

Lincoln-Sudbury Regional High School Committee
Lincoln-Sudbury Safety Review Subcommittee
Minutes for May 10, 2018
Conference Room B

Present

Craig Gruber, LS School Committee member; Patty Mostue, LS School Committee Member; Peter Elenbaas, LS Administrator; Chris Collins, LS Faculty; Jane Stewart, Lincoln Resident; Allison Kim, LS Student Representative; Chief Steven Carter, Lincoln Fire Department; Paul Joseph, Boston resident; Chief Scott Nix, Sudbury Police Department; Paul Hambelton, Resident alternate; Kelly Finn, Resident alternate; Caroline Singler, LS Faculty alternate

Call to Order

The meeting was called to order at 7:04 pm.

Discussion & approval of minutes

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Minutes for May 3, 2018 - approved 9-0-2

Minutes will be posted on website.

Public comment

- None.

Committee of the whole discussion on draft SEction on Social-Emotional Supports

- No draft at present. Christine Granahan is working on the draft, not present at this week's meeting. Draft will be shared next week.

Discussion of "Logistics Section" outline and scope

- Prepared and submitted by Tom Kenney - not present at this meeting but document was electronically submitted
[Link to Tom's document](#) (with edits made by Craig G during discussion)
- Financial requirements - Steven C suggested that to focus on financial concerns would take away from the true purpose of the committee; not for the committee to decide whether or not something is affordable. It is up to the committee to make recommendations to the School Committee (SC) and for the SC to decide what to do about those recommendations, how to fund measures, etc.
- Execution requirements - Peter E suggested School administration be changed to school administration and staff
 - Parties external to LS - what does that mean? Outside of the school or this committee?
- Communication requirements - up to the SC to make the recommendations public; is there to be a presentation to the public in addition to presenting to the School Committee?

- Ongoing support and oversight - committee should recommend the metrics by which the implementation of new measures are monitored and tracked over time to determine whether they are effective and worthwhile.
 - Peter E noted that is difficult to measure things that don't happen.
 - Patty M noted that students change over time and that might be the reason for changes in behavior.
 - Steven C - maybe don't look at measuring changes in behavior but perhaps do an informal poll of students (for example) to get a measure of how new policies are working. Continue with surveys to see how safe people feel.
 - Aida R - issues with this - (1) don't know what recommendations the SC will accept; (2) if multiple changes are made, don't know what changes are resulting in the change
 - Jane S - Can Metrowest survey data be used as a metric?
 - Kelly F - perhaps start a specific new survey now and give it annually (or at some other interval)
 - Craig G - committee can make recommendations about metrics to help illustrate the intent of the proposed measures and SC and decide whether or not to accept and employ them.
 - Steven C - at end of report, give general recommendations about how this committee thinks the impact should be tracked over time.
 - Paul H - if it's worth doing, it's worth measuring - what are the KPIs (Key Performance Indicators) and how will they be measured - they can evolve and change over time
- Patty M - how does this fit into the scope of the report?

Committee Member Comment Time

- Peter read a statement into the record:
 "Craig, even though I am a member of this council, I would like to make a public statement.

Last week we heard the personal truths of several students, several parents and an alumnus about their L-S experiences. They were eloquent and moving. I heard a clear message about our communication to students and families.

With that in mind, I want to provide a context and background that I think will help inform our committee.

First is FERPA (Family Education Rights & Privacy Act of 1974). Our students and families have privacy rights. We cannot release any part of their educational record, including discipline. We certainly cannot name names. Beyond that, we cannot even describe a situation if it's possible that a student could be identified by that description. That puts a high burden and a heavy filter on our communications about discipline to students and families and staff. At the same time, I heard a desire for more, clearer communication. L-S can work toward that and I want to acknowledge we have specific limitations.

Second, just because something happened between students in a classroom, hallway, bathroom or at an event does not mean staff knew. Our only way of knowing is to see or to hear from witnesses. When we hear, we respond, even if that response is a simple conversation, or a phone call home. Sometimes we hear weeks, months and/or years after an incident has happened.

Moreover, there may be things that happen between or among students outside of school that impact their learning in school. No one should assume we are always informed about everything. Truly, we only have jurisdiction over what happens at L-S and at L-S events. Much of our students' time is spent away from us AND the school culture is intimately affected by those outside experiences. This is why growing parent/school partnerships is so important and should be a recommendation of this committee. For instance, when students arrive to a Prom, athletic contest or other school event intoxicated they did not come from L-S. L-S cannot be the sole proprietor of youth discipline or youth culture in our communities.

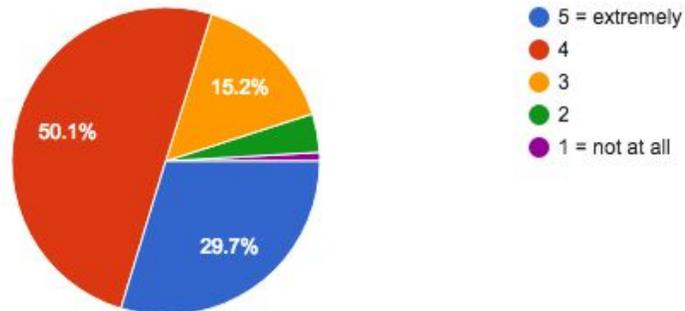
Third, our curriculum and co-curriculum of athletics & activities work continuously on empathy, compassion and respect. That does not mean we're perfect AND it certainly does not mean our students are perfect. Adults still make mistakes. Students still make mistakes. Then, hopefully, there is a learning process. And, it is a learning process that repeats itself. We add new students and families and staff every year. There are two ways of looking at a mistake made by a member of a group. One is, "What is going on in that group? How could the kids do that?" The other is, "Imagine what that group of students might be doing if they weren't getting the education and guidance that they are from their teacher/coach/advisor?"

Fourth, there was some confusion about L-S policy regarding issues that potentially involve the legal system. If a student discloses that they may be the victim of an alleged crime to any staff it has to be reported to parents, the administration and local law enforcement. In short, all L-S staff are Mandated Reporters, with responsibilities set by the state of Massachusetts.

Finally, there was some public skepticism about our discipline data and about L-S safety at last week's meeting. I want to be clear, it was not filtered, sanitized or entered by one individual. It is what it is; the events that were reported to and verified by L-S staff. In terms of safety, some present last week suggested that there is a large amount of fear and unease among students regarding safety at L-S. I'd like to share some data from a recent survey completed by 1,213 of our students:"

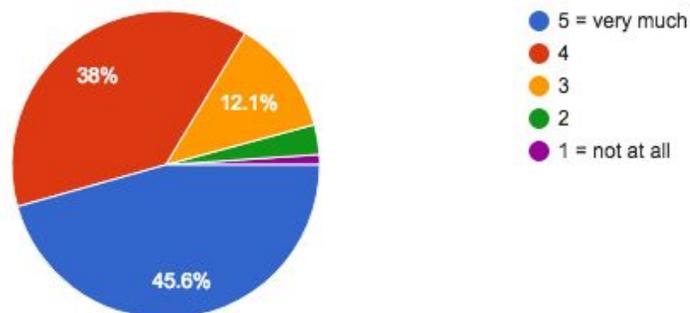
Do you feel physically safe at L-S? (5 = extremely, 1 = not at all)

1,209 responses



Do you feel that adults at L-S care about students' physical safety? (5 = very much, 1 = not at all)

1,210 responses



- Kelly - following up to what Peter said - there seems to be a culture of student body being reluctant to come forward and report. Some feel confidentiality won't be respected; some feel nothing will happen as a result; some feel there is a double standard. Committee is charged to find vulnerabilities of the school. If students are not comfortable reporting what they know, that is a vulnerability. Students know best what is happening. If we cannot get information from students, we cannot do the best we can to keep everyone safe. This requires a culture change. Difficult to change a culture. Requires noticeable action from those at the top. More than talk and discussion. Everyone needs to see and understand that situation is being taken seriously.
- Aida - agree, but in most cases, students have not told their parents. It is not just about the school; it's about how the entire community will support the changes. In most cases,

- parents learn about something from the school. Need to talk about the entire LS community - every adult should be accountable, not just adults in the building.
- Kelly - committee can only address the school.
 - Aida - family engagement should be a part of the program.
 - Paul H - agrees that family engagement is needed. Interaction between family and staff is less at high school than at lower grade level schools.
 - Patty mentioned a superintendent at another district who presented to the community about what behaviors parents can look for to know whether their children are at risk. Will share that presentation with the committee.
 - Paul H - if there are best practices about how parents can help kids, would happily read it.
- Peter shared with committee the results of the Metrowest Health Survey from 2016.
 - Jane - impressed by students' comments last week in terms of showing the vulnerability of the school; need to be sure to address their concerns.
 - Peter - with respect to the Vulnerability Assessment - need to have some sort of scope in mind for the NEMLEC and Northeastern assessments - ensuing discussion about what was presented last night and who will work on the assessment.

Public comment

- Ippolit Matjucha, M.D. - Thank you to committee for work being done. Mentioned that it's often heard that acts of violence result when there is a culture of exclusion. May or may not be so. Be sure to constantly foster a culture of respect. Critical is empowering of students to act for themselves rather than waiting for others to do something about it. Empower students to act on their own behalf when they hear something they don't like. Ongoing assessment of recommended steps - consider the value of considering a "near miss" (reference to medicine). When considering a safety system - consider, if all else fails, what is the background. Consider having a trained police office in the building at all times. **Dr. Matjucha's statement**
- Rob Slattery - community involvement is important; students need to be held accountable - provide them with training about how to respond in different instances.

More Committee Member Comments

- Patty - When will NEMLEC assessment occur? Who will be involved? What will the parameters be?
- Scott - Will be working out the details over the next week.
- Paul H - Asked about MVP (Mentors in Violence Prevention) - does someone have to want to join?
- Peter - yes, but there are programs that are sponsored by MVP for large groups of students, e.g. Escalation Workshop for 12th graders
- Paul H - is it possible to go through LS and never be MVP trained?

- Peter - unlikely to go through the school and not at least one participate in an MVP workshop.
- Scott - white ribbon day - asked to bring MVP leaders from high school down to younger days.
- Paul H - maybe there needs to be a way to expose more students to the MVP training early in their LS career.

- Radha Gargeya - read announcement about the "You Are Here" community event occurring at LS on Saturday, May 12 from 10 am to 3 pm.

- Paul J - are we waiting for the vulnerability assessments to be done before any measures are taken to secure the school?

- Scott N - as of May 21, there will be a School Resource Officer from Sudbury PD in the building. This is something that has been in the works long before the formation of this committee. New SRO is a LS alum. SRO is all about building relationships with students in the school.

- Peter - Bella will write to students and families to introduce SRO to the community. Transition is in progress.

Meeting adjourned 8:22 pm - Patty M - motion; Scott N 2nd

Unanimous vote

Respectfully Submitted,