

MARYLAND CENTER for SCHOOL SAFETY

School Safety Advisory Board Meeting

May 1, 2023

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1. Welcome – Chair, Megan Berger on behalf of Dr. Michael J. Martirano

Megan Berger: I am Megan Berger. I'm the legal Director at Disability Rates Maryland and a member of the Advisory Board. I will be serving as Chair for our meeting today in Dr. Martirano's absence. He sends his regards and apologies for not being able to attend. It's 10 o'clock, so therefore, I will call this meeting to order. Please confirm the meeting is being livestreamed and recorded.

Aaron Chiusano: The meeting is being livestreamed and recorded.

Megan Berger: Wonderful. Thank you. So, we will start with a roll call of board members. Senator Klausmeier? Okay. Delegate Ebersole?

Delegate Ebersole: Present.

Megan Berger: Karen Bailey? Dr. Kelly Anderson?

Dr. Kelly Anderson: Here.

Megan Berger: Pamela Gaddy? James Bell?

James Bell: Here.

Megan Berger: Secretary Lopez?

Angelique Sells: Hi, this is Angelique Sells, on behalf of Secretary Lopez.

Megan Berger: Secretary Schiraldi? Sheriff Matthew Crisafulli? Chief Paul Kifer? Laurel Moody?

Laurel Moody: I'm here. Good morning.

Megan Berger: Good morning. Michael Brown? Dr. Tia McKinnon?

Dr. Tia McKinnon: Here. Good morning, everyone.

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Megan Berger: Good morning. David Engel? Claire Cabral? Okay. Dr. Sharon Hoover? Thomas E. Alban?

Thomas E. Alban: Here.

Megan Berger: Lee-Nadine Oppenheim?

Lee-Nadine Oppenheim: I'm here. Good morning.

Megan Berger: Good morning. And Detective Lawrence Smith? Okay. So, good morning, everyone. We have the pleasure of welcoming for the first time today new legal counsel for MCSS, Ms. Jeaneen Johnson. Welcome, Ms. Johnson. Can you please confirm we have a quorum today?

Jeaneen Johnson: Thank you so much. Good morning. According to what I have, we do not yet have a quorum. I don't know if I missed one person, but according to my account, we have seven members in attendance.

Megan Berger: Okay. So, if we don't have a quorum, we can continue with the meeting, but we won't proceed with any voting.

Jeaneen Johnson: Yes, ma'am.

Megan Berger: Okay.

Kate Bryan: And Megan, I'm just going to interrupt. I see for the record that Michael Brown has joined us as well.

Megan Berger: Okay, great. So, the last meeting of the Advisory Board was in March, and the March meeting was recorded. And that recording is available on the MCSS website. As such, there are no meeting minutes to be approved. Are there any additions to today's agenda? Okay, hearing none. Do I have a motion to approve the agenda?

Eric Ebersole: So, moved.

Megan Berger: Thank you, Delegate Ebersole. Do we have a second?

Thomas Alban: Second?

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Megan Berger: Okay. Thank you. Any discussion? Okay. All in favor?

Thomas Alban: Aye.

Members: Aye.

2023 Legislative Session Recap

Megan Berger: Okay. So, the motion passes and the agenda for today is approved. So, we will begin our meeting with a recap of the recent legislative session relating to school safety. Kimberly Buckheit, MCSS' Policy Communication and Engagement Manager, and Gifty Quarshie, CSS' Fiscal and Grants Manager will lead us in this overview.

[00:05:00]

Kimberly Buckheit: Thank you, Megan. So, yes, the legislative session and as you know we were watching a number of Bills and looking at the impact and our ability to assist and respond. So, there are three that are listed here on this slide that did advance to the governor, House Bill 185 was the bill related to the ban of Corporal Punishment, extending that to private childcare facilities as well. So, that is positive. We're excited about that. Senate Bill 350, House Bill 745, the False Statement. So, the Anti-swatting Act did advance as well. We're currently consulting with our partners to really look at what impact that may have upon our school community to provide some guidance in advising them, and then House Bill 1066, which is the Commission on Hate Crime Response and Prevention, it's the establishment of this commission. And actually, MCSS is actually identified and named within that as having a representative on that commission. So, we'll be looking forward to participating in that activity.

Bills that did not advance, but that MCSS is still looking at maybe considering some guidance or action on our side to assist with some of these. House Bill 515 was the Active Shooter Safety Drill requirements. So, we're still looking at whether us developing some guidance with some of our partners related to drills and best practices would probably be something that we should look at doing. So, that's something we'll explore further this summer, in particular. Senate Bill 677, the Statewide Secure School's Emergency Response Program did not advance, but is something

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that we're, again partnering, looking and working with MDEM and our 911 individuals to look at is the opportunity to do a work-study potentially still related to that.

And Senate Bill 938 also did not advance. So, we're looking again to look at how we can advance the review of some physical security things every two years. So, there were parts of that bill that we can potentially, again, look at the opportunity to engage.

Bills that did not advance that just are there just for your awareness. House Bill 203, reported the arrest of students did not move forward. House Bill 738, which was related to expenditures, did not move forward. House Bill 1114, which really had language defining kind of disruptive behavior on school grounds and action related to that. The Cyber-Security Guide 799 did not move. The 811 school Discipline that we are watching did not, and then Senate Bill 938, the School Safety Student Wellbeing did not advance.

So, I think that's kind of a big overview. Gifty, thoughts on sharing related to grants?

Gifty Quarshie: Yeah. Good morning. Thanks, Kim. So, yes, we just wanted to provide a general overview of the Fiscal Year 2024 grants that MCSS will be administering. The School Safety Grant Program, which is a school facility upgrade grant program that we took over the administration of, from the IAC, the Interagency Commissioner on School Construction. We are still going to be administering that grant in Fiscal Year 2024.

The appropriation would be 10 million dollars, and it is a distribution to all 24 jurisdictions to use for facility upgrades. We will also be administering the School Resource Officer Grant in Fiscal Year 2024. This is a grant that MCSS has been administering since Fiscal Year 2020.

We will be administering the Hate Crimes grant again in 2024, but the good news is that we have one more million dollars than we did in prior years. Over the last few years, we have consistently received grant applications that significantly exceeded the appropriation of course.

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So, our expectation is that with this additional funding, we'll be able to at least increase the allocation a little bit more than we have in prior years, but also give the opportunity to childcare centers, LEAs, and non-public schools to be able to apply for, whatever they need to harden their schools, especially given the current climate.

One of the other grants that we're going to be administering in Fiscal Year 2024 is the School Safety Evaluation Grant. So, this is a grant that we administered first year, in Fiscal Year 2019 as a result of the Safety Learn Act, which required school systems to perform various safety evaluations at their schools.

We have not administered this grant since Fiscal Year 2019, so in Fiscal Year 2024, we will have the opportunity to administer this. And school systems will again, have the opportunity to review any safety evaluations that they currently have in place if updates are necessary, just any improvements that the system requires.

So, we hope that this funding will provide that access for them to be able to do so. One of the other recurring grants that we've had, of course, is the Safe Schools Fund Grant. It is only \$600,000 for the school systems. So, over the last three years, the allocation has been \$25,000 per school system, and they are allowed to use it for the 10 different categories that are listed in the Safe To Learn Act.

The important thing I wanted to point out is a Non-Public School Safety Improvement Grant, which was not funded in Fiscal Year 2024. In prior years, this grant and the School Safety Grant program, both previously administered by the IAC, used to be funded together, but MCSS for the last two years has only been responsible for administering the grant. The funding for the grant has always remained with the IAC.

So, while we're not able to provide any reasoning as to why it was not funded, we felt it was important to let the Advisory Board know in terms of what the general grant outlook is for MCSS in Fiscal Year 2024. Any questions?

Tom: Gifty, this is Tom. The Non-Public School Safety Improvement Grant, do you know what the value of that was to non-public schools?

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Gifty: So, yes, it's usually 3.5 million every year.

Tom: So, it is just non-public or to all?

Gifty: To all non-public schools. So, non-public private, non-public special education schools? Yes, sir.

Tom: Great.

Lee-Nadine Oppenheim: It's the debrange money?

Tom: Yeah. I just don't remember how much we lost. Okay.

Lee-Nadine Oppenheim: Yeah.

Gifty: Thank you.

Lee-Nadine Oppenheim: Gifty, will the School Safety Evaluation Grant be limited to the school systems as well?

Gifty: Yes, ma'am. So, the School Safety Evaluation Grant in terms of eligibility is very much mirrored to what was allowed in Fiscal Year 2019, where it was only available to public school systems. So, it is for at least the 2024 grant. It's taking the same format where public school systems will be able to apply to be able to use the funds for the same purposes, really as in Fiscal Year 2019.

Lee-Nadine Oppenheim: Thank you.

Upcoming Advisory Board Meeting Schedule

Megan Berger: Thank you. Thank you, Ms. Quarshie and Ms. Buckheit. Is there any other feedback from board members related to the overview? Okay. So, the next few agenda items are for the purpose of providing information to board members, and we will be voting on them during our June 5th meeting.

So, the first item is for board members to consider our 2023-2024 school year meeting schedule. It's being proposed that meetings go to bimonthly with the first meeting to occur in October. The meeting dates would be

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October 2nd, December 4th, February 5th, April 1st, and June 3rd. It's also being proposed that the board meet in person twice during the year, October 2nd and April 1st, and the other three meetings would be virtual.

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The meeting times would remain the same, 10 a.m. to 12 noon. Is there any feedback from board members related to this proposed meeting schedule?

Tia McKinnon: I have a question. This is my first year serving on the board and all my meetings have been virtual. When they are in person, what is the location?

Megan Berger: I don't know if somebody from MCSS wants to answer that.

Pam Gaddy: In the past, we met in Anne Arundel County, but that was because the Chair was the superintendent of Anne Arundel County. So, the in-person should. I guess that's up in the air now.

Megan Berger: Yes. I apologize. I wasn't unmuted. So, yes, we were at the Anne Arundel County Board of Education for all of the in-person meetings. So, MCSS will work to identify a location for the board to meet, but typically we try to stay in the semi-central area just so that most of the board members are sort of in that 95 corridor.

Pam Gaddy: I have a concern about the April date. Normally, for those who are in a classroom that falls into spring break and we're off and in the past two to three years, we've not met in April before that reason, maybe? And Easter would fall on March 31st, so we would still be on spring vacation.

Megan Berger: Thank you for noting that. That's important to note. Does anybody else have feedback regarding the meeting dates or schedule?

Thomas Alban: This is Tom and I just would offer, and I don't know if it would be a consideration, but if you guys are looking for a place to meet, we certainly can look at where we have facilities if you're interested. And then Kate, I'll just charge you guys three and a half million dollars to recoup the grant money for non-public schools. Does that sound like a deal?

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Kate Bryan: It sounds like a deal.

Thomas Alban: Okay. But seriously, if you guys need facilities, we certainly can look at that.

Kate Bryan: We appreciate that, Tom.

Workgroup Report Out -Threats and Swatting

Megan Berger: Any other feedback? Okay. So, hearing none. We'll move on. We're now going to review the outcome of our work group meetings. The first work group report out will be the Threats and Swatting Work Group, and MCSS deputy director, Joseph Pignataro, will lead us in this overview.

Joseph Pignataro: Good morning, everybody. I am trying to think who else we had on that workgroup with us, they can chime in, please. Summary of our discussion was the method by which the threat received varies and our response must be equally varied. So, if it came in through just a phone call, one call and everything else, recommendations on how to handle all that, collaboration across law enforcement and school personnel is critical to mitigate and respond.

Again, that's that marrying of the parties together to work on the issue. Stress the importance of communications to the public, students, staff, and the parents. As you know, with the advent of social media, it's out there before you can even take a breath while you're working on things.

So, the recommendations from the group were an infographic defining procedural steps for responding when a threat is received. There are several different methods, whether it's by phone, electronic, a message left in the school bathroom, that kind of thing, and a sample boilerplate of communications that can be adapted and morphed to use for whatever it is you're responding to.

Any other feedback from the people that were in the workgroup? Are there no other questions for me? I can't see everybody on the screen. So, if there are none, I am finished.

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Workgroup Report Out -Behaviors of Concern

Megan Berger: Okay. Thank you. And so, the Behaviors of Concern Work Group report out will be led by MCSS' Policy, Communications, and Engagement manager, Kim Buckheit.

Kimberly Buckheit: Hello and also any of the workgroup members are welcome to join me in doing a quick report out.

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Kimberly Buckheit: So, we actually met one additional time. So, I think we met three times sort of total as a workgroup, and had some great discussion. Just a high-level kind of summary that it's really most productive for us to focus our efforts on providing approaches for schools and systems to increase pro-social behavior.

It was really, and I think Dr. McKinnon had a great comment in our third group about it, not admiring the problem for us to really focus on some strategies to help increase pro-social behavior, what folks can do to that end. And then, the other kind of element was really that we need to be very conscious of considerations that really raise up the importance of students, right?

That our students are helping to advance those pro-social behaviors in school, as well as the role of parents in promoting them, those behaviors that are conducive to learning. So, those are kind of two summary statements. Does anybody from the group want to contribute anything else related to the summary? It was some great conversations.

All right. So, to that end, really where we landed as recommendations were to look at being able to develop a method where we can identify approaches that are proving effective within Maryland Schools and methods that also have sort of an evidence-based element to them so that there's some research in some way that's really kind of supporting why that methodology is proving effective.

So, to gather what's happening well across the state and then to use that information to host a webinar series of three, potentially four separate events over the course of this next year to really feature and promote those

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approaches. So, to really put a spotlight on what's working with the intent that others could replicate those approaches to increase those behaviors within their own school. So, again, anybody from the group? Did I capture that well? Yes or no?

Dr. Tia McKinnon: Absolutely.

Megan Berger: Yes. I think you captured it well.

Kimberly Buckheit: Thank you.

Laurel Moody: I agree.

Megan Berger: Does anybody have thoughts or questions? Okay. Well, thank you Mr. Pignataro and Ms. Buckheit for the summary of the collaborative dialogue that occurred in each work group. And again, the Board will take a vote on the recommendations during the June 5th meeting.

Are there any remaining questions or comments about the workgroup recommendations before we move on, on either one? Okay. Hearing none.

Artificial Intelligence (AI) and School Safety

Next, on our agenda is a presentation on artificial intelligence and school safety by MCSS' Business Solutions and Data Manager, Jeyan Jebaraj.

Jeyan Jebaraj: Hey, good morning, everyone. Today, I'm going to be presenting a very interesting and aggressively growing topic. We all probably have heard about it. It is the use of artificial intelligence technology within school safety. So, we're going to be looking at how artificial intelligence has found its way into school safety at this point, and what we should be expecting, and how we can plan for it, right?

We definitely hear that term a lot these days. You know, AI this, AI that. Just last week, you saw the entire music industry came to a halt because artificial intelligence was able to write and put music and create notes and create fake voices of the top artists, both Drake and Weekend, and created a collab song and published itself.

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So, just imagine the threat to a certain industry because a computer started thinking like a human. And that is what we are facing as well. We can see the entire range from, Hey, I did my homework with AI to I can bring down an entire industry with AI. So, the same technology has been used differently and widely across the board.

And school safety is no different. We need to start looking at the products differently as well as prepare for what is coming when it comes to AI. And that is what this is all about. So, what is AI? As you can see, it is basically a computer learning to act like a human and do what we do, except in a more effective manner, and also in a more convincing manner that you can't tell apart whether a human is doing, or a computer is doing.

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And that is basically what AI is, you know, we feed human emotions and human behavior to a computer, and it thinks with that emotion and then starts producing a product with that built into it. So, combining basically a human and a computer at that point.

So, moving onto what are the common areas that we use AI on our daily routine? You may think, Hey, AI is something new, but we've been using this for quite some time. If you have an iPhone and you pull up your phone for a face ID, that is entirely AI.

The camera is not just looking at your face, it's looking at your entire behavioral pattern based on whether you look good that day or you just woke up. It still recognizes you from looking at that particular video clip. And that is typically an AI behavior that goes beyond a picture. So, face recognition is a big one.

You can see the same thing being used on ring cameras or Google Nest cameras where it knows your family members, and also it knows the strangers who are visiting your house. So, it doesn't give you a notification when there is a familiar face coming in versus someone who is new.

So, those are all AI-related things. Autocorrect, digital assistance, when you type an email, things pop up saying, is this what you're going to type? And if you start typing in a search bar, it already knows what you're thinking. And all those are AI-related because it's observing your human

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patterns and then also producing prompts back to yourself on how you're going to do that.

So, that is all AI technology, Siri, Cortana, and Alexa, all of them completely AI technologies that think for themselves. They're not just giving X equal Y answers. And fraud detection is a good one. The banking system uses it to verify signatures as well as voice prompts. If you call Chase Bank now, they don't even ask about your account or anything. They already recognize your voice through AI, and they go into your account directly.

So, that's how they're using it on the banking side. Routing Google Maps ways, all those rerouting that happens based on traffic calculations, again AI is being used. And finally, social media. The entire social media's feed is controlled by AI. There is nothing of a human intervention in there. Whatever you're seeing appearing, it's basically AI dictating the user on what they should be seeing based on the user behavior that they exhibited within that app or beyond that app, if they have connections with other apps.

So, it is a scary as well as a useful scenario where behavior is observed and then, it's given back, and then, the human follows the prompt after that. So, that is what we normally use, but where does this apply to school safety? Now, if you look at school safety, we have a few products we see on the market today that are proposing AI as a solution for school safety challenges.

They usually fall under these categories, whether it's weapon detection, video analytics, facial recognition, behavioral analytics, social media monitoring, and cybersecurity. If you look at the list, you can break them down into two different groups. One is hardware based. The top four you see there, that is hardware-based systems.

And the bottom two are software-based systems. So, next slide please. So, with hardware-based systems, you look at primarily a hardware that is physically sitting, and AI is there to augment the operations of that hardware. And that is how a hardware system works. For example, weapon detection systems. They involve two categories. You have the scanner-based systems, which is literally a metal detector with AI, right?

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And then the video footage-based systems where you can put in a whole bunch of video feeds and an AI sees what's wrong. So, the first scenario of its scanner-based systems, imagine a metal detector with human intelligence. So, if someone tries to conceal a weapon in their shoe and then they go across this metal detector, but they're shaking their leg so vigorously trying to avoid it and come out but still, if it picks up, it puts a log in there.

If this happens somewhere in a high school in Idaho, that message, that behavior, the pattern is learned by the AI that's distributed across the United States with all these machines. So, someone tried to mimic the same behavior in Maryland gets caught because the AI learned it from somewhere else, right?

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So, as soon as the person started exhibiting that behavior, even if there's no weapon, the AI is already suspicious. It doesn't have to scan the weapon for it to identify that as a threat. So, those sorts of learned things and behaviors are associated with the hardware that we normally see. The metal detector detects metal, and that's all it does, but now we have behavioral patterns attaching to the metal detector as well.

So, that is how you see the hardware augmented with AI these days. The video analytics through the lens of AI is a very popular approach where you feed multiple video feeds for the AI to process, and it does with human perspective. So, if you're looking for a gun or a knife you feed the AI model thousands of pictures of what a gun looks like and what make and model it is, and how the object interacts with the human. In other words, how a person normally holds it versus how they would hold it during an aggression.

So, the AI knows if a security guard is walking in with a gun, it doesn't flag that, if the police are coming in with a uniform and a gun, it doesn't normally flag that, but compared to when someone is using it in a body language, that is more with aggression, it immediately prompts that as one of the markers for notifications.

So, it'll immediately flag that and send notifications to authorities at that point. So, you have those behavioral analytics and facial recognition

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triggered when there is a marker of aggression that is exhibited within the video analytics.

So, that's how it kind of ties them all together, and behavioral analytics can be used to identify the climate of the school. And this is one of those things we send climate surveys and all that, how students feel, but AI is now literally going through thousands of hours of footage of a school, and it can tell if the students are happy, are they sad, are they angry, are they depressed, all those human emotions, it can pick up from all the faces basically, and can also give meaningful insights of that as well.

Also, in unusual emergencies, like if the AI detects an unusual number of kids walking at an unusual pace, or running an unusual pace in the hallway, it automatically triggers an alarm instead of some event happening. And if they're all bunching towards one area or running away from something, it knows the pattern of how to identify those scenarios as well.

So, these are all real offerings from our vendors on the school safety spectrum. They are pushing high on these things. And finally, facial recognition here can be very useful if you combine that with a visitor management system.

Just imagine systems like Raptor or anything in the school, but normally right now the person has to come in, we scan their IDs, run them through certain databases to identify if the person can be there or not. With the facial recognition systems facing outward, someone coming into the campus automatically flags the person and says, this person is not supposed to be anywhere near the campus, but he is, and it can also couple with notification to the police automatically and all that.

So, that is one of the good users of facial recognition I would say, in the school's safety side of things. Now, let's move on to the software-based AI technologies that are used. There are two different areas here. One is social media monitoring. This is very popular. It's been out there for a long time. This basically is going through every single publicly posted social media post currently running constantly to identify any threats, whether it's a text or it is image-based. If someone is posting a picture with a weapon or someone is writing about something or suicidal or anything of that sort, it picks up all those, and it can be geolocated as well. So, it'll tell within this county this is happening. And it can take appropriate actions based on that.

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This is publicly posted on social media. It's not cracking into someone's personal space. So, that is a very popular social media recognition tool as well as with cybersecurity, this is relatively a new ordeal because cybersecurity has been very tight so far. Now, finally, they're starting to use AI, which not only does go through all the programs and tests by itself, runs checks to make sure that the firewalls and everything are properly configured and identify loopholes, and it automatically fixes that as well.

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So, reluctantly, it'll run, run, run, run till it finds a breach, and then it'll patch that, so it is a really good technology. And Microsoft is actually pushing now with a system called Microsoft Co-Pilot, which most people are starting to adopt in terms of cybersecurity measures.

It's a very smart antivirus, basically, and it is an assistant to the cyber security officer to conduct and audit their own network and all that. So, these are basically the areas that you see dominance that AI is producing within our school safety realm and what are the advantages? So, we see that with the help of AI, we can identify and respond to threats much faster and much smarter, right?

So, the time and accuracy are really important here. So, definitely in the time it's going to be faster. In terms of accuracy, it is going to be very accurate down to facial recognition and identifying a person and all that, but it's also only as good as what you feed it.

So, if the data that you're feeding is not good, it's not going to perform well. So, accuracy is one thing that's dependent on what you offer to the AI. And finally, reduction of cost on the overall security measures, this is like looking at the entire plan. This would definitely be helpful because it's faster and it can run through a whole bunch of things that a human can't on any given day.

And on the flip side, what are the disadvantages? We saw the advantages. There are a lot of disadvantages, you know, first of all, it's scary, right? It's doing things beyond a human control at a certain point, but also there is a high possibility of false positives as well. This is due to the fact that all AI models are born like a child. They learn. They learn constantly till they become mature.

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So, when a vendor offers we used AI technology, and you ask how long you've been in the market, they'll say, for two years we've been implementing this. This technology needs 10 years of data, for example, to operate with the mature manner. So, if you're jumping in on the bandwagon on the first or second year or third year, you can expect the thing to behave like a child, right?

So, it's going to be a false positive constantly. It'll be over-ambitious to flag everything as, oh, here's one, here's one, here's one, and you'll be overwhelmed with too many alerts and all that. So, you may think it's not working correctly, but it's basically learning. Next time, whenever you say that is not right, it kind of learns from that.

And the big one is privacy concerns. So, facial recognition can create consumer privacy concerns. This is a huge ordeal when it comes to schools with FERPA and children's privacy. It is something that is very much frowned upon in terms of any school safety technology to use facial recognition.

So, most of the vendors turn off this option, but that doesn't mean it's not recording. So, when we opt for these vendors, we need to make sure that are they turning off or are they deleting the entire portion out of their software. Two different things.

And high cost, like I said overall you may see a reduction in cost in a 10-year span, but implementation is not cheap. Any AI technology is run by multiple neural network servers that cost millions and millions of dollars, and people are opting to tap into that, which means they're paying a premium, but they're offering cheaper services on the front end.

But there's got to be somewhere the prices are going to translate to the user at some point. And, and that's what we see. For example, a regular metal detector costs anywhere from \$10,000 to \$20,000. A metal detector with AI costs upwards of \$100,000 dollars. So, that is a typical example of what you would see in implementation if you're putting it across all schools.

You're talking about five to 10 times more for all the efficient features that is offering compared to traditional technology. Unemployment, this is a big one. Everyone asks this question. So, is this going to replace humans?

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The short answer is yes. The long answer is humans need to be trained to do something else, to augment the process so, that's what you see the reduction of jobs is an expected outcome if you have multiple securities for a security checkpoint, one technology like this will reduce the number of people we employed to do that.

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And ethics, so this is a big topic. There's not enough research in this because it's a new technology, but there are some that are proven that what goes in and what the AI learns is what it comes out with in terms of making judgment calls. So, what the AI is learning is basically from the public internet, right?

So, all the journals that have ever been published, it's read that. All the comments that you see on Twitter, it's read that. So, you look at those technologies and see that those are all biased technologies. People with certain agenda pushing in all the news networks, it's reading that.

So, that translates to how it's going to behave even though it's reading everything. So, it knows both sides, but there is biased programming that can automatically inherit because of what we are feeding the AI itself. And this can go in different fields, including school safety. So, we need to address these things when we make these contracts with the vendors on how they're feeding, and what they're feeding to their AI needs to be disclosed as well.

And finally lack of choices, right? At this point, there are only four or five AI neural networks and everybody else is tapping into it. Every single product off Word is based on these four or five artificial intelligence algorithms. And based on that, if one or two wants to dominate you have no choice. You know, you'll have different flavors, but they're all going to tap into the same type of AI thinking and processing and judgment.

So, these are the disadvantages you see and also the advantages we saw earlier. So, what can we do about it? As a conclusion, the effectiveness of AI in school safety depends on how it's used, right? And the underlying technology that powers it. So, if AI is a powerful tool, then can we use it to improve school safety?

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So, this is where the big question comes into play. Should I go with AI technology or not? It's not an easy answer to say, but what I could say is if you're going to implement AI technology, it should be considered as a part of your comprehensive school safety plan. And what do I mean by that? Your plan for the school safety should be addressing both these advantages and the disadvantages. What are the contingency plans you have if these disadvantages started popping up, right?

And all that needs to be addressed as well as backup solutions and privacy concerns, and all those need to be addressed before going and saying, oh, this vendor just showed us something really awesome, we are going to implement it. So, that would be a good way to look at it instead of just looking at a product but looking at its advantages and disadvantages and having things in place within your plan to address whether it's on the good side or the bad side of this technology. So, that is all I have. If you have any questions feel free to ask.

Megan Berger: Thank you, Mr. Jebaraj, for that incredibly informative presentation. Artificial intelligence is a rapidly advancing field, and we want to remain informed as Maryland Schools are using it to advance school safety. Before we move on, are there any last calls for questions on this topic or any comments as well?

Pamela Gaddy: My hand is raised.

Megan Berger: Yes, Ms. Gaddy.

Pamela Gaddy: Just an overall question, how can hacking be prevented if it's accompanied by metal detectors or face recognition and so forth? Overall, how's hacking prevented?

Jeyan Jebaraj: If I understand the question correctly, you said how to prevent this from happening.

Pamela Gaddy: Yes. How will we prevent hacking?

Jeyan Jebaraj: Oh, hacking.

Pamela Gaddy: Hacking, yes.

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Jeyan Jebaraj: Got you. So, hacking is not as much of a concern these days. Cybersecurity certainly is a big concern, but with these technologies, like I said, these are basically four or five offerings, and they are massively big companies that have an extremely good amount of security in terms of protecting their neural network and then passing it down to other companies to tap into their APIs.

[00:45:00]

And so, you do your normal diligence, you involve your cybersecurity personnel from your jurisdiction to work with them and to make sure that they pass all those cybersecurity checks and the company that you're procuring does have all those certifications they need to, and they've gone through these cybersecurity audits in terms of showing that they've passed all those measures. And that's pretty much all you can do from your point. And then it's up to them to update and produce current certifications every year and all that to satisfy cybersecurity requirements.

Pamela Gaddy: Thank you.

Jeyan Jebaraj: Okay.

Megan Berger: Any other questions? And if you do have a question, feel free to speak up. I can't see everybody who may be raising their hand. Okay. It doesn't sound like it. So, lastly, are there any updates from the board members on important projects, discussion items, or new resources you would like to share with the group? We just wanted to open it up for anybody who may have a topic to raise.

Okay. And then lastly, for our June 5th meeting, does anybody have a suggestion for a topic brief, any topic that board members would like to be briefed on by the Center for our next meeting? You can also place any topics in the chat as well.

Laurel Moody: Megan, this is Laurel Moody. Is it reasonable to request, since that's kind of our last meeting of this season, to maybe have a review of key events across the state at this last meeting? School safety events could be positive, could be not so positive, just like a summary.

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Megan Berger: That sounds reasonable. I'll turn it over to Kate to see if she has thoughts on that.

Kate Bryan: Yeah, we absolutely can. Laurel, what sort of events are you looking for? Are you looking for incidents that have occurred or activities that have happened, sort of progress that's been made, or sort of a combination of everything?

Laurel Moody: I think a combination would be good. Like a summary, if there were some key incidents, but also certainly as we're trying to brainstorm some of these strategies and best practices, if there were successes or just as a summary of positive events.

Kate Bryan: Sure. We can absolutely do that.

Closing Items

Megan Berger: That's a great idea. Does anybody else have suggestions? No. Okay. We will now prepare to adjourn our meeting. The June 5th meeting will be relatively brief as the primary intent will be to take votes on items reviewed at today's meeting. So, please plan to attend the June 5th meeting to vote and hopefully, we'll also have sort of a summary of the events as we just spoke of.

Meeting Adjournment

The next advisory, the next Subcabinet meeting will be held in person on May 8th. And as said, our Advisory Board will of course be meeting on June 5th. And so, do I have a motion to adjourn?

Thomas Alban: So, move. This is Tom.

Megan Berger: Thank you, Tom. Do we have a second?

Lee-Nadine Oppenheim: Second. This is Lee.

Megan Berger: Thank you, Lee. All in favor?

Pamela Gaddy: Aye.

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Thomas Alban: Aye.

Board Members: Aye.

Megan Berger: Sorry. All opposed. Okay. Well, thank you Board Members. We will now be adjourned. Thank you for joining us and have a good afternoon.