

Agenda

April 8, 2019

10:00 a.m. – 12:00 p.m.

*Anne Arundel County Public Schools, Board Room
2644 Riva Rd, Annapolis, MD 21401*

- Welcome of the Advisory Board – Chair, Dr. George Arlotto
 - Declaration of Quorum
 - Additions to the Agenda (If needed)
- Approval of Prior Meeting Minutes
 - March 4, 2019 - Meeting Minutes
- Maryland Center for School Safety Updates – Kate Hession/Dino Pignataro
- Work Plan Topic: School Resource Officer (SRO) Training Plan – Mike Rudinski
 - Task: MCSS will provide a comprehensive overview of the SRO lesson plans and the SRO training schedule for 2019.
 - Outcome: Identify and resolve any gaps in the developed training schedule
- Brainstorming Session: Mental Health and Suicide Prevention in Maryland Schools - What do we have and what do we need? - Dr. Sharon Hoover & Rachael Faulkner
- Closing – Dr. Arlotto
 - Future Meetings
 - Schedule of meetings for remainder of the year (July – December 2019)
 - Consider set day – first Monday of the Month
 - July 1
 - August – NO MEETING
 - September 9 (Labor Day first Monday)
 - October 7
 - November 4
 - December 2
 - Next Meeting – May 6, 10:00 a.m. 100 Community Place, Crownsville, MD 21032
 - Adjournment

Please be advised that the Advisory Board may move into a closed session, if needed, pursuant to Maryland Code, § 3-305 of the General Provisions Article.

Meeting Minutes - April 8, 2019

The meeting of the Maryland School Safety Advisory Board was held on April 8, 2019 at Anne Arundel County Public Schools, Board Room at 2644 Riva Rd, Annapolis, MD 21401.

Dr. George Arlotto, the Advisory Board Chair, called the meeting to order at approximately 10:02 a.m., provided opening comments, and noted that a quorum was present.

The following Advisory Board members were in attendance:

- Chair - Dr. George Arlotto, Superintendent, Anne Arundel County Public Schools
- Sam Abe, Secretary Department of Juvenile Services
- Sheriff Scott Adams, Cecil County Sheriff's Office (Maryland Sheriff's Association)
- Thomas Alban, Director of Risk Management, Archdiocese of Baltimore (Non-public School Representative)
- Chief Tim Altomare, Anne Arundel County Police Department (Maryland Chief of Police Association)
- Dr. Kellie Anderson, Coordinator of Psychological Services, Anne Arundel County Public Schools
- Karin Bailey, Chair, St. Mary's County Board of Education (Maryland Association of Boards of Education)
- James T. Bell, Head Football Coach at Great Mills High School (Parent of a Public School Student)
- Megan Berger, Esq., Attorney (Disability Rights Maryland)
- Dr. Chanta' M. Booker, Principal, New Era Academy (School Principal)
- Jon Carrier, SRO Anne Arundel County Public Schools (President, Maryland Association of School Resource Officers)
- Rachael Faulkner, Policy Consultant
- Pamela Gaddy (Maryland Education Association/Baltimore Teachers Union)
- Dr. Sharon A. Hoover, Co-director (National Center for School Mental Health) Associate Professor Division of Child and Adolescent Psychiatry, UM School of Medicine)
- Lourdes Padilla, Secretary Department of Human Services (MDHS)
- Manfred Reek, Representative School Bus Drivers
- Nicholas Shockney, Special Education Administrator, Carroll County Public Schools
- Lucas Tarbell, Student, Catonsville High School (Maryland Association of Student Councils)

The following Maryland Center for School Safety (MCSS) members were in attendance:

- Kate Hession, Executive Director
- Dino Pignataro, Deputy Director
- Dawn P. O'Croinin, Assistant Attorney General
- Jesika McNeil, Executive Assistant

Other meeting attendees:

- Zachary Hands, Special Projects Assistant to the State Superintendent of Schools
- Other representatives of State agencies were also in attendance.

Approval of Prior Meeting Minutes:

A motion was made by Dr. Arlotto to approve the minutes. Kate Hession stated that there were three changes: first on page 2 to change the year in the date from 2019 to 2020; second, change the June meeting to FY20; and third, there was an extra "Y on page 5 to be deleted." Dr. Arlotto moved that the minutes be approved with the noted changes. The motion to approve the March minutes passed unanimously.

Maryland Center for School Safety (MCSS) Updates:

MCSS Executive Director Kate Hession provided an introduction of the Center's most recent hires: Gifty Quarshie, MCSS Fiscal & Grant Analyst and Jesika McNeil, Executive Assistant. Ms. Hession informed the Board that the final hire, the Center's data analyst, would be starting the following week.

Mr. Pignataro informed the Board that all of the grants were in the system and that the Center was continuing to have the weekly safety calls with the schools and that the Center is making attempts to have a guest speaker each week. In the next couple of weeks the Center is hoping to have a representative from Queen Anne's County as a guest speaker. Mr. Pignataro explained that Queen Anne's County had hired someone solely for kids to speak to about concerns with drug use, drug abuse, people bringing drugs to school etc. Mr. Pignataro is hoping to get her to call in the next couple of weeks to explain their program. Mr. Pignataro informed the Board that the annual MCSS conference will be held on August 5th and 6th at the Doubletree Hotel, Annapolis. The format will be a little different this year with keynotes in the morning and breakout sessions in the afternoon.

Question:

- Dr. Arlotto to Mr. Pignataro: What type of attendance is the Center looking for from the school systems?

Mr. Pignataro stated that the Center hopes to have a combination of school system administrators, SROs, mental health individuals and police officers, so the Center is planning for three hundred. Also, the Center is planning on running a two day Comparative Compliance course for those that need the training to be able to attend the conference and get that out of the way.

Question:

- Dr. Arlotto: Will there be a limit from the school systems and if the Center will be putting out some sort of save-the-date; otherwise, he would send something out to the school systems.

Ms. Hession confirmed that there is a save-the-date coming and that there is a limit of 300 attendees for the conference so the Center will figure that out because the non-public schools are also invited to attend. Once the Center gages the interest it will start to decide how that will be handled. Ms. Hession stated that they may do something like what was done at the Active Assailant Interdisciplinary Workgroup where everyone who is interested in attending submits a request to attend. Once that registration period has closed, the Center will notify those attendees who have been accepted. This is done to ensure that there isn't lopsided representation of attendees at the conference.

Work Plan: School Resource Officers (SRO) Training Plan:

Ms. Hession reminded the Board that one of the tasks of the Center was to provide and develop training to the SROs and school personnel. Ms. Hession introduced Mike Rudinski who has been leading the Center's effort to brief the Board.

Rudinski briefed the Board on the development of the model SRO/school security employee curriculum, the process for creating the lesson plans, and the initial deployment of the training in the Queen Anne's County Sheriff's Office. Mr. Rudinski sought to solicit feedback from the Board, and had them divide into groups to help enrich the Center's product. Mr. Rudinski reminded the Board that the Safe to Learn Act mandated that the curriculum be approved by the Maryland Police and Correctional Training Commissions by September 1, 2018. Because the Commission only meets quarterly, and only had one meeting date scheduled between the enactment of the legislation and the September 1st deadline, the training had to be developed and presented to the Commission for approval at its July 18, 2018 meeting. Rudinski along with Cpl. Jon Carrier, President of MASRO and Advisory Board member, led the development of the curriculum with a group of stakeholders and the existing MCSS staff. The curriculum was approved on July 18, 2018. Following the approval process, Rudinski began the task of writing the lesson plans.

This task involved:

1. identifying lesson plan developers
2. reviewing the lesson plans once the objectives were approved

3. taking the lessons through content liability, 4) reviewing the lesson plans and submitting them to MPCTC for approval by March 1, 2019

The Center met its goal and had the program approved by mid-February, and set out to determine who would serve as instructors. MPCTC requires that Certified Police Instructors be used for a large percentage of the course, and the Center also needed to pull in other subject matter experts for non-traditional law enforcement topics. To accomplish this goal, all of the Center's Regional Staff went through the train-the-trainer program during the first week of March. The Center set up the pre-deployment training hosted by the Queen Anne's County Sheriff's Office in April which was used to test the program and evaluate the instructors as part of their certification process.

Mr. Rudinski informed the Board that the week prior was their first pre-deployment training where they trained 29 individuals that did include some administration, some school security personnel and some SROs. A majority of the group took the full 40-hour course and smaller subset took the 16-hour comparative compliance course. The comparative compliance course is available to those SROs who have taken the NASRO certification course within the past two years.

Mr. Rudinski stated that in developing the program the Center realized that there were several SROs throughout the State that the Center wanted to have available as instructors for the training. These individuals are certified SRO instructors and will assist the Center as instructors in their Regions as the Center goes there to train. Additionally, Mr. Rudinski stated that they used the first training session as an opportunity to edit the course while it was being taught. MCSS asked the attendees to look at the PowerPoints and training manual and inform the staff if there were changes or updates that needed to be included. Mr. Rudinski informed the Board that all attendees successfully graduated from the initial week of instruction. Mr. Rudinski advised that the lowest score received on the course exam was 96%, and that they still needed to review the evaluations of the program. Mr. Rudinski informed the Board that the second pre-deployment training will be in Montgomery County from May 6-May 10th. Staff will do another live edit and, once completed, the end product will be a finished instruction manual and final PowerPoint.

Mr. Rudinski reviewed the training schedule with the Board.

He informed the Board that for Prince George's and Montgomery Counties, which have a high number of participants, the Center will be utilizing local high schools and classrooms and rotate the instructors around. The Center will also use regional subject matter experts to assist with topics that the police cannot teach.

Mr. Rudinski stated that one thing that was not taken into consideration by the legislature when setting out the compliance schedule in the Safe to Learn Act was that school employees are only employed ten months of the year. This has created challenges in managing the training schedule, but Mr. Rudinski has been working cooperatively with the local school systems to address their needs within the limitations. The Safe to Learn Act mandated the inclusion of five topics in the curriculum. Those topics would not fill up an entire 40 hour training course. In drafting the curriculum, Cpl. Carrier and Mr. Rudinski identified a total of 23 topics to create the 40-hour program. The five topics mandated by the Safe to Learn Act are taught in the abbreviated 16-hour comparative compliance two-day course.

- Evaluations: Cpl. Carrier and Dr. Anderson gave their evaluations of the pre-deployment and training materials. Both thought that the training was comprehensive and went very well.

Mr. Rudinski informed the Board that there are different silos of expertise/disciplines: Law Enforcement, Mental Health Professionals, Educators and Students. Mr. Rudinski broke down the Board into groups to discuss their silos and what topics they think should be covered that are not there.

Question:

- Dr. Anderson: Will the manual eventually be online and made public?

Ms. O'Croinin stated that it could be posted publicly.

- Mr. Alban: How often will the program have to be re-certified? And how often do the officers have to be re-certified?

Mr. Rudinski stated that the Comparative Compliance program has to be re-certified every three years, but that did not mean it would not be updated in the interim and reviewed on an annual basis to make sure material stays current. The instructor certification also lasts for three years. MCSS will procure training management software to keep track of certification dates and expiration dates. Instructors will need to be re-evaluated to maintain certification. The Safe to Learn Act does not mandate continuing education for SROs and school security employees, but the Center has discussed doing something in the future.

Mr. Rudinski facilitated the discussion of the groups, and Ms. Barrett took notes. The mental health group spoke first and prioritized:

1. A process for referring students to in-school and community based mental health services;
2. Disability and diversity awareness;
3. Coordination of services between different agencies;
4. Privacy & confidentiality concerns around mental health records;
5. Informal counseling, positive school climate;
6. Identifying students that are in distress that haven't yet been formally identified through either physical discipline or threat assessment process;
7. Drug and drug education;
8. Trauma informed care and restorative practices;
9. Gender sensitivity;
10. Concern with stigmatizing students with disabilities;
11. Contributing to the disproportionality of students with disabilities and students of color receiving discipline and being identified through threat assessments and all concerns of groups of students that could be targeted.

Mr. Rudinski informed the group that the Center does have information on most of the areas that they have identified, so this information will help staff focus on specific topics.

1. The second group was educators. They agreed that all listed items applied to schools. They did, however, offer the following suggestions:
2. The educators wanted more information on what was actually inside the lesson plans, such as "Gangs." (example: is it covering "verified gangs" or "cliques".
3. More information on the disability side because sometimes there are kids with complicated disabilities and there are also the legal aspects of the disability.
4. There should be a separate module for social media, or was this embedded in their modules
5. Humanizing the SRO
6. A "Cliffnotes" version so the educators know what you are learning
7. The educators were worried about the volume and if it's really being taken in at the end of five days. What is the saturation point? How much are people really absorbing?

Ms. O'Croinin informed the group that she taught the very first lesson on Monday morning, and returned to teach school law on Friday morning. She was concerned that they would be expired by that point, but they were not and they were really engaged and asked a lot of questions. Mr. Rudinski informed the Board that police officers are used to being trained in that manner.

Dr. Hoover stated that on the idea of adult learning, the Center should take the opportunity for them to state their intentions and take this information to discuss how they will practice what they have learned/changed their behavior when dealing with students in distress.

Mr. Rudinski reminded the Board that after September, the Center will have the ability to further modify the training. The Center wants to have more scenario based learning but with the current volume of individuals to be taught prior to September 1st, it's not possible.

The third group is law enforcement. They offered a list of topics for inclusion in future training, including:

1. Current trends and keeping up with them (narcotics, risky behavior etc. expanded knowledge of this);
2. DJS formal and informal process;
3. Teen court - an overview;
4. Juvenile case law in Maryland;
5. Coordination alignment with other services.

Mr. Tarbell added clarification in regards to current trends and that law enforcement should be more involved in reviewing social media, as well as gender sensitivity and bias.

Ms. O’Croinin informed the Board that there is a body of case law related to the nexus between the first amendment and school threat and where do you draw the line to make the distinction between a threat requiring law enforcement or disciplinary intervention and protected speech under the First Amendment. Ms. O’Croinin suggested that this was something the Center could update and possibly include as a future training opportunity.

Dr. Hoover requested that on the social media aspect if they could also integrate how law enforcement could help identify threats but also if someone is experiencing mental health concerns or distress.

Presentation to the Advisory Board:

Dr. Hoover and Ms. Faulkner talked about school behavior, mental health resources and school based resources in the state of Maryland. Dr. Hoover and Ms. Faulkner also discussed what the highest priority needs are at the local level to improve school mental health and how the Maryland Center for School Safety can help coordinate those efforts.

Dr. Hoover explained that mental health awareness is not just a full array of services offered within the community, but builds on the strong foundation of those already in the school buildings: school psychologists, social workers, nurses, other health professionals, and community providers that provide service and support to the schools via an MOU.

Question:

- Dr. Hoover: What is the one skill you would want every student to have after graduation?

Answers: social skills, financial literacy, problem solving, resilience

Dr. Hoover stated that these are typically the answers they hear when asking this question during her presentations. She explained that over 90% of the answers fall in the social emotional learning bucket.

Dr. Hoover stated that most students receive their mental health support within the school setting. She explained that students are more likely to continue their therapy if it can be delivered. In fact, students are six times more likely to complete their treatment when it is delivered at school. In contrast,

community mental health facilities have about a 50% no-show rate, which is why delivery of behavioral and mental health services within the school setting is so important.

Dr. Hoover stated that there are legitimate concerns from the mental health and advocacy community around these conversations being brought together causing legitimate worry about further stigmatizing individuals with mental illness and people feeling like if they seek help they will be named the next school shooter or be identified as being a threat. However, there is very little relationship between mental illness and violence. Dr. Hoover emphasized the need to present information on the actual statistics on mental health and violence so that mental health issues are not further stigmatized.

Dr. Hoover stated that there are two fundamental visions on mental health and behavioral "connectedness" and how it connects to mental health:

1. Welcoming, Caring Supportive Schools: Social Emotional Learning School Climate Mental Health Supports
2. Restrictive, fortified schools: How to use tools and ideas from law enforcement, prison architecture and military strategies.

Ms. Hoover touched on the Mental Health Services Gap Analysis Report that the MCSS Subcabinet had to complete under the Safe to Learn Act. The Maryland Department of Health took the lead on drafting the report which identified the need vs. access to care for the school-aged population across the State.

Ms. O’Croinin confirmed that the report is asked specifically to include data about the availability of behavioral health services for Maryland school-aged population and to provide information based by county and determine where there were gaps in availability of services.

Ms. Hoover provided an overview of what information was included in the report and provided a link to view the report (<http://bit.ly/MD-safe-to-learn-report>). Dr. Hoover also provided an overview of resources to support school mental health programs: National Center for School Mental Health (NCSMH), The School Health Assessment and Performance Evaluation (SHAPE) System, Mental Health Technology Transfer Center (MHTTC) Network, Maryland Behavioral Health (www.MDbehavioralhealth.com), School Nurses and Health Providers (<https://mdbehavioralhealth.com/training>), National Center for Healthy Safe Children (www.healthsafekids.org), Technical Assistance Center (NITT-TA), National Center for Safe and Supportive Learning Environments (<https://safesupportivelearning.ed.gov>), National Child Traumatic Stress Network (www.nctsn.org), The Treatment and Services Adaptation (TSA) Center for Resiliency, Hope and Wellness in Schools (<http://traumaawareschools.org>), Positive Behavioral Interventions and Supports OSEP Technical Assistance Center (www.pbis.org)

Ms. Faulkner discussed school-based health centers. She explained that they are typically located in areas of high need, where there are concentrations of poverty, and often administered by other community safety net providers, such as local health departments or federally qualified health centers, and should be thought of as a community health center located in a school or on a school campus. These differ from school health, where Maryland law requires all schools to have a school health program which is traditionally a nurse’s office in a school. These are not the same and work with the school nurse and offer an expanded array of services. These centers are expanded services such as vaccinations, sports physicals on site, if registered a student can receive treatment (reducing out of seat time) and mental health services. There are currently 86 school-based health centers in the state in 12 jurisdictions which see a large percentage of students that are not insured.

Ms. Faulkner provided an overview of the Blueprint for Maryland’s Future (Kirwin Bill) (SB1030). She explained that this legislation was based on several years of the Kirwin Commission meeting to discuss policy recommendations. The funding mechanisms and allocations would be dealt with following the passage of the law. The legislation has an emphasis on providing health and mental health services within the school setting, and ensuring wraparound services. One provision provides that schools where 55% or more of the student population receives free and reduced price meals (FARMs) shall receive approximately \$250,000 to hire a Community Schools Coordinator and a Health Services Practitioner. This would affect about 8 of Maryland’s schools (approximately 213 schools).

Additionally the Community Schools Coordinator would be required to complete a school needs assessment by July 1, 2020 which would include an assessment of physical, behavioral and emotional health needs of students, their families and their communities.

Ms. Faulkner discussed an additional group that was formed, run out of the Maryland Health Care Commission, to review school-based telehealth concerning students receiving services through a disability or a community partner, behavioral partner or school-based program to increase access to services. The preliminary report was released in January 2019. The workgroup will release a final report in November of 2019.

Dr. Hoover opened the floor for questions and suggestions.

Mr. Tarbell stated that he thinks it is important to break the stigma of mental health for students to feel comfortable asking for help and there should be more advertising available letting students know that there are resources available to them.

Mr. Bell stated that the biggest problem is getting the students to use the resources available and having the mental health staff more representative of the actual population so that the students feel comfortable going to them. There should be more outreach to the parents and the community themselves so that they know these services are available to them.

Mr. Alban stated that he believed better parental awareness, in addition to student awareness, of all the mental health resources available is important.

Ms. Gaddy stated that community based trainings are important where services such as mental health first aid is available to both the staff and the community.

Dr. Hoover stated that mental health first aid is available to everyone in both a community and school setting.

Mr. Rudinski suggested large advertising, such as brand defining, where we could harvest this option. If a young person does a Google search for a keyword such as suicide etc. we could set it so that an advertisement of the products available now appears for them on their social media to take the product to them vs. them looking for a product.

Dr. Hoover stated that this is something that the Mental Health Association of Maryland and the Children's Behavioral Health Policy Initiative Group were in discussions about and that maybe a partnership with the Maryland Center for School Safety and these groups may be something that would be useful.

Ms. Berger suggested a PSA blast about different coping mechanisms such as self-help vs. going to a counselor and other tools to help yourself for those that do not necessarily need a mental health person for assistance.

Ms. Faulkner asked if anyone had an Active Minds Group in their schools which is set up like a club and works on mental health awareness in schools. These students are not necessarily those that have been diagnosed with mental illness but those that want to engage in awareness, have leadership trainings and work on how to get information out vs. social media etc.

Ms. Padilla stated that her biggest concern is about hiring school psychologists and social workers. Where would they find bodies to fill these positions and provide the services needed?

Ms. Faulkner stated that this was a huge position in Annapolis this session and that there is a shortage and how to find them.

Ms. Padilla stated that it would take a long time to hire and certify these people which means they would be seven years out by the time everything is complete, to get someone in place.

Ms. O'Croinin stated that peer-to-peer groups are critically important because they allow and facilitate that discussion which would dial-down a bullying issue or a feeling of isolation by having peer support.

Ms. Hoover stated there are resources such as friend-to-friend and school ambassadors which help support peers.

Dr. Arlotto in closing asked everyone to review the meeting dates, outlined through December; which are the first Monday of the month except for September.

Ms. Hession informed everyone that meetings in May and June were already scheduled.

Closing:

Dr. Arlotto asked if there were any additional questions or concerns.

A motion was made to adjourn the meeting by Mr. Alban, which was seconded by Secretary Padilla and the motion was unanimously approved.

The meeting concluded at 12:02pm.