture & climate work and SIP work within their school, as well as to special education.
 - b. We recommend this role be a proactive position, and available for on-call RJ work as needed.
 - c. We recommend that the break down of which staff are employed by MMSD can be determined through the 3-5 year planning process mentioned in #1. The ad hoc committee considered that one position could be an MMSD staff position, and one position is employed by a community-based organization.
5. We recommend that the facilities improvement plans related to the referendum in each high school include **dedicated spaces** in schools for restorative spaces and mental health.
6. We recommend that the Board go through an intensive RJ training together at some point in the next six months.

Disciplinary Policy & Interventions

7. We recommend **increased support for students** involved in more serious incidents at school who need higher levels of support, to include elements of:
 - empowering students to identify school staff who they trust who can support their dignity;
 - ensuring school staff can spend time supporting those students, and to help them connect with community supports;
 - creative and meaningful alternatives to exclusionary discipline, including alternatives to suspension and expulsion.
8. We recommend **establishment of an ongoing advisory group** to involve community partners, youth, and families
 - to focus on action on policy revisions to center non-punitive and restorative measures in

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- discipline policy & meaningful system-level accountability;
• to review and inform implementation and ongoing efforts to reduce exclusionary discipline.

Youth & Community Role Relating to Safety

9. We recommend **creation of a Superintendent's Advisory Committee** to involve **MMSD staff (including new RJ coordinators), community partners, families, and students** to develop a plan for enhancing youth and community roles relating to safety.
 - a. We recommend that any student or family or staff participants are paid a **stipend**, and students are offered course credit, for their participation, and that all participants are provided any services they need to meaningfully participate (e.g., child care, interpretation, etc.).
 - b. We recommend that this committee consider meaningful and holistic approaches to **accountability**, including ways that students can hold adults accountable, as well as ways that adults within buildings can hold each other accountable at all levels of the power structure, and include ways to incorporate accountability into the **SIP**.
 - c. We recommend this Advisory Committee include a subcommittee focused on **special education**. That subcommittee will pay attention to students' special education needs and self-advocacy, and look through all the work of the Advisory Committee from a special education lens.

Decisions to Involve Police, and Adult Accountability

10. We recommend that there is a structured debrief process after every instance in which law enforcement is called to schools, to include attention on whether special education plans were followed, if applicable, and examination of what could have been done proactively to avoid involving law enforcement.
 - a. We recommend this include a meaningful framework for holding adults accountable.
 - b. We recommend this process allows for meaningful participation by the student involved in the incident.
11. We recommend that MMSD expand the **role of SSAs** to become more focused on safety and support role (Outreach & Engagement is one alternative title) that includes involvement in RJ and relationship building work.
 - a. We recommend that MMSD continue to **professionalize** the role (e.g., ways to advance over time or levels, make it a career, leadership opportunities, meaningful compensation, more involvement in proactive work, enhanced professional development), including putting it on a track to become salaried.
 - b. We recommend that MMSD create a pathway for people in these roles to transition into roles as classroom teachers.
 - c. We recommend this role is provided meaningful opportunities to connect with others for support.

Holistic Needs Related to Safety

12. We recommend that MMSD continue and strengthen efforts to **reduce class sizes** to allow for relationship building between teachers and students.
13. We recommend that MMSD continue and strengthen efforts to develop, recruit, and keep **staff of color**, particularly teaching staff of color. These should go beyond current efforts (e.g., Grow Your Own) so that there are more pathways and the pathways are open to more people (e.g., those without a Bachelor's degree, those already working full time), and are funded.
14. We recommend that **every high school is allocated additional funding for hiring or contracting for additional supports**, including:
 - Mental health services in buildings (that are culturally relevant) - culturally specific

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- counseling services;
 - Life coach/mentors in buildings;
 - Strategic partnerships to provide leadership and creative opportunities to students;
 - Creating, strengthening, and replicating proactive efforts that are working to create a joyful environment for Black students.
 - For all of the above, explore the range of partners available in the Madison area who can partner to offer these services.
15. We recommend that **curriculum & instructional practices** at the district level are continually evaluated to adopt an anti-racist, anti-abilist, and abolitionist approach (may include additional training and professional development).
- a. We recommend that C&I practices include intentional efforts to create a joyful environment for Black students.
 - b. We recommend that C&I practices include ways that students can explore their talents and skills. This includes building in ongoing opportunities for students to explore who they are and their authentic interests.
 - c. We recommend that more ways are created for students to meet their needs within school buildings (take what we are learning from virtual that is opening up other options). This includes empowering students to identify their own needs and supporting them in designing ways to meet them, within the school building. This also includes meaningful avenues for students to access learning that matches their optimal learning style.

Data Collection & Reporting

16. We recommend that MMSD continue to collect and report on data (without releasing identifying student information) about law enforcement interactions at schools, and that the reporting on implementation of IEPs and BSPs for students with IEPs is enhanced.