LYME-OLD LYME SCHOOLS

Regional School District #18

A Private School Experience *in a Public School Setting*

Special Board of Education Meeting
June 15, 2022

Board Present: Steven Wilson, Chair; Martha Shoemaker, Vice Chair; Mary Powell St. Louis, Treasurer; Suzanne Thompson, Secretary; Laura Dean-Frazier; Anna James; Jason Kemp; Jennifer Miller; Christopher Staab

Administration Present: Ian Neviaser, Superintendent of Schools; James Cavalieri, Principal of Lyme Consolidated School; Melissa Dougherty, Director of Special Services; Kelly Enoch, Principal of Mile Creek School; Jeanne Manfredi, Assistant Principal of Lyme-Old Lyme High School; Holly McCalla, Business Manager; Ron Turner, Director of Facilities & Technology; Noah Ventola, Assistant Principal of Lyme-Old Lyme Middle School; James Wygonik, Principal of Lyme-Old Lyme High School

Others Present: Mercedes Alger and Heather Fried, RETA Co-Presidents; 55 Community Members

The meeting was called to order at 6:32 p.m. The Pledge of Allegiance was recited.

1. Recognition of Girls Tennis and Girls Crew State Championship Teams and Andrea DeBernardo, Recipient of Three Gold Medals at the Special Olympics

The Board recognized the girls tennis team and their coach, Lauren Rahr, for recently winning the state championship title and the shoreline championship and for their undefeated season. Ms. Rahr spoke to the accomplishments of the team and introduced the members of the team. The Board also recognized Lauren Rahr for being named Shoreline Coach of the Year.

The Board recognized the girls crew team for winning the state championship title. Vicky Stout, a member of the team, spoke on behalf of Coach Paul Fuchs, who was unable to attend the meeting, about their winning season.

The Board recognized high school student Andrea DeBernardo who recently returned from the Special Olympics held in Florida where she won three gold medals in the gymnastic competition. Christine Corah, Andrea's coach, spoke to the hard work and perseverance that Andrea endured to compete at this level of competition.

2. Public Comment

Olaf Bertram-Nothnagel read a statement voicing his opposition to arming the district's security guards. Mr. Bertram-Nothnagel's statement is attached to these minutes for informational purposes.

Kim Thompson distributed a research letter from the JAMA Network on the "*Presence of Armed School Officials and Fatal and Nonfatal Gunshot Injuries During Mass School Shootings in the United States from 1980-2019*. She spoke to the results of this research. Mrs. Thompson's statement, along with the research letter, are attached to these minutes for informational purposes.

Diane Linderman spoke against arming the security guards and recommended that the district increase security, look at the data, and consider this initiative more thoroughly. Mrs. Linderman referenced the thorough work that was done during the summer of 2020 when the administration, staff, Board of Education, and community members researched the best method for opening the schools in the fall of 2020 during the COVID pandemic. She asked that similar due diligence occur when making the decision on arming the security guards.

Michele Han, a parent of two students at the high school and an elementary principal, asked that the Board spend more time with their decision-making on whether to arm the security guards so that they are making the best choice for the district and have the support of the community behind them.

Scott Brown, retired principal of LOLHS, asked that the Board of Ed slow down on their decision to arm the security guards and to seek input from the administration, guidance counselors, school psychologists, etc., on the unanticipated consequences that might arise from this decision.

Trevor Kegley, LOLHS graduate Class of 2013 and a U.S. Army combat veteran, read a statement supporting the decision to arm the district's security guards. Mr. Kegley's statement is attached to these minutes for informational purposes.

David Rubino, a Lyme School parent, questioned arming the security guards to protect the students, noting the majority of the sites where school shootings occurred had armed guards. He thanked the Superintendent for putting out the ThoughtExchange forum for parent and student input and that he believed it showed that the community is against arming the security guards.

Erik Olsen, a middle school parent, asked that the Board of Ed take their time when making a decision on arming the security guards and to look at all the data and what it could possibly do to the children. Meghan Anderson, parent of children at the elementary, middle and high school levels, stated that her

children feel safer if a policeman is present at school and that she believed the students are accustomed to seeing the police in the buildings. Mrs. Anderson also stated that she believed the parents were split about 50-50 on the decision to arm the security guards.

Gavin Lodge, a parent of Lyme School students, extended kudos to the Board of Ed for opening up their meeting to hear input from the community on the decision of arming the security guards. Mr. Lodge spoke against arming the guards and implored the Board to look at the data. Mr. Lodge referenced the JAMA Research Letter noting, ... *that the presence of a weapon increases aggression. Prior research suggests that many school shooters are actively suicidal....* Mr. Lodge suggested that funding would be better spent on mental health initiatives.

Anna Reiter read a statement which detailed the reasons she did not support the option to arm the security guards. A copy of Mrs. Reiter's letter is attached to these minutes for informational purposes.

Faulkner Hunt, parent of a high school student, stated that it was his hope that later in the meeting the community will hear what additional aspects of a safety plan the Board is considering, in addition to the potential approval of arming the campus security guards.

Anna Davis, a LOLHS student, voiced her opposition to arming the security guards because she believed it would change the good relationship the students currently have with the security guards and would not improve the situation. She voiced concern that the students could get caught in the crossfire and/or the handguns could get in the wrong hands.

Mona Colwell read a statement asking the Board of Ed to consider utilizing the open space at Center School before proceeding with a costly and unnecessary addition at Mile Creek School. A copy of her statement is attached to these minutes for informational purposes.

Also attached to the minutes are emails/statements on the subject of arming the security guards from the following community members: Kim Thompson, the Town of Old Lyme Democratic Town Committee, Roger and Mary Jo Nosal, Kimberly Davis, and Olwen Logan.

3. Approval of Education Specifications and Resolutions

Mr. Neviaser explained that the educational specifications and resolutions being presented to the Board are both requirements for the submission of a grant to the Department of Administrative Services (DAS) which manages all school construction grants. There are no commitments by approving this. Grant application is due June 30. The educational specifications and resolutions are attached to these minutes for informational purposes.

Lauren Dean Frazier asked for clarification on what they were seeking. Mr. Neviaser and Mr. Staab explained that the purpose was to apply for a grant to assist in the funding for Option 3A (renovations to Mile Creek School) which could be turned down should they choose not to go forward with the

renovations to Mile Creek School. They are not committed to the monies or the renovation. Any action by the Board at this point is just for grant-seeking purposes.

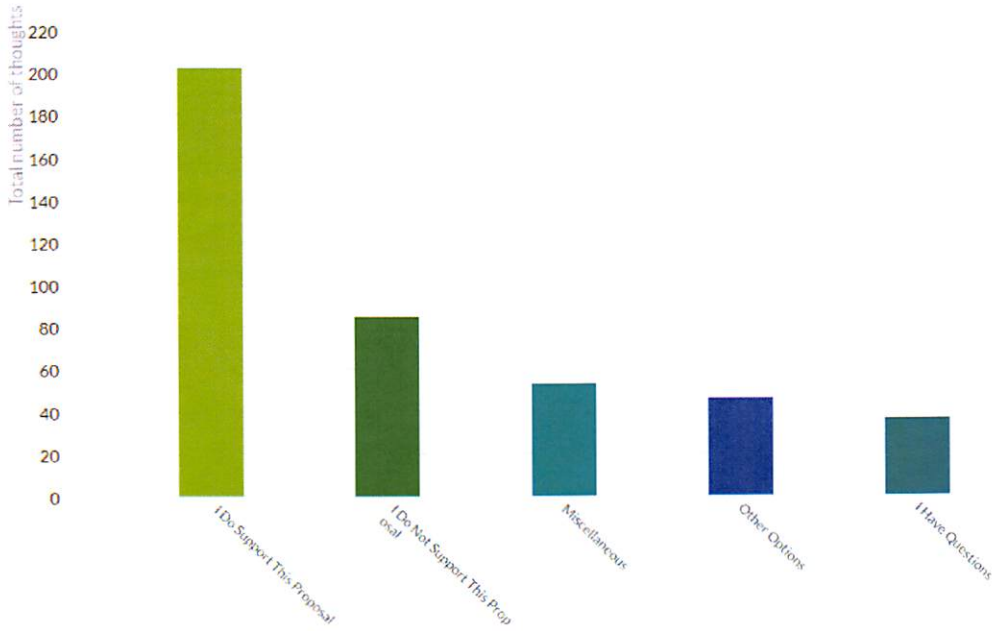
MOTION: Ms. Miller made a motion, which was seconded by Mrs. James, to approve the educational specifications and resolutions as presented.

VOTE: the Board voted in favor of the motion with the exception of Mrs. Dean-Frazier who abstained. Motion passed.

4. Approval of Armed Security Guards

As discussed at the June 1 meeting, Mr. Neviaser recommended the Board approve arming the district's security staff to address concerns over police response time to the schools. In line with this, Mr. Neviaser forwarded all correspondence he has received on this issue to the Board and shared the results of the ThoughtExchange Online Forum which was recently conducted.

Mr. Neviaser reviewed a summary of the results of the survey, as well as the associated costs of this initiative (insurance, firearms and protective gear, additional compensation, training and supplies), and policy considerations should this be approved. A copy of Mr. Neviaser's presentation is attached to these minutes for informational purposes.



Projected costs to arm current security officers

Insurance	Firearms and protective gear reimbursement	Additional Compensation	Training	Supplies	Total
$7,500/year	$8,900	$30,000-$35,000/year	$4,000/year	$1,500/year	$43,000-$48,000/year

Mr. Neviaser stressed that arming the security guards was not a singular solution but another security tool in addition to many others already in place, i.e., glass film, window shades, radios, interior door locks, etc., and that this is another tool in their continual evolution of safety measures.

Mr. Neviaser reported on other Connecticut districts that have armed security guards, indicating that many Connecticut school districts have armed guards or school resource officers and that many school leaders reported that staff and students quickly become accustomed to guards that are armed.

Mr. Neviaser reported on a past consideration of hiring a school resource officer for the district but many factors hindered this decision: expense, response time (if another incident took SRO off campus), Old Lyme trooper would not have police powers in Lyme, and one SRO not sufficient for all campuses.

Currently, the district employs one full-time and one part-time security officer on the main campus and one at Mile Creek School and one at Lyme School. Follow-up discussion centered on the possibility of adding another security officer on the main campus.

The Board discussed their thoughts on arming the security guards. The majority of the Board voiced support for this initiative because they believed it was one more security measure to keep the staff and students safe and would give the security guards the tools to protect them. Other reasons for support included the importance of speeding up response time to an active shooter incident; the fact that LOL is not breaking ground on this as many school districts have already instituted armed school resource officers/guards; and the continuous efforts of the School Safety Committee on improving security throughout the district. Several Board members voiced their appreciation of the community's input on the matter and stressed the importance of thorough communication to the public on how this was going to be handled should it be approved.

Mrs. Shoemaker and Mrs. James voiced concern over arming the security guards at this time as they believed the Board needed more time for decision-making so that more data could be researched and more discussion with the community could take place before they moved forward with a decision. Mrs. Shoemaker also voiced concern that very little input via the ThoughtExchange forum was received from the staff.

MOTION: Mr. Staab made a motion, which was seconded by Dr. Powell St. Louis, to authorize the Superintendent to employ armed security officers on all campuses and develop policies and regulations pursuant to such authorization.

VOTE: the Board voted in favor of the motion with all voting in favor with the exception of Anna James and Martha Shoemaker who voted against the motion. Motion passed 7-2.

5. Approval of Middle School Field Trip

Mr. Ventola, Assistant Principal of LOLMS, and Shannon Glorioso, Science Teacher, reported that the

middle school is planning a trip to a number of national parks (Grand Canyon, Bryce, and Zion) for 8th grade students during the April 2023 vacation. Mr. Ventola reviewed a summary of the field trip including information on chaperones, cost and what it includes, itinerary, and academic connections.

Follow-up discussion centered on fundraising efforts and available funds (through leftover LOLEF funds, LYSB donations) for those that cannot afford the expense. Shannon Glorioso, LOLMS Science Teacher and chaperone of the trip, discussed the meaningful relationships developed on these trips and their efforts on making it possible for all interested 8th grade students to participate.

MOTION: Mr. Staab made a motion, which was seconded by Dr. Powell St. Louis, to approve the LOLMS field trip as presented.

VOTE: the Board voted unanimously in favor of the motion.

6. Policy Review and Possible Action

Policy 1330 *Use of School Facilities, Buildings and Grounds*

Mr. Neviaser provided the following background information on this agenda item: currently Policy 1330 does not allow for rental of school facilities, building and grounds during the summer months as the buildings are being cleaned and renovated, and the fields/grass need this rest time for maintenance and growth. Recently, the LOL Soccer Club asked to rent the turf field during the summer which the current policy prohibited. Mr. Neviaser and the Policy Committee met the previous night and updated the policy to allow usage of the turf field during the summer months as the original purpose of building the field included year-round usage. Mr. Neviaser reviewed the wording change to the current policy and the rental form.

MOTION: Mr. Kemp made a motion, which was seconded by Ms. Miller, to waive the first reading of Policy 1330 *Use of School Facilities, Buildings and Grounds* and approve as presented.

VOTE: the Board voted unanimously in favor of the motion.

Policy 5142.41 *Armed Security Officers*

Mr. Neviaser reviewed a newly drafted policy recently approved at the Policy Committee level in anticipation of the Board's approval of arming the district's security officers which was done earlier in the meeting.

Mrs. Shoemaker asked if the Board would be reviewing the regulations at a later date. Mr. Neviaser reported that the Board does not approve regulations but Mr. Neviaser would share them when developed for Board input. Mr. Neviaser stated that the regulations answered a lot of the questions brought up as concerns from the public.

Dr. Powell St. Louis asked about the reasoning behind adding the word "concealed" weapons to the policy. Mr. Neviaser stated that they felt this was important due to the public voicing many concerns over this.

MOTON: Mr. Staab made a motion, which was seconded by Mrs. Dean-Frazier, to waive the first reading of Policy 5142.41 *Armed Security Officers* and approve as presented.

VOTE: the Board voted in favor of the motion with Mrs. Shoemaker and Mrs. James abstaining. Motion passed.

7. Discussion of Superintendent Evaluation

MOTION: Dr. Powell St. Louis made a motion, which was seconded by Mr. Staab, to move into executive session for the purpose of discussing the superintendent's evaluation. Mr. Neviaser was invited to attend the executive session.

VOTE: the Board voted unanimously in favor of the motion.

The special meeting adjourned at 8:30 p.m. upon a motion by Mr. Staab and a second by Mrs. Shoemaker.

Respectfully submitted,

Suzanne Thompson, Secretary

Hi and thank you all for your work.

I am a friend of the Second Amendment. I believe in the right to self defense, and that we must protect the innocent from harm. However, I think that arming our fine security staff would be a grave mistake, no matter their training.

Our district response to the threat of a school shooting should not be based on our feelings, or on the protective psychology we all share, or on anecdotes, or our intuition. It must be based on the relevant science and on the psychology of potential perpetrators.

The most comprehensive study I was able to find, which was also cited in the online survey, showed a dramatic increase in fatalities for school shootings where there was an armed guard. The deaths almost triple with an armed guard.

Some suggest that arming guards will act as a deterrent. That might be true for a sensible person with a healthy will to live, but that is not who commits school shootings. Most often school shooters are suicidal students. The threat of death or bodily harm DOES NOT deter a suicidal attacker. It does the opposite.

What do the armed guards accomplish then? They may lower response time, but if it comes to response time, really, it's already too late. Prevention, not reaction, must be our watchword. There is very well documented and ample evidence that the presence of weapons increases aggression. The weapons effect it's called. No matter how staff conceal their guns, every single student on campus above the age of six will doubtless know about them by the end of the first week. Many even well adjusted boys will begin gaming out cat and mouse schemes to outsmart and supplant such authority figures. We don't want to go down this road! No matter our good intentions, and that this policy might be enacted for their protection, our students will understand that these guns and the bullets in them, could be for one of them. What does this do to how school feels to them? How do the disaffected respond?

Our security staff will know very well that the first bullet in any premeditated school shooting will be in the back of their head. What does this do to their relations with students? Arming them not only puts an itchy target on their backs, and introduces guns into the school, it completely undermines the trust and camaraderie a truly healthy school environment depends on.

How much arming guards traumatizes and incites kids, undermines a supportive school environment, and increases the chances of a shooting and its potential body count should be at the core of deciding whether to do so. Arming guards must be done with the informed and thoroughly thought through—not knee jerk—approval of the school community. I don't believe that's what is happening here, despite what I'm certain are the best of intentions in a climate of great urgency. The science speaks against arming guards. Developmental psychology and the psychology of violence also speaks against it. And there has not been sufficient community consideration of the consequences. I get wanting to do something and wanting security, but arming security staff will hurt rather than help. I therefore ask you please do NOT do this.

I'd also suggest for similar reasons that you reconsider the practice of involving students in active shooter drills, which I suspect only ups the chances of a shooting, but that's a discussion for another day. Thank you for your consideration.

Olaf Bertram-Nothnagel

Kim Thompson Statement June 15, 2022

- How does arming our security guards fit into the larger security plan?
- Was this identified as a gap in our security plan? When was this gap identified? How was it identified?
- What is the purpose of arming the guards at the schools?
- Is it to prevent a shooting on school property? Is it to minimize casualties? If it is to minimize casualties, in what way would this work to minimize casualties?
- Do you have data to suggest that arming guards at schools decreases casualties in shooting events? If so, please share this data because it would be integral to making this decision.
- Why does this plan need to be put into place for the start of the 22-23 school year? This is a tight timeline, from buying weapons, ammunition, and body armor to creating policies regarding storage, maintenance, job descriptions, insurance and training all staff.
- How do you train someone with a handgun to take on someone with a potentially higher capacity and semi-automatic-style weapon?
- In many school shootings the shooters are also wearing protective body armor, what style, type and what protection level body armor will our guards be wearing?
- Are there established programs for this type of training?
- What is the replacement policy for the District-owned weapons? What is the replacement policy for the District-owned body armor the guards will be wearing, if any? Will the guards be allowed to wear body armor that they themselves own? What kind of emotional impact would having guards in tactical gear on campus cause for children?
- What is the training program for the security guards? Does this training program include mandatory shooting range time? Who will pay for any mandatory shooting range time, both the time of the employee at the range and the cost of the range?
- Who will oversee this entire program and ensure compliance with all training and maintenance? And what are their qualifications?
- If a child brings what looks to be a real gun into a school and the weapon is seen by the armed security guard, what is the guard expected to do? Shoot the child before the child has a chance to potentially shoot anyone or approach the child first and find out if the weapon is real, thereby potentially allowing shots to be taken in those moments? Is there a standard of protocol set by a school-governing authority in this situation?
- Do we have a security consultant that reviews our security plan and our campuses regularly to identify weaknesses and opportunities for improvement? If we do, have they identified the lack of armed security guards or police response time as a weakness? What other weaknesses have been identified? are we also addressing those? are weaknesses prioritized in any way? are we addressing the biggest weaknesses first?

- Are there controls on access to the buildings outside of regular school hours? what about special events (concerts, field day, picnics, town meetings, sports events) on campuses, is additional security needed for events?

- Does every security guard have a radio that is on a channel monitored by our police dispatch or police departments? Do they practice communicating with the local police? Is there a protocol for how often they need to practice communicating with local police?

- In addition to the armed security guards, are there any other measures that have been considered to update our security plan to mitigate the chance that a shooting in our school is committed by a student? Measures such as making changes to our lockdown drill procedures to make sure they are as up to date and robust as possible, ALICE training, hiring more social workers and school psychologists, placing K-9s trained to smell ammunition at our entry doors, or continuing to offer no-cost breakfast and lunch to students? Has any kind of cost-benefit analysis been done on those options to make sure that budget is being spent in the best places?

- How will the emotional impact on our students and staff of arming the security guards be measured? There is potential that this could be an anxiety-inducing decision for some in our school community, will the students and staff be evaluated in some way and/or offered care if needed? Has a cost for this been included in the budget? Have psychologists, social workers, or other non-police experts been involved in developing this plan?

- How long have there been concerns over police response time in a life-threatening situation? Why haven't these concerns been addressed previously?

- Has something changed about our existing security plans that makes the implementation of this change so emergent that it needs to be in place before school starts in the fall?

- What experts outside of law enforcement or retired law enforcement have been consulted in developing this plan?

- What are other districts around us doing?

- Are there recommendations from the state board of education?

- The Connecticut Association of Public School Superintendents (CAPSS) is offering a School Safety Conference on June 20 and 21, will our superintendent be participating? Has CAPSS issued any guidance on implementing armed security guards?

- CABE and CAPSS issued a joint statement on school security in 2018 following the shooting in Parkland, FL; this statement mentions investment in mental health services multiple times and supporting common sense gun restrictions, it does not mention arming any school staff, has CABE or CAPSS updated this statement?

Kim Thompson

JAMA Network | Open

Research Letter | Public Health

Presence of Armed School Officials and Fatal and Nonfatal Gunshot Injuries During Mass School Shootings, United States, 1980-2019

Jillian Peterson, PhD; James Densley, DPhil; Gina Erickson, PhD

Author affiliations and article information are listed at the end of this article.

Introduction

After deadly school shootings at Columbine, Sandy Hook, and Parkland, many states mandated School Resource Officers or provided funding for districts to hire them.[1] Lawmakers also considered arming teachers. Florida now requires a law enforcement officer or trained school guardian in every school.[2]

By examining every recorded incident where one or more people was intentionally shot in a school building during the school day, or where a perpetrator came to school heavily armed with the intent of firing indiscriminately, we examine the association between the presence of an armed officer on scene and the severity of shootings in K-12 (kindergarten through 12th grade) schools.

Table 1. Descriptive and Missing Case Information for All Variables

Variable	Cases, No. (%)	Persons injured, mean (SD), No.	Persons killed, mean (SD), No.	Missing cases, No. (% imputed)
Persons killed per case, mean (SD) [range], No.	NA	NA	1.34 (3.25) [0-27]	NA
Persons injured per case, mean (SD) [range], No.	NA	3.15 (5.06) [0-32]	NA	NA
Weapons per case, mean (SD) [range], No.	1.63 (1.22) [1-8]	NA	NA	3 (2.24)
Armed officer	29 (23.58)	3.86 (5.45)	2.07 (4.16)	11 (8.21)
Lockdown drills	53 (44.92)	2.91 (4.75)	1.77 (4.63)	16 (11.94)
Targeted	57 (47.11)	2.74 (3.54)	1.11 (1.73)	13 (9.70)
No. of shooters				
One	124 (92.54)	2.94 (4.93)	1.29 (3.18)	NA
More than one	10 (7.46)	5.80 (6.12)	2.00 (4.16)	NA
Known weapon type				
Any AR or SMG	14 (10.45)	7.79 (9.69)	5.36 (8.05)	NA
Any handgun	92 (68.66)	3.18 (3.18)	1.45 (3.24)	NA
Any shotgun	29 (21.64)	3.72 (5.20)	1.79 (3.37)	NA
Any rifle	23 (17.16)	3.74 (5.56)	0.87 (1.49)	NA
Region				
South	39 (29.10)	3.36 (4.45)	1.41 (3.17)	NA
Midwest	35 (26.12)	1.60 (1.85)	0.83 (1.69)	NA
Northeast	19 (14.18)	1.37 (1.54)	2.05 (6.16)	NA
West	41 (30.60)	5.10 (7.41)	1.39 (2.38)	NA
Urbanicity				
Urban	34 (25.37)	2.82 (4.46)	0.56 (1.05)	NA
Suburban	58 (43.28)	3.60 (5.73)	1.67 (4.46)	NA
Rural	42 (31.34)	2.79 (4.57)	1.52 (2.24)	NA
School type				
Elementary	17 (12.69)	5.53 (8.44)	2.94 (6.44)	NA
High school	81 (60.45)	3.15 (4.89)	1.21 (2.67)	NA
Middle or combined	36 (26.87)	2.03 (2.86)	0.89 (1.86)	NA
Institution type				
Public	122 (91.04)	3.28 (5.24)	1.42 (3.37)	NA
Private/other	12 (8.96)	1.83 (2.44)	0.58 (1.44)	NA

Abbreviations: AR, assault rifle; NA, not applicable; SMG, submachine gun.

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Methods

This cross-sectional study was deemed exempt by the Hamline University institutional review board and granted a waiver of informed consent because it only used publicly available records for coding. This study followed the Strengthening the Reporting of Observational Studies in Epidemiology (STROBE) reporting guideline.

We examined each identified case where more than one person was intentionally shot in a school building during a school day or a person arrived at school with the intent of firing indiscriminately (133 total cases) from 1980 to 2019 as reported by the public K-12 School Shooting Database.[3] We focused on offender motive, an armed guard on scene during the shooting, the number and type of firearms the perpetrator used, and other factors. Following prior work on public mass shootings,[4] the codebook was piloted on a random sample of cases. Each shooting was investigated twice by separate coders working independently. Data were merged and differences were resolved via consensus. The cases were then divided, independently checked, and sources triangulated.

Negative binomial regression models predicting number injured and killed were used to account for the overdispersion of count data; missing data (<12% on any variable) are reported in **Table 1** and imputed in multivariate models using multiple imputation in Stata software version 16 (StataCorp).[5] All tests indicate significance at the $P < .05$ level. All tests of significance are model parameters in **Table 2**. Data analyses were performed from November to December 2020.

Results

This study examined a total of 133 cases of school shootings and attempted school shootings from 1980 to 2019. Perpetrators' ages ranged from 10 to 53; however, only 16 shooters (11%) were aged 22 years or older. Ninety-four perpetrators (70%) were current students, and 21 perpetrators (15%) were former students. Of all perpetrators, 83 (76%) were White and 148 (98%) were male. Of 121 cases with full information, 57 (47.11%) were targeted shootings. There were 134 shootings, 12 with

Table 2. Negative Binomial Regression Results for Number Injured and Number Killed in School Mass Shootings

	Injured		Killed	
Variable	IRR (95% CI)	*P* value	IRR (95% CI)	*P* value
Lockdown drills	0.90 (0.55-1.49)	.69	0.70 (0.35-1.40)	.32
Armed officer	1.21 (0.69-2.11)	.51	2.96 (1.43-6.13)	.003
No. of weapons	1.22 (0.97-1.54)	.09	1.34 (1.00-1.79)	.048
Targeted	0.94 (0.58-1.52)	.79	0.91 (0.48-1.73)	.77
More than one shooter	1.62 (0.73-3.59)	.24	1.008 (0.32-3.14)	.99
Weapon type				
Any AR or SMG	2.27 (1.07-4.81)	.03	12.84 (4.88-33.74)	<.001
Any handgun	1.37 (0.73-2.57)	.33	4.85 (2.02-11.63)	<.001
Any shotgun	1.29 (0.66-2.50)	.45	1.448 (0.61-3.41)	.40
Any rifle	1.39 (0.71-2.72)	.34	1.497 (0.58-3.87)	.41
Region				
South	1.84 (0.96-3.52)	.07	1.076 (0.47-2.49)	.86
Northeast	0.80 (0.35-1.81)	.59	1.186 (0.46-3.09)	.73
West	2.20 (1.22-3.96)	.009	0.907 (0.43-1.93)	.80
Urbanicity				
Urban	1.14 (0.64-2.03)	.65	0.628 (0.27-1.46)	.28
Rural	0.99 (0.56-1.75)	.97	2.303 (1.08-4.91)	.03
School type				
Elementary	1.39 (0.70-2.74)	.34	1.328 (0.58-3.05)	.50
Middle/combined	0.76 (0.43-1.34)	.34	0.898 (0.41-1.96)	.79
Institution type				
Private/other	0.48 (0.19-1.20)	.12	0.192 (0.04-0.91)	.04

Abbreviations: AR, assault rifle; IRR, incidence rate ratio; SMG, submachine gun.

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more than one shooter. A mean (SD) of 1.34 (3.25) people per case were killed and 3.15 (5.06) per case were injured, with a mean (SD) of 1.63 (1.22) weapons per shooting (primarily handguns; 68.66% [92 of 134]). An armed guard was on scene in 23.58% of shootings (29 of 123) (Table 1).

Based on theory, multivariate models include the presence of an armed guard and control for region, school type (public, nonpublic), and grade level (high school, elementary, other); location (urban, suburban, rural); use of lockdown drills; if the attack was targeted; total number of weapons brought to the scene; number of shooters; and weapon type. Results are presented as incident rate ratios in Table 2 and show armed guards were not associated with significant reduction in rates of injuries; in fact, controlling for the aforementioned factors of location and school characteristics, the rate of deaths was 2.83 times greater in schools with an armed guard present (incidence rate ratio, 2.96; 95% CI = 1.43-6.13; $P = .003$).

Discussion

This study had some limitations. It is limited by its reliance on public data, lack of data on community characteristics, and inability to measure deterred shootings (nonevents). However, the data suggest no association between having an armed officer and deterrence of violence in these cases. An armed officer on the scene was the number one factor associated with increased casualties after the perpetrators' use of assault rifles or submachine guns.

The well-documented weapons effect explains that the presence of a weapon increases aggression.[6] Whenever firearms are present, there is room for error, and even highly trained officers get split-second decisions wrong. Prior research suggests that many school shooters are actively suicidal, intending to die in the act, so an armed officer may be an incentive rather than a deterrent.[4] The majority of shooters who target schools are students of the school, calling into question the effectiveness of hardened security and active shooter drills. Instead, schools must invest in resources to prevent shootings before they occur.

ARTICLE INFORMATION

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Correction: This article was corrected on April 25, 2022, to fix an error in the wording used to describe the study sample in the Methods section.

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Author Contributions: Drs Peterson and Densley had full access to all of the data in the study and take responsibility for the integrity of the data and the accuracy of the data analysis.

Concept and design: Peterson, Densley.

Acquisition, analysis, or interpretation of data: All authors.

Drafting of the manuscript: Peterson, Densley.

Critical revision of the manuscript for important intellectual content: All authors.

Statistical analysis: Erickson.

Obtained funding: Peterson, Densley.

Supervision: Peterson, Densley.

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Good evening, my name is Trevor Kegley. Old Lyme graduate, class of 2013, U.S. Army combat veteran. I served six years in the 1-102nd Infantry Regiment, including a deployment to Africa.

There, my unit defended a small base in Kenya. Our mission was to befriend the local villagers. These were small, mud-hut villages in the jungle, no electricity, no plumbing, very poor. There were many more kids than there were adults, literally hundreds of kids, all eager to hold our hands and walk with us. Their education may not be the same as Lyme-Old Lyme, but they value it just the same.

The enemy, Al-Shabab, were militant insurgents who would terrorize the villagers. One time when I was there, they burned down a school. The villagers are not allowed to own weapons, but Al-Shabab would go to Somalia and get weapons from Al-Qaeda and ISIS.

Here in Old Lyme, we don't live in a war-torn, third-world country. We reasonably assume that when our kids get picked up by the bus to go to school, they won't get kidnapped, held hostage, or pressed into serving a terrorist network. The kids in Lyme-Old Lyme are just as precious as those kids in the single-room mud-hut schoolhouse in Kenya. Their value is immeasurable. They are truly precious. I ask, what would those villagers do for their children that we wouldn't do for ours?

How is it that our police stations are armed? Our hospitals, airports, bus and train stations, banks, stores, gates, celebrities, and even mail trucks and parades? Is a bus ticket, a Christmas present, or paper dollar bill more precious than a child?

I read a statement to the Board of Education from a political town committee on this matter. The Committee warned of "consequences." I didn't realize that the guaranteed safety of our children was a "consequence" rather than the exact desired result of these proceedings. They wrote that arming guards may "seem" like a good idea. As if arming hospitals, banks and VIPs is somehow "not" a good idea? Finally, they mentioned the possible "emotional impact" of arming guards. The way I see it, I'd rather have a child see a gun on the hip of a guard twice a day (once going in to school, and once going out) than to have that child feeling no emotions at all, lying dead on a floor.

Some here may say that they don't think my testimony, the words of a soldier, is appropriate. They don't want their kids in a war. That is not my point. Our kids are not in a war. And thank God. How blessed we are here, in America, to withhold our children from such horror, and to be able to do it so very easily? I would even do it myself, for free! I ask the Board to take the word of a Lyme-Old Lyme graduate and a combat veteran, and protect the children that parents entrust to you. It is the simplest and most sensible thing you can do.

June 14, 2022

To the District 18 Board of Education and administration,

I do not support the option to arm security guards on our school campuses for the following reasons:

1. In the June 3, 2022 email to the school community, the superintendent stated the reason for arming the security guards is to improve police response time. Arming the security guards does not improve police response time. If the administration is considering the armed security guards to be police and therefore be able to respond more quickly than law enforcement, I still disagree. A single guard armed with a handgun and little to no body armor will not be reliably and effectively able to respond to a gunman in body armor and any semi-automatic weapon as our police force would. Our guard will be without backup and would be outgunned. Instead of arming security guards, the board should consider alternate options to create a safer space that a gunman cannot enter in the first place.

2. A cross-sectional study published in 2021 in the Journal of the American Medical Association (JAMA) specifically examined whether there is an association between having an armed guard at school and the prevalence of deaths and injuries during school shootings and attempted shootings. This research specifically concludes that the data suggest no association between having an armed officer and deterrence of violence in these cases. An armed officer on the scene was the number one factor associated with increased casualties after the perpetrators' use of assault rifles or submachine guns. Following this JAMA study, the question of why an armed guard would be associated with increased casualties was asked. Current case review suggests that a person planning to go to a school to commit mass murder is both suffering from mental illness but is also suicidal. Choosing to go to a place with an armed guard who will shoot to kill will accomplish the goal of suicide. Keeping in mind that a person planning this sort of incident is not of sound mind.
   Here is a link to the JAMA article, if you have not had the opportunity to read it:
   https://jamanetwork.com/journals/jamanetworkopen/fullarticle/2776515

   Based on this study, armed security guards will not decrease casualties and will not be a deterrent to a gunman, but just the opposite. This does not support arming our security guards.

3. Arming our security guards would come with a host of requirements for our District, the following are questions for the BOE and administration to take into consideration before voting on this program.
   a. Has a comprehensive budget been prepared for this program? Does it include an increase in pay for our security guards now that their job descriptions are significantly changing? Where will the money to purchase the weapons and body

armor, the storage, and the maintenance and reporting requirements resulting from arming our guards come from in the coming school year and what will be the cost of the program in subsequent years? Where will the money for the salary increases come from? Have we incurred any expenses this budget year while exploring this option? Consultants? Expert opinions? Security evaluations? How will the emotional impact on our students and staff of arming the security guards be measured? There is potential that this could be an anxiety-inducing decision for some in our school community, will the students and staff be evaluated in some way and/or offered care if needed? Has a cost for this been included in the budget? Who will decide what level of body armor protection we purchase? How will that decision be made? Who will be responsible for the purchase, storage and maintenance of the weapons and body armor? How and how often will this person be trained/retrained? Who will oversee this program and ensure the security of the weapons? Where will the storage and maintenance be, on school grounds? Will the security guards be issued weapons and check them in and out each day or bring them home? What is the replacement policy for the District-owned weapons? What is the replacement policy for the District-owned body armor the guards will be wearing, if any? Will the guards be allowed to wear body armor that they themselves own?

b. Does our insurance company have any requirements regarding programs like this? What are the insurance costs? Is there a projection of future costs as school shootings continue to occur more frequently? Does the insurance company insure the weapons when they are off school grounds? Does the conclusion stated within the JAMA article referenced above make a difference to the policy of our insurance company?
c. How and when will our security guards be trained? Will we pay for the training and range time for the security guards? Will we pay for the employees' time while they are being trained? Will they be required to train in the use of their weapons in the same way the CT State Police do and at the same intervals? Is there a standard for school security personnel training? Will the rest of the staff be trained now that loaded weapons will be on school property? Who will oversee the security guard training program and ensure compliance? Are there any state reporting requirements for adding armed security to our schools? What is the cost associated with any reporting requirements and have these been included in the budget? Beyond weapons training, will we be providing active shooter responder training for the security guards? Do we/will we be providing mass-casualty care training to all our staff? If a guard is not at work one day, who will fill that role that day? If more than one guard is not at work one day, who will fill those rolls? Will our security guards work year-round on our campuses? The Connecticut General Statute requires all armed security officers to be retired State or municipal police officers. One of our current security guards is a retired parole officer, although trained in the use of a firearm, that is not specifically a retired State or municipal police officer. Will this employee be allowed to be

armed? Will we need to request special dispensation for them to be armed? If we do, what are the requirements of that employee? Are they different from the other armed security guards?

d. If a child brings what looks to be a real gun onto school grounds and the weapon is seen by the armed security guard, what is the guard expected to do? Shoot the child before the child has a chance to potentially shoot anyone or approach the child first and find out if the weapon is real, thereby potentially allowing shots to be taken in those moments? Is there a standard of protocol set by a school-governing authority in this situation? Are the guards expected to enter into a classroom or other situation with an active shooter without knowing the weapon being used or the exact location of the shooter? In what situation would the guard hear shots fired but not try to enter the classroom? Are the guards expected to wait for backup before engaging with an active shooter? What is the protocol if a student somehow gets a hold of the weapon carried by the security guard? Who will be developing these protocols? What are the credentials of that person?
e. Will the guards go through psychiatric evaluations and is there a standard evaluation for this job position or are we creating the evaluation? Who will conduct the evaluation and who will oversee this aspect of the program? How often will the psychiatric evaluation be repeated? What is the cost of ensuring the mental health of our armed security guards? All of our current guards have worked in law enforcement, will we require regular mental health care to identify what may be triggering (in any capacity) to our security personnel?
f. Does this plan include adding one or two more guards at our main campus on Lyme Street? In an active shooter situation seconds matter and a single guard at this campus could take minutes to arrive on scene if they are at a different school than where the shooting is taking place, and they could potentially arrive later than law enforcement. Does every security guard have a radio that is on a channel monitored by our police dispatch or police departments? Do they practice communicating with the local police? Will there be a guard at the entry door to each building from now on to ensure safety at the entry point?
g. How does arming the guards at the schools, specifically at Lyme Consolidated, impact police response time? Police response time was cited as the only reason for arming our security personnel in the June 3 email and it is not clear how arming the security guards will impact police response time. Have we consulted with the local and state police, requesting suggestions and options for reducing their response time? Have more than only the Lyme and Old Lyme police/State Police been consulted? Salem, East Haddam and Haddam are all Resident State Trooper (RST) towns and have 6 troopers assigned to their towns, while Lyme does not have a RST and Old Lyme only has one trooper and several town police officers on staff. Are life-threatening situations the only emergent situations where the administration is concerned about law enforcement response time? Is the only concern about police response time or is there also

concerns about other emergency service response times? How do the armed security guards integrate into the police response plans in each of our towns?

h. Do we have a security consultant that reviews our security plan and our campuses regularly to identify weaknesses and opportunities for improvement? If we do, have they identified the lack of armed security guards or police response time as a weakness? The June 3 email to the school community stated there have been long standing concerns over police response time in a life-threatening situation. How long has the BOE and administration had these concerns? Why haven't these concerns been addressed previously?
i. In addition to the armed security guards, are there any other measures that have been considered for update in our security plan to mitigate the chance that a shooting in our schools is committed by a student? Measures such as making changes to our lockdown drill procedures to make sure they are as up to date and robust as possible, ALICE or other training, hiring more social workers and school psychologists, placing K-9s trained to smell ammunition at our entry doors, or continuing to offer no-cost breakfast and lunch to students?
j. In what scenarios do you envision any of our armed security guards would reasonably believe that the imminent use of deadly force is necessary? Will this be clearly stated in the new job descriptions created for our armed security guards? Who will write this job description?

4. Policy choices this significant should not be voted on without an extremely well-thought out, comprehensive plan on the table to be voted on. If the board chooses to vote down or table armed security guards now, that does not mean that it cannot be voted on again or brought up again at a later date, when a plan, supported by data, indicates the need for armed security guards on our school campuses.

Thank you for your sincere consideration. Please do not support arming our security guards at this time.

Anna Reiter
264 Mile Creek Road
Old Lyme, CT 06371

Delaura, Jeanne

From: Neviaser, Ian
Sent: Friday, June 17, 2022 4:22 PM
To: Delaura, Jeanne
Subject: FW: EXTERNAL: Renovations/HVAC

For the minutes

From: Mona Colwell <monacolwell@gmail.com>
Sent: Friday, June 17, 2022 4:14 PM
To: Staab, Christopher (BOE) <staabc@region18.org>; Powell-St Louis, Mary (BOE) <powellstlouism@region18.org>; Dean-Frazier, Laura (BOE) <deanfrazierl@region18.org>; James, Anna (BOE) <jamesa@region18.org>; Kemp, Jason (BOE) <kempj@region18.org>; Miller, Jennifer (BOE) <millerj@region18.org>; Shoemaker, Martha (BOE) <shoemakerm@region18.org>; Thompson, Suzanne (BOE) <thompsons@region18.org>; Wilson, Steven (BOE) <wilsons@region18.org>
Cc: Gregory Stroud <gregory.stroud@ctexaminer.com>; Nigel Logan <olwenlogan@gmail.com>; Tim Griswold <timothygriswold@yahoo.com>; Neviaser, Ian <neviaseri@region18.org>; Matt Ward <mpward815@gmail.com>
Subject: EXTERNAL: Renovations/HVAC

Hello Region 18 Board of Education,

As I stated this past Wednesday at the Special BOE meeting, I strongly urge you to consider utilizing the open space at Center School before proceeding with a costly and unnecessary addition at Mile Creek.

Our total capacity is approximately 1600 students and our current enrollment is around 1300 children. We have had an increase in students and families over the past two years which is great. There are available classrooms at Center School not currently utilized for Region 18 students that were saved for such a time as now.

Moving three or four kindergarten classes from Mile Creek to Center School is an easy solution to an overcrowding problem. There are classrooms and the school already has the benefit of specials programs being offered.

Ian Neviaser stated on Wednesday night that no one ever considered the option of only moving the Mile Creek kindergarten. Why not? At one time, this school was used for Old Lyme 3rd, 4th and 5th grade students. Lyme children in those grades were at Lyme Consolidated. We currently bus kids from Old Lyme to Lyme Consolidated to keep that school full. Any overcrowding at Lyme could and should be remedied through changing the line in Old Lyme determining who goes to Lyme Consolidated vs. Mile Creek. Excess busses could be eliminated and a stop at Center School, like just a few years ago, could be added to drop off kids at Center School.

The plans presented in January and rejected by the BOE showed all Kindergartners from both Lyme and Old Lyme moving to Center School. Therefore, any decisions to consider Center School should be brought back to the table.

Thank you for carefully considering the best interests of the taxpayers and for your financial prudence. We see state corruption everywhere, we certainly don't need unnecessary construction costs in our own town. Keeping our taxes low is the best way to keep Old Lyme affordable for all.

Thank you,
Mona Colwell

Mona Colwell
401-286-2650
Sent from my iPhone

Delaura, Jeanne

From: Delaura, Jeanne
Sent: Tuesday, June 28, 2022 9:04 AM
To: Delaura, Jeanne

Hello again Steve and Ian,

I was driven to pubmed to see what I could find related to this topic and came across this 2021 cross-sectional study looking at 133 school shootings and analyzing risks associated with different factors of those shootings. This is pretty much the best kind of research you'd find for this, there's not a good control group, and it would be impossible (probably unethical) to design a prospective study. We have comparative research between the US and other countries that clearly shows actions that could be taken on a national level to have a profound impact, but finding interventions with meaningful data to support interventions at the local level is hard.

https://jamanetwork.com/journals/jamanetworkopen/articlepdf/2776515/peterson_2021_ld_200232_1650384846.2761.pdf

What worries me is that the only significant finding is that the presence of an armed guard has the opposite of a deterrent effect. Many of these shooters are suicidal and the presence of an armed guard seems to be attractive as a means to that end. That is worrisome, and I take back my preemptive support of arming the guards. I need to do more research. The core of my beliefs has been that more guns to solve the gun problem makes no sense, and guns have no place in schools, but like many, with the shooting in Uvalde I'm feeling lost.

This is a hard topic to research, if I'm remembering from my public health school days, the NRA lobby is so strong that there are no federal grants to support research on gun violence, so robust research is limited to places where private funding can be secured. I can recall there being student interest in writing a systematic review or meta analysis on the topic and the professor not approving it because they knew there wasn't enough published to support that type of analysis.

I'm going to do more research.

Kim

On Thu, Jun 2, 2022 at 12:46 PM Kimberly Thompson <kimberly.dr.thompson@gmail.com> wrote:

> Hi Steve,
>
> I respect that BOE meetings are not public and this was outside public comment, no offense taken to not deviating from that protocol.
>
> I wanted to say that I support arming these well qualified security officers, I'm a Lyme Parent, and my heart hits my stomach whenever more than one emergency vehicle passes my house headed north on 156 during school hours. I think my opinion on what to do nationally about this problem may be different from some of those on the board, but as far as what can be done quickly to increase safety on a local level, I think this is it.
>
> I was also going to say that I think parents would come out to a forum, even during the summer. People are really worried about this, I can't tell you how much of the informal discussion waiting for meetings to start at work has been around how sad/angry/upset people are. People are really troubled and looking for any action to help them feel like we're working towards solutions.

Ian's points about surveys not being helpful are right. prior to my current job I worked doing qualitative research and good surveys take a long time to develop and you really need to know what you'll do with the answers before you ask the question, they're not great for idea generating. Focus groups on the other hand could be really helpful, I've offered to Ian that I'd be happy to sit down with a group to develop a domain table to guide focus group discussion, most research groups find that you can really saturate discussion on a topic with 3-4 focus groups with 4-6 people in them, after that you really just end up getting duplicate information, as long as a diverse contingent of participants are invited.

Let me know how I can help.

Kim

Kim Thompson | Cell: 860-287-2714
To connect with me as a Clinical Research Professional, please connect with me on LinkedIn

On Thu, Jun 2, 2022 at 11:50 AM Wilson, Steven (BOE) <wilsons@region18.org> wrote:

> Kim,
>
> I wanted you to know that I saw that you had your hand raised during our conversation about arming security officers on our campuses last night and I hope you didn't think I or the Board were being rude by not recognizing you and giving you a chance to speak. As I'm sure you know, our meetings are held in public but are not public meetings and for the sake of time, we are compelled to limit public discussion during our conversations and deliberations.
>
> That said, I am eager to hear your input on the matter and strongly encourage you to send an email to the board sharing your perspective and opinions on the matter. I assure you we will read it and integrate it into our thought process. If doing so is not convenient for you, please attend our next meeting and share your opinion during the public comment section of the agenda.
>
> Thank you for taking the time to sit through the entirety of the meeting last night. It's good to know there are people in the community who care so much about our schools that they are willing to sacrifice precious time to become well-informed.
>
> Regards,
> Steven Wilson
> Chairman, Region 18 Board of Education
> wilsons@region18.org

Delaura, Jeanne

From: Neviaser, Ian
Sent: Wednesday, June 22, 2022 9:03 AM
To: Delaura, Jeanne
Subject: FW: EXTERNAL: Response to decision on armed security

For the minutes.

From: Kimberly Thompson <kimberly.dr.thompson@gmail.com>
Sent: Tuesday, June 21, 2022 10:04 PM
To: Dean-Frazier, Laura (BOE) <deanfrazierl@region18.org>; James, Anna (BOE) <jamesa@region18.org>; Kemp, Jason (BOE) <kempj@region18.org>; Miller, Jennifer (BOE) <millerj@region18.org>; Neviaser, Ian <neviaseri@region18.org>; Powell-St Louis, Mary (BOE) <powellstlouism@region18.org>; Shoemaker, Martha (BOE) <shoemakerm@region18.org>; Staab, Christopher (BOE) <staabc@region18.org>; Thompson, Suzanne (BOE) <thompsons@region18.org>; Wilson, Steven (BOE) <wilsons@region18.org>
Subject: EXTERNAL: Response to decision on armed security

All,

I recognize that there is only so much time in a day to devote to reading and searching literature to find the effective ways to improve safety at our schools, which is what all parents ultimately want. While I would have hoped that you might have found the time to research these issues in peer reviewed literature prior to voting, I recognize that you may not all have access and some literature sits behind journal paywalls. Maybe having something to listen to in your car, while you go for a walk, or complete some other task that summarizes current literature on the topic would be easier. I happened to listen to this podcast this afternoon, and found it valuable. The host speaks with an expert with 2 decades of experience in looking at gun violence and the interventions that work, don't work, and those that cause more harm. the podcast is 33 minutes long and I encourage you to listen.

https://podcasts.apple.com/us/podcast/rethinking-safety-in-the-wake-of-uvalde/id1112190608?i=1000564765346

Respectfully,
Kim Thompson
--
Kim

Kim Thompson | Cell: 860-287-2714
To connect with me as a Clinical Research Professional, please connect with me on LinkedIn

Delaura, Jeanne

From: Neviaser, Ian
Sent: Friday, June 10, 2022 12:37 PM
To: Delaura, Jeanne
Subject: FW: EXTERNAL: Respectfully submitted for inclusion in the proceedings of the next meeting of the Region 18 BOE

For the minutes

From: Old Lyme Democrats <oldlymedtc@gmail.com>
Sent: Friday, June 10, 2022 12:27 PM
To: Neviaser, Ian <neviaseri@region18.org>; Dean-Frazier, Laura (BOE) <deanfrazierl@region18.org>; James, Anna (BOE) <jamesa@region18.org>; Kemp, Jason (BOE) <kempj@region18.org>; Miller, Jennifer (BOE) <millerj@region18.org>; Powell-St Louis, Mary (BOE) <powellstlouism@region18.org>; Shoemaker, Martha (BOE) <shoemakerm@region18.org>; Staab, Christopher (BOE) <staabc@region18.org>; Thompson, Suzanne (BOE) <thompsons@region18.org>; Wilson, Steven (BOE) <wilsons@region18.org>
Subject: EXTERNAL: Respectfully submitted for inclusion in the proceedings of the next meeting of the Region 18 BOE

June 10, 2022

Dear Superintendent Neviaser, and members of Region 18 Board Of Education,

The Town Of Old Lyme Democratic Town Committee (DTC) understands that the Region 18 Board of Education (BOE) is currently considering a proposal to arm the security guards in our schools and that public comments are being solicited. We also understand that the proposal will be addressed at a BOE meeting to be held on June 15. The DTC fully appreciates the importance and urgency of this issue and the reasons why arming the security guards may seem to be a good idea. However, we are also concerned that doing so might have adverse consequences. Our children's safety is paramount. We therefore strongly urge the BOE not to decide this issue precipitously but only after careful consideration of the existing research on the subject and the opinions of knowledgeable experts, regarding both the physical safety and emotional impacts this action may entail.

Sincerely,

The Town of Old Lyme Democratic Town Committee
http://www.oldlymedtc.com

Delaura, Jeanne

From: Neviaser, Ian
Sent: Wednesday, June 15, 2022 1:34 PM
To: Delaura, Jeanne
Subject: FW: EXTERNAL: Armed school personnel proposal

For the August minutes.

From: Mary Jo Kelly Nosal <maryjokellynosal@gmail.com>
Sent: Tuesday, June 14, 2022 2:13 PM
To: Neviaser, Ian <neviaseri@region18.org>
Cc: Dean-Frazier, Laura (BOE) <deanfrazierl@region18.org>; James, Anna (BOE) <jamesa@region18.org>; Kemp, Jason (BOE) <kempj@region18.org>; Miller, Jennifer (BOE) <millerj@region18.org>; Powell-St Louis, Mary (BOE) <powellstlouism@region18.org>; Shoemaker, Martha (BOE) <shoemakerm@region18.org>; Staab, Christopher (BOE) <staabc@region18.org>; Thompson, Suzanne (BOE) <thompsons@region18.org>; Wilson, Steven (BOE) <wilsons@region18.org>
Subject: EXTERNAL: Armed school personnel proposal

Dear Superintendent Neviaser,

The enhanced protection of our children and school staff is no doubt why you have proposed placing armed personnel on our school grounds.
Although you, and the Board of Education, can advance this proposal without the public input we had following Sandy Hook, we think community support for this proposal is valuable and needed.
We urge you to provide the assurance that this proposal has been well researched and is supported by data, and that the safety hazard plan, presumably reviewed by knowledgeable people in this field, agree that this proposal is wise and part of a coordinated approach to school safety.

Sincerely,
Roger and Mary Jo Nosal
12 Swanswood Lane
Old Lyme, CT

June 15, 2022

Dear Mr. Neviaser and Board of Education members,

I am unable to attend tonight's special meeting of the Board of Education but wanted to take this opportunity to share my thoughts. I have 2 children in the district, one in high school and one at Mile Creek Elementary School. We have lived in town for over 20 years. I am always proud to share what my children are experiencing in Region 18 and have felt that the district makes great decisions on behalf of our children. With the initiative to arm the security team, I have been stopped in my tracks. For the first time I am questioning the idea of continued attendance for my children.

I am significantly concerned with the speed at which the plan to move forward with arming the safety and security staff is progressing. I wonder why, only this solution is being pursued. While I am not an expert in the field of threat assessment or policing, I have not read or been made aware of any compelling information that points to arming adults in schools as a solution the tragedies of school shootings.

Adding a gun to the environment seems to send the wrong message in my opinion. Our schools are already locked, have controlled entry, and exit and staff wearing photo identification. Those are measures employed by prison systems. Added armed security will further add to that atmosphere. That is not an atmosphere, I am eager to send my children into each day.

I am an educator and work on a school campus every day. I have participated in lock down drills, tabletop drills, and school safety planning. I understand the desire to feel safe. It is unsettling to come to work after a school shooting has made the news.

But as an educator, I feel a responsibility to act based on evidence-based practices such as crisis teams, threat assessment evaluation, social emotional learning and community building. These are labor-intensive time-consuming processes, but when done well, highly effective. I believe in our school and town community and know that if we chose to follow a path that is about prevention and intervention, we will do an outstanding job.

I understand the desire to "do something" in the wake of a tragedy. I would gently remind the Board that the Uvalde School District employs armed security staff. It did not make a difference.

Please reconsider moving this proposal forward. Give it more time and more study.

Respectfully,

Kimberly Davis

Kimberly Davis
1 Dogwood Drive
Old Lyme

Delaura, Jeanne

From: Neviaser, Ian
Sent: Thursday, June 16, 2022 11:01 AM
To: Delaura, Jeanne
Subject: FW: EXTERNAL: Arming security guards in LOL Schools

For the minutes.

From: Olwen Logan <olwenlogan@gmail.com>
Sent: Wednesday, June 15, 2022 6:20 PM
To: Dean-Frazier, Laura (BOE) <deanfrazierl@region18.org>; James, Anna (BOE) <jamesa@region18.org>; Kemp, Jason (BOE) <kempj@region18.org>; Miller, Jennifer (BOE) <millerj@region18.org>; Powell-St Louis, Mary (BOE) <powellstlouism@region18.org>; Shoemaker, Martha (BOE) <shoemakerm@region18.org>; Staab, Christopher (BOE) <staabc@region18.org>; Thompson, Suzanne (BOE) <thompsons@region18.org>; Wilson, Steven (BOE) <wilsons@region18.org>
Cc: Neviaser, Ian <neviaseri@region18.org>
Subject: EXTERNAL: Arming security guards in LOL Schools

Dear Members of the Region 18 Board of Education and Superintendent Neviaser,

This is beyond the 11th hour but I am writing to urge you to vote against the proposal to arm security guards in Lyme-Old Lyme Schools.
It is hard to put into words how strongly I feel about this but I was heartened when all four of our children, each of whom was educated from KG/1st through 12th grade in Lyme-Old Lyme Schools, said they felt the same as I did and moreover that most of their peers did.
The whole topic is so controversial and politicized that I do not believe any amount of statistics will affect your thinking. I could obviously send you pages and pages proving that armed guards do not increase safety in schools but you could counter with pages that say the opposite.
I think the only thing I can say which is irrefutable is that LOL Schools have been a trail-blazer in many respects regarding how they have handled COVID crisis. Schools here remained open when most others were closed, which set them apart from the majority, and ultimately caused LOL Schools to be viewed in a positive light.
Why do you not similarly set yourselves apart from the crowd on gun violence? You have an excellent security system, which works. (Uvalde did not.)
Why do you not attack the real problem of the availability of guns? Lyme-Old Lyme current students and those who have graduated in the recent past (like our children and their peers) are part of the future of changing the gun culture in the US, which is the real solution to gun violence anywhere, including schools. I believe that a majority of that segment of the population urgently wants that change.
Why not have the students and staff help organize a gun buy-back program with Old Lyme Police? See this article for an example of how successful these programs can be. Or start a Gun Awareness Club, which could, among many other things, review the statistics of gun availability vs. gun deaths in the US and compare the data with other countries where guns are not freely available. Or …???
Rather than fan the flames by arming security guards, do something that starts to change gun culture in a microcosm of the country, which ultimately might be seen as another trail-blazing initiative by Lyme-Old Lyme Schools.

Thank you for reading this.

Sincerely,

Olwen Logan

Olwen Logan
Publisher of LymeLine.com (covering Lyme & Old Lyme since 2003)

1. PROJECT OVERVIEW

Over the past year, Regional School District 18 conducted a School Facilities Study including an existing conditions assessment and evaluation, recommendations, and budget cost estimating. During this time, educational programming and community feedback were also conducted.

Based upon initial construction and last renovation dates, Lyme-Old Lyme Middle School, Center School, Lyme Consolidated School, and Mile Creek School have reached the point where a study for potential renovations and site improvements is necessary. The Board of Education requested a facilities project to evaluate, prioritize, schedule, and budget the most effective modernization of the district buildings. The district adopted a resolution iin 2020 to move towards 100% clean energy, therefore sustainability and zero emission options are needed. This need, in combination with the end-of-life status of the HVAC systems in all four schools, and the need for ventilation systems for the health of students and staff, resulted in prioritizing the need for complete HVAC replacements in the district's buildings.

According to the recent enrollment report, the district has need for more space at the elementary school level in the near future. Due to the nature of the region and the availability of land at each of the elementary school sites, it was determined that the Mile Creek School was the optimal location for the necessary additional classrooms.

The Board of Education has voted in favor of HVAC system replacements and related work at the middle school, Center School, and Lyme Consolidated, and a "like-new" addition-renovation to Mile Creek School. Many options were presented to the community and the board, and this configuration is the preferred option in order to address the HVAC systems, enrollment, aging building elements, and grade distribution.

The District's plan is to apply for a Like-New Renovation Construction grant for Mile Creek School, as included in this priority list grant application. The work at the middle school, Center School, and Lyme Consolidated will be submitted under the new HVAC replacement grant category.

Mile Creek is located at 205 Mile Creek in Old Lyme, CT. The school has gone through several renovations and additions throughout the years. It currently houses a portion of the district's K-5 students. The school is located in the southern portion of Old Lyme in a wooded residential area just north of route 156. The latest large-scale renovation / addition work was completed in 2000.

Original and subsequent additions to the school have been constructed out of a masonry and steel design with CMU veneer finishes. The school is a single-story design which houses

classrooms, a gymnasium, administrative offices, a media center, and a cafetorium, all around a central courtyard. Due to its single story design, the building is relatively spread out with offshoots off the central loop. There is space at the southwest corner of the building for a small addition to continue with this configuration.

The building is situated on a relatively flat portion of the site with minimal grade changes around the building and the site sloping down away from the southern portion of the building. Several architectural systems are aging, such as millwork, interior finishes and exterior masonry. There are instances of code violations and outdated technology. The HVAC system consists of loud, inefficient unit ventilators in each classroom, and the distribution and central mechanical equipment is aged as well.

State of Connecticut School Safety Infrastructure Criteria and High-Performance Building Standards are incorporated herein by reference and will govern the development of the project documents.

The full inventory of spaces necessary to support the programs will be detailed during the programming portion of the Schematic Design phase. In addition to general administrative and instructional spaces and their required support facilities, the project is anticipated to renovate and/or incorporate the following specific features:

- Cafeteria / Presentation Space
- Media Center
- General classrooms
- Spaces for Special Services Programming
- PE Gymnasium
- Music and Art spaces
- Storage, maintenance, and mechanical rooms

The addition will consist of additional classrooms to address the enrollment projections.

2. RATIONALE FOR THE PROJECT

This project proposes to renovate the Mile Creek Elementary school facility to align best practices and the educational needs of the students. The district has decided this need can be accommodated in a "renovation as new" project to provide parity between all schools in the district, along with accommodating the enrollment needs. Choosing Mike Creek as the location for an addition in Region 18 allows the most flexibility while maintaining grade configurations and not disturbing districting and transportation. The building will accommodate grades K-5.

The renovation of, and addition to Mile Creek is proposed for several reasons. The project will allow for the necessary additional classrooms, the replacement of the HVAC system, and the upgrade of aging architectural components, while conforming with the CT Security and High-Performance

Guidelines. The building will be organized in a manner which ensures a sense of belonging and a personalized education for each student.

The renovated facility allows Region 18 to provide a healthy, efficient infrastructure for the needs of today and the future, and that will improve the educational experience for the students in Lyme and Old Lyme.

3. LONG-RANGE EDUCATIONAL PLAN

The long-range plan for the Region 18 District focuses on maximizing the impact of selected investment in construction projects while achieving operational efficiencies in and through its buildings. The renovated and expanded Mile Creek School is a critical step in that direction and will provide safe, secure and educationally appropriate space for Lyme and Old Lyme students.

Completing the construction project for a renovated and expanded school will enable Region 18 to achieve many long- range plans:

- Provide safe and effective learning environments.
- Incorporate school safety and security plans which are responsive to State guidelines.
- Provide the appropriate spaces to support a Multi-Tiered System of Supports (MTSS) to provide academic and behavioral programming for students with various needs.
- Provide the appropriate space to improve the effectiveness of Special Education programs.
- Provide the appropriate space to implement a researched-based Literacy/English Language Arts and appropriate intervention programs.
- Provide the appropriate space to implement a research-based core Mathematics program and appropriate intervention programs.
- Provide the appropriate space to implement a comprehensive program for students with advanced learning needs and English language learners.
- Accommodate events and communications to celebrate the achievements of students, staff and the community.
- Specialized classroom instructional spaces, including art and music.
- An educational media center geared towards the K-5 learners.
- Spaces to accommodate children with disabilities.
- New heating, ventilation, and cooling central systems to improve indoor air quality.
- New electrical systems and infrastructure to allow for technology in all instructional spaces.

4. Mile Creek School

The renovated and expanded Mile Creek School will provide grade-level classrooms, in alignment with the district's class size guidelines. The main administrative offices will be located at the front building adjacent to the entry and connected by a security vestibule. The administrative center will consist of the principal's office, administrative suite, nurse's suite, storage and a conference room. The overall layout of the building will organize the public functions to the front of the building. Classrooms will be clustered by grade level. The placement of classrooms away from the administrative suite and public areas will prevent distractions during instructional hours and will safely accommodate evening and weekend functions. Public areas shall welcome and greet visitors with displays, both digital and physical exhibit cases, to illustrate students' work. Common areas will support MTSS and enrichment offerings.

Mile Creek School will have a strong emphasis on academics, exploration, and individualized learning. Rooms and community spaces should be configured to allow flexible scheduling and flexible groupings. Mile Creek School will provide a variety of spaces which will allow multiple learning experiences within the current framework of our educational model. This challenge requires considerable creativity in the way that spaces are designed to allow for day-to-day flexibility of space and adaptability over time. Designed spaces must support ownership by both teachers and students, and must be adapted and reconfigured in ways that allow for sharing and flexibility. As we look to the future and see the pedagogy change to meet our educational challenges, this flexibility will accommodate adjustments to match alternative educational philosophies.

The Mile Creek School learning environment must embrace the need for students to have a place that they can call their own – where they can feel comfortable, confident and secure. Positive socialization and participation amidst the broad cultural phenomenon of internet communities are fundamental to the healthy development of students as they grow into individuals prepared to contribute to society. Program spaces should be designed to incorporate technology such as Wi-Fi with adequate band-width, network data connections and power stations in the walls, floors and furniture to support student work and expanded opportunities for communication. These spaces can allow impromptu socializing, as well as structured collaborative-based work inside and outside of class time. In addition to the provision of technology, the physical design of these spaces should serve to accommodate a range of uses including small performance, dining and community use after school hours.

Provisions should be made for multi-function spaces that are used by the school during the day but then offer opportunities for use by the community after-hours. These spaces accommodate mentoring programs for students, use by partner organizations to support students and families, and use by the community for access to resource and meeting space, as well as recreation facilities.

5. PROGRAM AREA OVERVIEW

Listed below is an overview of each program area to be included in Mile Creek School. Special features of the school, such as furniture, equipment, safety and security are also described.

Administration/Student Services

Immediately upon entry, visitors will be greeted in the administration "welcome area." The principal and support staff offices will be located in a centralized area at the main entrance of the school. The specialists' services will be strategically located centrally to the learning spaces and the administrative suite.

Media Center

Library Media Center: The library media center is utilized by students throughout the school day. Classes are taught by the library media specialist that target specific skills in the areas of listening, speaking, reading, writing, and conducting research. Students access the Media Center throughout the day to return and check out books and to produce broadcasts in the green room. The space supports learning connected to grade level units of study and promotes a love of reading.

Core Academics & Specialized Programming

Core Academics and Specialized Programming: Students develop foundational skills in core academic subject areas, the arts, physical health and wellness, intrapersonal skills, and interpersonal skills. Instruction is differentiated based on the needs of students and targets the development of higher-level thinking skills and a love of learning.Teachers will have the option and flexibility within grade level and content specific teams to create and organize learning environments that support the individualized needs of students.

The Arts

The art and music curriculum are key components to student expression and provide students with an opportunity to improve their creative skills. Design, flexibility, and acoustics should be especially considered when planning these spaces. These programs will be accommodated in teaching spaces designed to provide workspace and storage areas.

Community Spaces

The community will utilize the media center, the cafeteria / multipurpose room, and the gym, all of which will remain located in areas easily accessible to the exterior entrances and not located in the academic classroom wings.

Physical Activity

To support the Grade K-5 physical education requirements, a variety of indoor and outdoor areas are necessary. The existing outdoor physical education teaching areas are located near the indoor gymnasium as well appropriate fields that are ADA accessible. The main gym space accommodates

teaching stations. Physical education facilities should also be designed and constructed with a focus on community use during non-school hours.

Corridors and Commons Spaces

The front entry lobby should be welcoming and inviting for students, staff, and the community at large. Extensive display systems should be provided for 2-dimensional and 3- dimensional student work and awards. Finishes should be durable and easy to maintain. The scale of all spaces should be child-friendly. Colors, artificial lighting, and natural day lighting should be managed artfully to create an environment that communicates that school is a very special place.

The facility should capture the students, making them feel that the space is special, and therefore infer that each individual is special. Aesthetics that affirm the value of the individual must be emphasized, with spaces for the admiration of the accomplishments of self and others. The school should resemble a place for academic success, high self-esteem, social interaction, and physical safety. The facility layout should be especially easy to comprehend and reflect how classes relate to one another. Spaces should be provided for positive socialization among students and with teachers. Creating a community landmark will establish a recognizable identity that will instill pride in its students and community.

Furniture & Equipment

Classrooms vary in shape and size; therefore, the furniture should be flexible to accommodate a variety of classroom formats for both individual and group activities. Teachers and students should have storage space for personal belongings, papers, and books as well as storage for supplies and materials. Work areas exist with direct access to copiers, multi-media equipment, and telephones. Teacher preparation areas should be located in close proximity to classrooms.

Student Dining

This area is planned as a flexible room that can accommodate student dining, performances, assemblies, and community meetings. It is proposed, through creative design, that this area will effectively house multiple functions with seating space for all uses. School buildings are often viewed as centers for the community. To facilitate community involvement, spaces should be provided to accommodate parents and community volunteers.

Handicapped Accessibility

The entire facility will be accessible for all students, staff, and visitors. This will be accomplished through judicious use of ramping where necessary, sufficient internal clearances for circulation, convenient bus/van loading and unloading, and nearby handicapped parking spaces. All elements of the Americans with Disabilities Act must be complied with, including way finding and signage, appropriate use of textures, and universal accessibility of all indoor and outdoor school facilities.

Variety of Instructional/Learning Spaces

Spaces should be designed to allow for flexibility in educational delivery, size of student grouping, noisy collaborative student activities, and increasingly intensive reliance on computer technology. Spaces should allow students to work independently and collaboratively, give and/or receive tutoring, as well as accept instruction. Space needs for ongoing student assessments and emerging, more active learning methods results in a greater variety of spaces to support learning.

Indoor and Outdoor Learning Environments

Common and shared use areas should be considered to provide spaces for positive interaction and orientation within the school. All learning environments should be developed to foster a sense of belonging and pride. The use of the building system/design as an actual teaching model and example of technology and environmentally conscious design should be considered. Creativity and functionality should work hand in hand. Color and building materials should be selected carefully to develop a pleasing and inviting atmosphere.

The learning environment will be student-centered and designed for "hands-on learning," promoting student autonomy and independence. Space for active participation will be incorporated, with classrooms providing opportunities for integrating disciplines and easy access to tools of exploration.

Safety and Security

There is a high interest in maintaining an inviting and deinstitutionalized environment, while simultaneously providing a safe environment for students, staff, and community who use the facility and adjacent support services. The organization of a building will have a major impact on student behavior and safety concerns. Building security can be addressed in an active or a passive manner: active security is based on security systems; passive security is based on program design, building configuration, and community participation. Schools should be based on passive concepts with applied active concepts where necessary. Principles of the School Safety Infrastructure Criteria will be adopted throughout the design effort.

6. BUILDING SYSTEMS

Technology: It is intended that access to technology (voice, video, data) will be seamless and pervasive throughout the facility. The technology standards of Region 18 Schools will be employed to afford access to the latest in networking technology. Wireless access points will be supplemented by the wired network. All spaces indicated in the standards to have hard wired connectivity will be provided with raceways for the appropriate transmission media. The cost of installing such media, required routing hardware and terminations will be included in the project budget for the addition, since the existing building is currently up to date with district standards.

Public Address: The building public address system will cover all circulation, administrative and instructional areas.

Phone System: A comprehensive voice-over-internet phone system will be integrated with the technology component of the project, and phones will be installed throughout the facility. All additional support and instructional spaces will be included to inter-connect with the existing building's up-to-date systems.

Clock/Bell System: The clock and bell system will serve all support and instructional spaces. To be determined through coordination with the Technology plan, these requirements may be incorporated as a feature of another building system, such as the phone or public address system.

Fire Alarm: An addressable fire alarm system providing coverage equivalent to a new building will be installed. Communications to Areas of Rescue Assistance will be included.

7. INTERIOR BUILDING ENVIRONMENT

Acoustics: Generally, suspended acoustical ceiling systems will be installed throughout the building. Classroom and corridor walls are to be constructed of materials providing acoustical separation. In specialized areas such as the media center, cafeteria, and medically sensitive classrooms, additional acoustical treatments will be installed. Carpet flooring use will be minimized, due to environmental concerns. These efforts will be guided by the Acoustical Standards required in accordance with State Statute Section 10-285g.

Lighting: Natural lighting will be utilized to the greatest practical extent within this facility. Artificial lights will be energy efficient and appropriate for the programmatic use of the space. Motion sensors will be installed where appropriate as an energy savings measure. Requirements of utility company efficiency programs will inform the lighting design.

HVAC: Full heating ,air conditioning and mechanical ventilation will be provided utilizing high efficiency equipment and systems. Energy saving strategies, such as air-to-air heat exchangers and waste heat recovery will be explored. A computerized energy management system will be installed. A range of HVAC systems, as appropriate to the constraints of

the facility, will be explored to determine the most appropriate system for the building. Requirements of utility company efficiency programs will inform the HVAC design.

Fire Protection: The completed facility will feature a full automatic sprinkler system. Special extinguishing systems will be employed at kitchen equipment locations.

Plumbing: All plumbing will comply with current codes and will seek to minimize water usage.

Windows/Doors: Windows will be energy efficient and low maintenance and will allow for natural ventilation. In the addition, classrooms will be provided with glazing or door-mounted vision panels to promote security. Rated doors will be installed in accordance with fire code. All door locks will be keyed to a building master as well as a District-Wide grand master keying system. Principles of the School Safety Infrastructure Criteria will be adopted throughout the design effort to enhance these traditional, baseline features.

8. SITE DEVELOPMENT

Site Acquisition: Not applicable to this project.

Parking: The existing designated handicapped accessible parking areas are compliant and will remain. Staff and visitor parking is sufficient and will remain.

Drives: Bus and parent drop off areas are appropriately separated to ensure pedestrian safety and enhance traffic efficiency.

Walkways: Curb ramps and walks will be provided in compliance with ADA.

Outdoor Athletics: The existing multi-purpose fields will remain.

Landscaping: Landscaping work will be limited and will be designed so that maintenance will be reduced. Plantings will be designed so that site security is maintained, and potential hiding spaces are avoided.

Site Improvements: As appropriate to the final building/addition configuration, the principles of the School Safety Infrastructure Criteria will be adopted

throughout the design effort. Improvements will include student safety and site security as determined by the safety assessment.

9. CONSTRUCTION BONUS REQUESTS

At this time, it is not anticipated that bonus requests will be pursued.

10. COMMUNITY USES

The school will continue to facilitate activities before and after school hours, and throughout the calendar year. Uses will include but not be limited to the following:

- The cafeteria / presentation space will be utilized for community group meetings and other programs
- The PTO will use the media center and conference rooms for meetings before and after school; the media center may be offered as an afterhours community resource
- Youth club programs will be run here after school
- Community, sports and recreation groups will utilize the gym and outdoor play areas / field outside of school hours

REGIONAL SCHOOL DISTRICT NO. 18

RESOLUTIONS WITH RESPECT TO THE PLANNING, DESIGN, DEMOLITION, CONSTRUCTION, RENOVATION, EQUIPPING AND FURNISHING OF MILE CREEK SCHOOL, CENTER SCHOOL, LYME CONSOLIDATED SCHOOL, AND LYME-OLD LYME MIDDLE SCHOOL

WHEREAS, Regional School District No. 18, Connecticut (the "District") is a regional school district in the State of Connecticut (the "State") comprised of the Town of Lyme, Connecticut and the Town of Old Lyme, Connecticut (together, the "Member Towns") pursuant to the General Statutes of Connecticut, Revision of 1958, as amended (the "Connecticut General Statutes"), in particular, Chapter 164, Part III, Sections 10-39 et seq. of the Connecticut General Statutes (the "Act");

WHEREAS, pursuant to Section 10-46 of the Act, the Board of Education of the District (the "Board") shall administer the affairs of the District;

WHEREAS, pursuant to Section 10-47 of the Act, the Board may build, add to or equip schools for the benefit of the Member Towns;

WHEREAS, the District desires to undertake (a) the planning, design, demolition, construction, renovation, equipping and furnishing of Mile Creek School, including the addition of approximately 14,000 square feet for eleven (11) new classrooms, and (b) the planning, design, demolition, construction, renovation, equipping and furnishing of Center School, Lyme Consolidated School, and Lyme-Old Lyme Middle School (together, the "Projects");

WHEREAS, the Projects will be financed from the proceeds of general obligation bonds to be issued by the District pursuant to the Act and from grants ("State Grants") provided by the Department of Administrative Services of the State ("DAS"); and

WHEREAS, DAS requires certain resolutions to be adopted by the Board in order to apply for the State Grants;

NOW THEREFORE BE IT RESOLVED BY THE BOARD:

1. The Superintendent of Schools, or his designee (each an "Authorized Officer"), is authorized to apply to the Commissioner of DAS for the State Grants for the Projects, which shall be accepted or rejected by the Board.

2. There is hereby established the "Regional School District No. 18 School Building Committee" as the building committee with regard to the Projects. The Authorized Officer is authorized to engage Robinson & Cole LLP, the District's Bond Counsel ("Bond Counsel"), to draft a resolution regarding the powers and responsibilities of said building committee, which resolution shall be approved by the Board.

3. The Authorized Officer is authorized to engage Bond Counsel to draft a bond resolution to authorize the issuance of approximately $57.6 million general obligation bonds of the District (to be reduced by approximately $9.7 million of State Grants) to be voted on at referendum by the District on November 8, 2022 to finance the Projects.

4. The Authorized Officer is authorized, in accordance with the District's purchasing procedures, to request proposals for an architect or firm of architects to prepare schematic drawings

and outline specifications for the Projects, which architect or firm of architects shall be approved by the Board.

ThoughtExchange

Lyme-Old Lyme Schools School Safety ThoughtExchange Summary

June 15, 2022

Survey Question:

What feedback do you want to provide the Board of Education as they consider the idea of employing armed guards at each one of our three campuses?

PARTICIPATION
Breakdown of Participation

419
Participants

422
Thoughts

18,380
Ratings

273
Participants shared thoughts

65%

299
Participants rated thoughts

71%

285
Participants explored thoughts

68%

PARTICIPATION
Breakdown of Participation

What is your relationship to the Lyme-Old Lyme Schools?

406
Responses

%		Answer *(Multi-select)*
83%	(341)	Parent
15%	(61)	Staff
3%	(15)	Student

PARTICIPATION
Breakdown of Participation

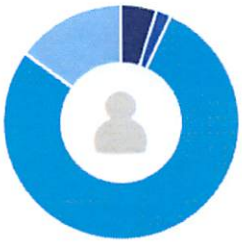
If you are a parent, which school(s) does your child/ren attend?

404
Responses

%		Answer *(Multi-select)*
33%	(137)	Lyme-Old Lyme High School
27%	(113)	Lyme-Old Lyme Middle School
13%	(53)	Center School
20%	(84)	Lyme School
26%	(109)	Mile Creek School
13%	(55)	I am not the parent of a Lyme-Old Lyme student.

PARTICIPATION
Breakdown of Participation

If you are a student, which school do you attend?

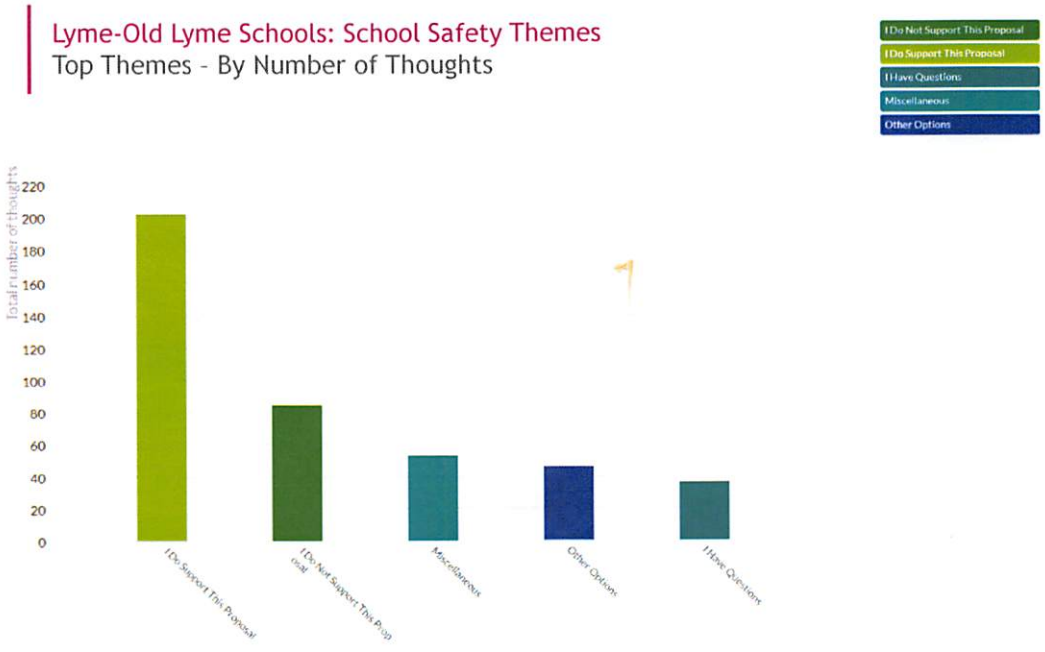


%		Answer
5%	(19)	Lyme-Old Lyme High School
2%	(6)	Lyme-Old Lyme Middle School
78%	(316)	I am not a Lyme-Old Lyme student.
15%	(62)	Answer not available

THEMES
Alphabetical List

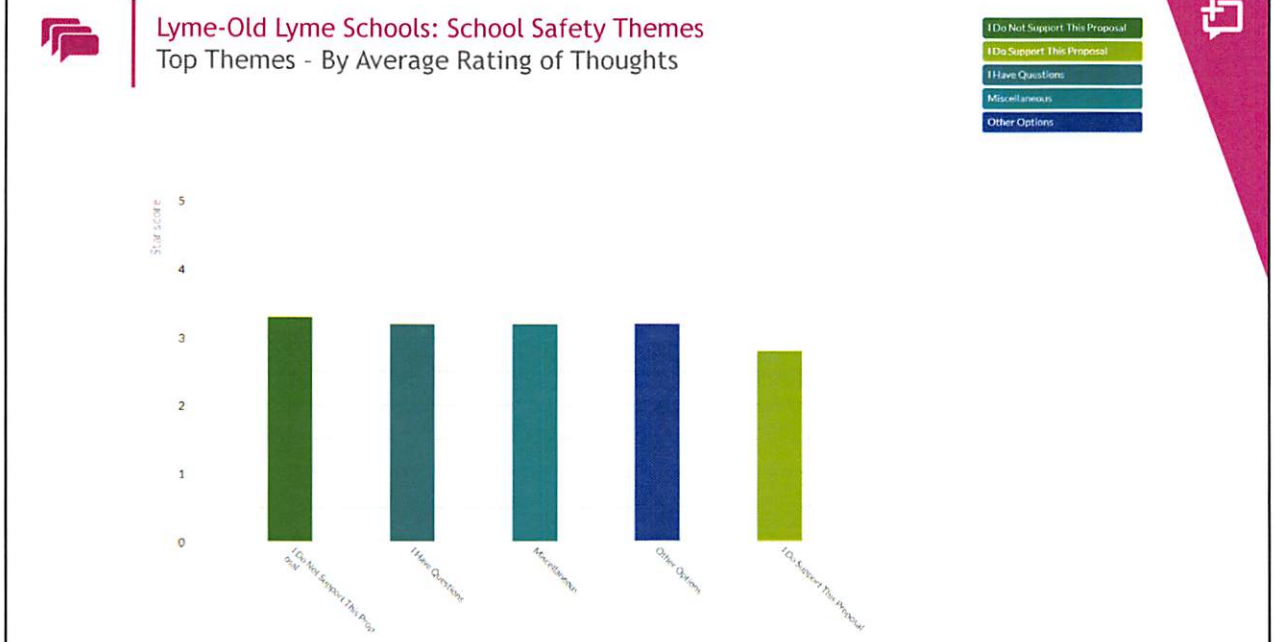
- I Do Not Support This Proposal
- I Do Support This Proposal
- I Have Questions
- Miscellaneous
- Other Options

Lyme-Old Lyme Schools: School Safety Themes
Top Themes - By Number of Thoughts



Lyme-Old Lyme Schools: School Safety Themes

Top Themes - By Average Rating of Thoughts



DIFFERENCES

Good Idea | Guns [162 | 88]

Side A

We wholeheartedly support this. Time can cost lives. You can't show up to a gun fight with no gun.

I Do Support This Proposal

★ 5.0 ★ 1.1

100 % in favor of this initiative Safety should be a top priority

I Do Support This Proposal

★ 5.0 ★ 1.1

I am for this and I think it is a good idea. Extra safety is always a good idea

I Do Support This Proposal

★ 5.0 ★ 1.0

All for it!

I Do Support This Proposal

★ 5.0 ★ 1.0

Absolutely. We protect so many other public buildings with armed guards, why not our kids! We live in a scary world where true evil exists. First line of defense is critical to protecting our kids!

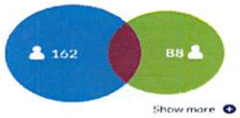
I Do Support This Proposal

★ 5.0 ★ 1.1

I believe its necessary

I Do Support This Proposal

★ 5.0 ★ 1.1



Show more

Side A/B Common (high)

Hire "highly trained" counselors and don't stop until there's one for every grade per school! District 18 needs to get in touch with what it's really like to go to school in America! Mental health is EVERYTHING for every one of these kids!

Other Options

★ 3.6 ★ 4.3

If this is tried out and an issue arises, the BOE MUST be open to changing. You need to listen to the parents and be ready to make changes. This must be top priority and not be ignored. All parents must be properly notified of meetings regarding this.

Other Options

★ 3.8 ★ 3.8

Side A/B Common (low)

Parents should be able to get the tactical, strategic, hid psychological background of the armed individuals. To understand if they possess the correct mind set to engage people who would commit violence against our children with extreme prejudice.

★ 2.1 ★ 2.4

Side B

This is insanity. The answer to gun violence is not more guns.

I Do Not Support This Prop...

★ 1.0 ★ 5.0

ABSOLUTLEY NOT. School is not a facility for armed guards. School should not be a place that instills fear. NO guns!!!!

I Do Not Support This Prop...

★ 1.0 ★ 4.9

No guns. Even if armed it would not stop someone with automatic rifle. Would not stop shooter and make students even more scared

I Do Not Support This Prop...

★ 1.2 ★ 4.9

Guns do not belong in schools.

I Do Not Support This Prop...

★ 1.1 ★ 4.9

More guns is not the answer. Many of the recent school shootings had armed security and they did not prevent or stop the attack

I Do Not Support This Prop...

★ 1.4 ★ 5.0

Adding guns to schools - even in the hands of trained officers is absolutely moving in the wrong direction. Common sense gun control. Please. I want my child to come home. Unharmed.

I Do Not Support This Prop...


ThoughtExchange
Lyme-Old Lyme Schools
School Safety
ThoughtExchange Summary
June 15, 2022