

## Act 29, Sec. 4 Stakeholder Meeting 1

### Meeting Date:

September 19, 2023, 10 a.m.

**Facilitator:** Ted Fisher, Agency of Education (AOE)

**Note Taker:** Lindsey Hedges, AOE

### Presentation of Group Charter and Meeting Goals

#### Questions and Conversation - (feedback also accepted via email)

- In reviewing goals and norms, it was noted that staff and educators should be kept at the forefront of the goals of the meeting.
- First meeting norm, the second sentence will be struck since perspectives should not be limited and it felt repetitive.
- When discussing student safety, it was noted that ensuring marginalized students are not impacted should be a main focus and goal.
- It was suggested that we replace the second sentence in the first meeting norm and replace it with "any and all perspectives will be shared in action-oriented ways." We want to have a clear goal and target audience instead; we should clarify the goal and the target audience.
- The concern was raised that we are on a short timeline to produce a work product and it was asked if we were going to be working from a shared document. Ted responded that we did not want to limit the group and explained that we are not using this space to create the policy itself but rather are interested in hearing from the group generally.

### Open Conversation

#### Prepared Prompts:

- What concerns do you have about the model policy?
- What elements would you like to see included?
- How do you see this playing out in the field (positively and negatively)?
- How can the model policy support implementation of behavioral Threat Assessments (BTAs) in Vermont schools in ways that are both most effective and safeguard the rights of students, including black, indigenous and people of color (BIPOC) students and students with disabilities?

#### Open Conversation Comments:



- Office of Racial Equity ([ORE's testimony](#)) from the legislative session was shared, this document notes that this process should be race conscious not race neutral, and that we need to be carefully defining threats in order to take into account systemic biases
- It was noted that we should put language in the procedures that emphasizes the need to pull kids into a safe space to support them and not push them out.
- There was a desire to hear from the field on how this plays out in practice, hearing this would help the group move out of the theoretical into more concrete ideas.
- A member of the field notes that there are existing policies, procedures, and practices in place that we can reference.
- It was noted that best practices exist and other states have established and implemented these policies, it was raised that it would be helpful to have a subject matter expert come in to discuss this.
- It was requested that if there is a BTA subject matter expert that presents to the group that we should also hear from someone on student civil rights and safety as well.

### **Resources shared during and after the meeting:**

- Wells, A. S. (2014). Seeing Past the “Colorblind” Myth of Education Policy Addressing Racial and Ethnic Inequality and Supporting Culturally Diverse Schools. [https://www.jstor.org/stable/pdf/resrep42084.pdf?refreqid=excelsior%3A5363ab8af73bb492162c383f4b955dfb&ab\\_segment](https://www.jstor.org/stable/pdf/resrep42084.pdf?refreqid=excelsior%3A5363ab8af73bb492162c383f4b955dfb&ab_segment)
- Maye, A. A. (2022). The myth of race-neutral policy. Economic Policy Institute. <https://www.epi.org/anti-racist-policy-research/the-myth-of-race-neutral-policy/>
- Webinar recording link for “Do we need police in schools? Creating Safety for All Students”: <https://www.youtube.com/watch?v=zkehNpkQWxc>
- Associated reports and written materials:
- [Center for Policing Equity - School Safety](#)
- [Do we need police in schools? \(policingequity.org\)](https://policingequity.org)