

MARYLAND CENTER for SCHOOL SAFETY
School Safety Advisory Board Meeting

February 3, 2025

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Welcome of the Advisory Board

MICHAEL BROWN: It is 10:00 a.m. and therefore, I will call this meeting to order. Please confirm the meeting is being live-streamed and recorded for the public audience.

AARON CHIUSANO: Yessir, we are live-streaming and recording.

MICHAEL BROWN: Thank you, sir. We will begin with the roll call of all the Advisory Board members. So, as I say your name, just if you could give an affirmation that you are here on the call. Eric Ebersole. Karin Bailey. Dr. Kellie Anderson.

DR. KELLIE ANDERSON: Here.

MICHAEL BROWN: Thank you, Kellie. Pamela Gaddy. Jacquetta Jacobs.

JACQUETTA JACOBS: Present.

MICHAEL BROWN: Thank you, Jacquetta. Natalie Miller.

NATALIE MILLER: Here.

MICHAEL BROWN: Thank you, Natalie. Jennifer Wimbrow-Jenkins. Sheriff Matthew Crisafulli.

SHERIFF MATTHEW CRISAFULLI: Present.

MICHAEL BROWN: Did I get you?

SHERIFF MATTHEW CRISAFULLI: Yes, present sir, thank you. Can you hear me, okay?

MICHAEL BROWN: Yeah, I can hear you thank you sir.

SHERIFF MATTHEW CRISAFULLI: Thank you.

MICHAEL BROWN: All right. Chief Paul Kifer? Leigh Weihs?

LEIGH WEIHS: Leigh Wiehs. Present.

MICHAEL BROWN: I'm sorry.

LEIGH WEIHS: That's okay, I get it all the time. It's fine.

MICHAEL BROWN: Yes ma'am. Thank you. Laura Moody.

LAUREL MOODY: Present.

MICHAEL BROWN: Thank you. Dr. Tia McKinnon? Dr. McKinnon? David Engel?

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GREG PHILLIPS: Greg Phillips here on behalf of David Engel.

MICHAEL BROWN: All right, thank you Mr. Phillips. All right. Zaria Naqvi? Dr. Sharon Hoover? Dr. Hoover? Megan Berger?

MEGAN BERGER: Megan Burger. Hi, present.

MICHAEL BROWN: Thank you, ma'am. Thomas Alban.

THOMAS ALBAN: Good morning, I'm present. Thank you.

MICHAEL BROWN: Thank you. Gina James.

GINA JAMES: Good morning. Here.

MICHAEL BROWN: Good morning, thank you. Joseph Cormier.

JOSEPH CORMIER: Good morning, sir, present.

MICHAEL BROWN: All right, thank you sir. Sergeant Kevin Britt.

SEARGANT KEVIN BRITT: Morning. Present.

MICHAEL BROWN: Thank you, sir. Dr. Navaro, Maria Navaro?

DR. DR. MARIA NAVARRO: Good morning. Present.

MICHAEL BROWN: Thank you, Dr., And Carol Ellen Johnson?

CAROL ELLEN JOHNSON: Yes.

MICHAEL BROWN: All right. Thank you, Carol. All right, welcome Miss Johnson, can we please confirm we have a quorum?

JEANEEN JOHNSON: Good morning, yes, we do have a quorum.

ERIC EBERSOLE: Mr. Chair, I was a minute late and I'm at the top of the list. Delegate Ebersole, I'm present.

MICHAEL BROWN: Thank you, sir, no problem. Okay, all right, thank you Miss Johnson. The last meeting of the Advisory Board was in December. The December meeting was recorded, and that recording is available on the MCSS website. As such, there are no meeting minutes to be approved. So, we'll move onto the agenda. Are there any additions to today's agenda? All right no additions. Is there a motion to approve the agenda?

THOMAS ALBAN: This is Tom, so moved.

MICHAEL BROWN: All right, do we have a second?

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JOSEPH CORMIER: Mr. Cormier, second.

MICHAEL BROWN: Thank you, sir. All those in favor say aye.

All: Aye.

MICHAEL BROWN: Do we have any opposed? All right. Looks like the motion passes. The agenda for today is approved. All right, moving into today's agenda, we will start today's meeting with information about the Handle with Care Program implementation in Maryland. Donald Corbin from the Maryland State Department of Education will join MCSS Executive Director, Kate Bryan, to share recent changes to the program. Kate, are you ready?

Handle with Care Program Changes

KATE BRYAN: Absolutely. Good morning, everyone, it's nice to see you all. So, in late 2023, we brought the Governor's office of Crime Prevention and Policy in front of you to talk about the Handle with Care Program in the state. In 2024, there were some changes to that program—mainly on the administrative side. So, I am very pleased to announce that the Maryland Center for School Safety and the Maryland State Department of Education are taking over the administrative portion of the Handle with Care program. So, we're really excited about that. This is actually the first public announcement of the fact that those changes are happening. Operationally, at the at the school level, there really shouldn't be a lot of changes. What is going to change is hopefully some additional support that both our office as well as the State Department of Education can provide to schools and school systems throughout the state and our law enforcement partners. So, I'm going to turn it over to Don to talk a little bit about the Handle with Care Program and where we're going so Don, all you... I think you're muted.

DONALD CORBIN: How about now?

KATE BRYAN: Now we have you.

DONALD CORBIN: Yeah, I never know which set of headphones will work so I keep one and then I have a backup just in case. But again, good morning, everyone. Thank you, Executive Director Kate Bryan, for inviting me to this meeting. Much appreciated. Kate already gave you all the announcements we need to know, so we can move on to the next part of our agenda. And if I have my jacket on it's because it's kind of chilly in here first day Monday morning, when you enter into a very old building they tend to turn the heat off over the weekend and then it will gradually warm up. And then so much so that even on the warm days they'll sweat you out so I don't know if they want me here or want me home but either way...

JOSEPH CORMIER: Looks like he froze up no pun intended.

MICHAEL BROWN: Yes, it does that was good sir.

SHERIFF MATTHEW CRISAFULLI: Mr. Corbin, can you hear us?

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MICHAEL BROWN: Mr. Corbin, you might have to go back out and come back in maybe.

KATE BRYAN: I don't know, you may want to pause your video that may help.

SHERIFF MATTHEW CRISAFULLI: He's not visible, he might be trying to fix it.

KATE BRYAN: So, I'll just begin. It might be while we're waiting for him to come back. So those of you who were not here in 2023 to hear the presentation about Handle with Care...Is everyone on the call familiar with the Handle with Care program in the state of Maryland?

THOMAS ALBAN: Yes.

KATE BRYAN: A lot of yeses, a lot of head nodding. Excellent. So, this has been in Maryland since 2018. It actually started in West Virginia. So just high level for our public audience that may be listening—so the program is an opportunity. When a child is involved in a situation where they themselves, their family, their caretakers are impacted by a situation that brings in either law enforcement or potentially even EMS or fire outside of school... So, what the program does is, it allows law enforcement to notify a school within the State that this individual child has experienced some sort of trauma or experienced a situation where it would be in the best interest of that child for the school to handle that child with care. I think one of the most important pieces of the Handle with Care program is that no specific details are ever given to the school and Don I see you waving back there.

DONALD CORBIN: I don't know technology is a funny thing. I don't know where you left off but I'm just going to jump back in and I appreciate you.

KATE BRYAN: I just gave a quick background on what Handle with Care is and that it started in West Virginia. So you go right ahead take it away.

DONALD CORBIN: I appreciate that. Hopefully these headphones don't go out again or the screen doesn't turn black and I'm frozen. But as Kate indicated, it did branch out of West Virginia and we have been...I want to say my name is Don Corbin I'm the at the Maryland State Department of Education. My counterpart, her name is Britney Florey, she is not with us, but she is my partner in crime when implementing this program across the state. And just a few things to highlight that I'm sure Kate mentioned, is that as we're looking at Handle with Care, you guys may have some previous information about this, but there are about 60% of American children who are exposed to violence and crime and abuse. And I think the statistic to specifically point out is that there are 40% who are direct victims of two or more violent crimes. And then we want to talk about how that exposure is contributing to their education in the schools and the lack of focus. You know school failure, truancy, suspension, etc. And so with Handle with Care initiative, as Kate mentioned, we embarked on a little journey to contact other school districts around Maryland to kind of figure out where we were with Handle with Care and how the program impact was helping them in their local education agencies. And then trying to figure out what were some of the needs in terms of supports and also things that they would like to see from this collaborative partnership between MCSS and MSDE. So I think we're on the slide where it talks about how it works so I'll jump in there and then I'll give you a little bit more context. So how it works is that a first responder who encounters a kid who may have experienced some level of trauma will then capture that child's name, age, and school that information is then disseminated to the school the start of that day and then the person receiving that information is responsible for then distributing that

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information to the appropriate school personnels. There's no specific details on the trauma event it's just really to give the schools a heads up notice that hey you know little Johnny may be walking into the school today and they may need some extra TLC right? And so the folks inside the school would then disseminate that information to the appropriate personnel which could be the school counselor, it must be the teacher or other Personnel who are there who can help—not just not to go inquire about the traumatic experience or situation, but more so just to be prepared if the student would like to talk about it or just need some extra TLC as I mentioned before their day get kicked off. And we walked around and we talked to multiple counties who were implementing this with levels of success. And if you can go to the next slide for me please, this is kind of how that flowchart works with the law enforcement being the point of contact in the beginning and then how that kind of filters through what I just described in the school where it gets to the principal and the principal can disseminate to the counselor then there's the teacher or the school psychologist or the Pupil Personnel depending on the nature but you know again when the law enforcement is distributing this information, it does not have any specifics on the traumatic event or event. It just says Handle with Care and the principals and the personnel at the school will be prepared to handle and receive that care. If you can go to the next slide please.

So I want to give you more context about this. As this is from 2019 when the program was implemented up until 2023. Now you have to realize there was COVID came into play and so if the data is not as up to date as we would like and that's one of the things that we're going to work on gathering. But this is from 2019 to 2023. You can look at the list of our local education agencies who are currently participating in this program and you can see where their numbers kind of fall off. Right now, it's up to that date now as the transitioning was happening from GoCap and we are now taking on that responsibilities as two state agencies some of that information. I'm one of the program coordinators have but we're not updating to our website. And so, what one of the things that we're doing is looking to maybe backfill that information to get the most up-to-date number. So that's one thing. The second thing, is that as Kate and I were going on tour to talk to various LEAs. We recognize and looking at levels of implementation where they were in terms of you know partnerships with their municipalities also where they were with, how they disseminated the information across their schools or their counties and where they may need further support. So what you see here is a snapshot of what numbers look like when we were up to a little bit after COVID and coming out of that COVID time period. And one of the things that we're looking to do in this collaborative partnership, is really look at refining and looking at how do we update this data and continue to collect and track that information as well. If you can go to the next slide. So as I stated, that you'll see on that previous slide that not all counties are currently implementing Handle with Care. And that's for one reason or another. So what we learned in our tour of meetings with some of the local education agencies and also talking with GoCap who was the former agency who had this program, is that they were some LEAs who were in initial stages who were just starting to gear up to implement Handle with Care and then COVID happened right. And so because of that that situation, and they haven't made any more progress than they had prior to COVID and then there are a few LEAs or counties that are not currently implementing at all. And so what we're doing in our goals and moving forward as we embark on this collaboration and this program is to continue to support the programs who currently implement Handle with Care and then we have begun to outreach to the other counties who are not—who were in that implementation stage and look into get on board with Handle with Care and just kind of need that guidance on how to set up this program. and then we're also reaching out to the districts where there has not been much of Handle with Care happening.

So that's one of our primary goals as we embark on this collaboration. We want to bring back

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those quarterly meetings with the coordinators so that we can have those discussions on what's working well what's not working well—where do we need the supports at and then Brit and I can then lean into the bigger group in West Virginia to kind of take some ideas and bring them back to Maryland so that we can implement this program with full fidelity. Our goal is to have all jurisdictions participating at 100% and being able to provide those levels of support that they need to keep this program running and going because we feel like it's an effective program we also want to be in in as inclusive to our law enforcement agency as possible so we'll be reaching out to them too to go on meetings, to schedule meetings, and maybe in person but Brit and I have already discussed going to or scheduling multiple in-person meetings just to kind of you know get some look and feel of what programs are needing or what they're doing and also to meet with our Law Enforcement Officers to figure out what the needs are. That's also going to include some levels of training—we recognize that so we'll be putting together some materials to help facilitate some trainings too. What we've learned and Kate and I were part of that discussion, was that in some instances there are the municipalities who are providing the training but then there's other instances where the schools are providing the training. But it's very important that both sides of the house are being trained so that they understand how to coordinate this program, and be able to disseminate it. And what we also learned in talking to various counties is that it looks different from county to county right it really depends on your partnerships, who's involved how that information is shared and disseminated so we may look to uniform some of that you know but and but we also recognize that there's differences across counties so it will look a little different in terms of implementation and levels of engagement. So, if you can go to the next slide. If you have some time, if you have not visited our website, you'll see that we've made some updates to the website already including demonstrating that MCSS and MSDE are now the administrators of this program. And Brit and my contact information is listed there as well. If you have questions you can always reach out to us and we will do our best to get back to you in a timely manner. We ask for a little bit of patience as we're still building this out on our end, to kind of figure out what that road will look like. We're in the implementation stages now and we really want to get our participating districts back on board with submitting that data and at the same time still reaching out to those districts that are not participating and trying to figure out how can we get them involved. So if you have some questions feel free to come off mute. Sorry about the technology issue earlier but I am happy to answer any questions you may have.

THOMAS ALBAN: This is Tom Alban my question is this service and program available to students and families impacted in the private schools in the state—number one? I'm hoping that it is. Is this a process whereby your agency would work directly with those schools or are we looking that we should partner with? For example, I work for the Archdiocese of Baltimore, and we have schools in eight counties and in Baltimore City. Are we expected to partner with the county LEAs? What is the thinking on that?

DONALD CORBIN: Well I'm recognizing that there is a number of nonpublic across all counties, and in our reaching out to programs who have currently been implementing this we did not hear much about the nonpublic side. It does not mean that we cannot be inclusive of them we would probably or most likely need some level of representation to attend our meetings to so that they are actively getting that information but also making our law enforcement officers in those jurisdictions aware that they can also send these notifications to the nonpublic in their areas. Now what's important to note though, is that there's a system in place like for example in Carol County they use a QR code all of the law enforcement have this code they can scan it that message will get sent out. We just need to have a point of

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contact a central point of contact probably for our non-public such as the Archdiocese, who works with multiple non-employees in the area to be a point of contact, so that if something were to happen traumatically to one of their students the law enforcement officer can also send that message to some primary source who can then disseminate it to the school so that they're able then to put things in place. Now again remember: name, age, and school and then they're just getting prepared for that child who comes in who may have a traumatic experience so we're happy to work with you and incorporate and bring the nonpublic into the fold of this absolutely thank you.

SHERIFF MATTHEW CRISAFULLI: Donald, I don't have a question but on behalf of Worcester County I just want to thank you and Britney and your team for what you do because this does help a lot of our children who teachers counselors and other school personnel would otherwise typically not really have any idea that that child may have been you know a victim of domestic violence or witnessed domestic violence or some other type of incident so thank you sir.

DONALD CORBIN: Absolutely. Appreciate the testimony.

SHERIFF MATTHEW CRISAFULLI: Yessir.

MICHAEL BROWN: All right I want to thank Dr. Corbin and Miss Bryan for viewing the program. I can attest to that also being you know principal in Carol County for six years prior to me being in Howard just again how impact the program is. And I'm just looking forward to it being utilized even that much more for some of those counties that are kind of at the lower tier. I know that we can get them involved a little bit more as move forward so the Board recognizes you know it value and looks forward to it growing in the State of Marland. So we appreciate that.

DONALD CORBIN: Can I note that I appreciate you calling me Dr. Corbin and speaking that to existence, but I'm not.

MICHAEL BROWN: Well I appreciate that people do it to me all the time so I'm glad I did it to somebody else.

DONALD CORDIN: Appreciate being here, love the time and anytime. I'm sure Kate will invite us back again to give you some updates as we build the program out

MICHAEL BROWN: I love it. I love it. Thank you sir.

JOSEPH CORMIER: Mr. Brown? Yes if I can jump in real quick. Joe Cormier. I just want to say for those counties that haven't started it we just started it here in Calvert county and it just takes one person as a catalyst to get the Sheriff's Office, the school system, the local police, and the County Commissioners or local government on board. It all it just takes one voice to send an email and I appreciate Maryland Center for School Safety coming down and helping to facilitate that meeting and get that getting that program set up here in Calvert.

MICHAEL BROWN: Yeah I mean that's it that's important, so I appreciate you sharing that because again, it may not be counties or jurisdictions that don't want it they may just may not know how or they may think it's more difficult than what they actually is. So appreciate that

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sir. Moving forward on the agenda, next item on our agenda today is an update on the completion of the MCSS requirements defined an active assailant drill laws pass during the 2024 Legislative session. MCSS staff Kim Buckheit and Miss Brian will provide us with this information. Kim and Kate are you prepared?

Active Assailant Drill Requirements House Bill 416, 2025 Legislative Session

KIMBERLY BUCKHEIT: Of course we are.

KATE BRYAN: So I'll just kick off then and sort of talk through what we've completed, what we mentioned last year in 2024 and then I'll turn it over to Kim to talk a little bit about the implementation of the last couple of pieces of the legislation. So House Bill 416 was enacted last legislative session. It was a pretty large task list for us to get delivered but the team has done a really fantastic job of getting a lot of those deliverables done. So, as you know in October, we published our active assailant guidelines for both active assailant drills as well as training, including lockdowns. Those were published in October, they were sent out. There were a few other pieces that we had to do. We were working with the National Center for School Mental Health to support survey collection data collection research study on the impacts of lockdown and active assailant drills on our students. So we began that relationship. The Center has been a fantastic partner in this. You met Jerica in one of your last meetings in 2024, but I'm going to turn it over to Kim and she can talk a little bit about the new surveys that have been developed and some of the other materials that are coming out in 2025.

KIMBERLY BUCKHEIT: Yeah, so we really just wanted to kind of close the loop and let everyone know that we have met all the requirements ahead of schedule as well. Kudos to MCSS staff. But yes, so on the lockdown drill...

MICHAEL BROWN: There's a little static coming through I'm not sure if I'm the only one hearing it you guys let me know.

KIMBERLY BUCKHEIT: No it's crackly. I know. It's fine. All right, let's see. I'll keep going and if need be Kate can take over if it's still bad. So actually last week in the Superintendent's memo, we actually used the superintendent's memo to communicate directly with our local Public School Superintendents related to the lockdown drill surveys being completed. So that has been again a great collaborative effort with the National Center to build out those surveys from scratch, so we really have developed items that we think will help us begin to collect information on the impact and effectiveness of lockdown drills looking at parents, students, and school staff. So those were disseminated last week in terms of that information and then over the course of the rest of the year hopefully, we will start to see some data rolling in. The very last piece was the Maryland Safe Gun Storage document and we plan at the beginning of March to also disseminate that through the superintendent memo through MSDE and Dr. Wright's office. The requirement is that local public schools make that available to parents at the beginning of the 25-26 school year. So again, we've created that in advance and are going to be making it available in advance of that time frame as well. So any questions?

KATE BRYAN: And I do just want to add that in in preparation for next school year, we will also be putting together an entire package for the school systems just as a reminder of all of the requirements that are within House Bill 416. So because I realized sort of they've been trickling out this year but as in start of next year we'll have sort of one package that reminds the school systems of all of the requirements of 416.

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DR. MARIA NAVARRO: So I have a question, this is DR. MARIA NAVARRO. So, I did see the request come through the Superintendent's transmittal. The drills—is it looks like it's a lockdown drill. So if we do not conduct those in our school systems, my question is my reading of it is that we don't we don't survey our community for it. Is that correct?

KATE BRYAN: So, the only drills that require a survey... drills and training, let me rephrase, drills and training that require the survey are active assailant. Regardless of what you call them right? Whether you call them active assailant drills or lockdown drills. But they are the actions involved in responding to an active assailant incident right? So, lock the door, get in a corner, lights out, quiet, those activities. If you are practicing those activities either through a drill or training, those will require the survey to be conducted and the and the survey is voluntary. So, it just needs to be sent but to be completed, it's voluntary.

DR. MARIA NAVARRO: So, we may get additional clarification from the Superintendent's office on this just FYI from MSDE. The other thing is, it's not clear to me how often you'd send out a survey. So, if I do a drill... now you also mention a training of some type. Do I send this survey every time I do that?

KATE BRYAN: Yes.

DR. MARIA NAVARRO: So, that it is the requirement that was put forward in the law, in the in the way the law is written?

KATE BRYAN: As our understanding, yes.

DR. MARIA NAVARRO: Okay, I just, I just want to make a note that this is... we'll go back and take a look at it because it is highly disruptive to sort of day-to-day operations and it's going to, it's going to raise a concern from the school systems I think. As I go back and talk to the Superintendent. So we may need additional clarification and I think it just was not clear from the memo. So, you're going to get a flurry of questions from the superintendents from multiple jurisdictions and we may just want to get ahead of it with clarifying questions. I'm happy to have, actually Jason Stoddard is on the call here with m—he's my direct, you know him, he's my director of Safety and Security but we may want to put in writing some things just to clarify specifics. Because the training was also not a...when you're talking about different kinds of trainings, there's a drills, and drills are trainings but other trainings, I just need to understand what that is so we can put something in writing and send it because I can guarantee you this is going to be a little problematic. Especially for administrators having to comply every single time they do a drill. Sending these surveys out to families and notifying families. And then also I think we're interpreting differently, and I just need clarification on how we're interpreting these drills.

KATE BRYAN: Understood. Happy to work with you on that. Happy to provide whatever additional clarification that would be helpful. I do want to say it is specific to active assailant and lockdown drills, so if you do an evacuation drill, if you do your required fire drills, those are not part of this. So, those are those are handled separately and those do not require surveys.

DR. MARIA NAVARRO: And in active assailant drills I thought we had... most of the state moved away from those anyways because of the research around not doing those any further.

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So again, if I'm not doing those in my in my county then by default, and I just want that will be one of the clarifications I don't do this survey.

KATE BRYAN: So, if you conduct a lockdown drill, or if you call it an active assailant drill or a lockdown drill, if you practice those functions, those are the functions that will require a survey. Yep, but yeah happy to work with you on that.

KIMBERLY BUCKHEIT: Yeah, and we can... can you hear me Kate other okay and we can also go back to the legislation. Because I also believe that there is some requirement of notification following lockdown drill. So Kate and I can go back to the full Bill text and provide a sort of comprehensive overview of the bill as well for folks that's helpful.

SHERIFF MATTHEW CRISAFULLI: And can I add something?

KIMBERLY BUCKHEIT: Of course, yes.

SHERIFF MATTHEW CRISAFULLI: Just for clarification, so none of us get confused, I know that the requirements in this bill specifically outlined that we could not use simunitions, there could not be any children used as actors or role players, or anything to simulate an actual mass casualty incident. But I do think that these drills are extremely important sadly, because of the world that we live in today. So, I really think that we have to have our children prepared to react. God forbid in any type of situation like that.

KATE BRYAN: And Sheriff, we completely agree with you.

SHERIFF MATTHEW CRISAFULLI: Thank you.

KIMBERLY BUCKHEIT: Yeah, and the intention of the bill, so I know Delegate Ebersole is here as well, is not to eliminate the use of lockdown drills at all. It's to ensure that lockdown drills when they're occurring, are occurring in a non-traumatic manner. So that was sort of the intended text within the piece of legislation. It was for us to look at the impact right? Are these experiences traumatic to students or not? And there hasn't been any real research, robust research to, or evidence to say one way or the other right? So that's so that is the intent of this, yeah.

MICHAEL BROWN: All right, so thank you Kim and Kate for that update. Again, I just want to congratulate you both on meeting all the deadlines and requirements ahead of schedule, as always. I mean we appreciate the efforts made by MCSS staff and look forward to hearing more about the findings from the survey. Moving forward on the agenda, we're going to Miss Buckheit, who is now going to share with us legislative bills of interests that relate to school safety. So Kim, are you ready?

2025 Legislative Bills of Interest

Yeah. So, we appreciate thto a great partnership activity honestly. , lots of work that happens combined with everyone. Good job. Good. So, then next item is the faithful fund grant.

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KIMBERLY BUCKHEIT: Yep yep, and my apologies for the other audio switch to different microphone.

MICHAEL BROWN: No you're good now. Crystal clear.

KIMBERLY BUCKHEIT: Good, thank you. So just some of the bills that MCSS is watching there have been a few. And it's been a nice opportunity for us to collaborate with our other State partners, and I'll kind of point those out. So, Senate Bill 136. And I will forward the slide deck from today. So, these four slides that you'll also have, you are always welcome to use these slides when you're talking to your local constituents as well, it's part of why we do this is to advance that information. So, Senate Bill 136. House Bill 157 is related to the Safe Schools Fund and sort of grant allocations. We had again some very robust good conversations with individuals related to this so basically is that grant shall be made to each LEA and that the grant money that's not used within the course of a year may be reallocated to LEAs that have already fully expended their allocation, and demonstrate need. So, this was within one fiscal year. Grant money that remains not used can be shifted to other LEAs that have fully used those funds is what Senate Bill 136 was speaking to. Then there are two school bus safety bills in there. One that is probably the most important of the two was one related to seat belts. This one, House Bill 200 actually creates a work group to study school bus safety. It's being referred to as the Maryland School Bus Safety Act of 2025. Basically, it creates a work group—Governor-appointed members to study and identify issues related to safety for and behavior of students and bus drivers. So, just an interesting one for us to watch to see where that goes. There were a number of pre-files and have since also some additional ones bills related to student cellular phone use policies. And I've kind of listed all of those that are encompassing of this. What they all have in common is, that locals would develop a policy that prohibits the use of students' use of cellular devices at some point in time during the day. In some of the bills, it's more specific and prescribed in terms of what instructional time means and times of day. One of them proposes a kind of pilot study with two systems to look at the impact so they each have some minor differences. But all in all, are really recommending that there is local policy that creates some guard rails related to cellular device by students during the day.

House bill 141 is interesting. It's the task force on loneliness and isolation. This is really kind of interest to school safety in that there is evidence that loneliness isolation leads to individuals in generally being online, vulnerable to being targeted by perpetrators looking to kind of do harm and radicalize them. So, it's one that we're watching also just to see because I think this could be an opportunity where we look at so the task force is looking at evaluating causes contributing factors to this sense of loneliness, but also evaluating methods of preventing and then recommendations to combat. So again, really could assist us in that school safety arena also. House bill 694 was a relatively recent one and so were these two on this slide were definitely. We have had meetings and collaboration with MSDE, the IAC, Department of Disabilities, MDEM and actually really came together to kind of look at the bill text and look at what implications there are for all of us. So House Bill 694 is related to individuals with disabilities and basically the ADA compliance of main entrances. So it also included some text relates to emergency plan submissions and analysis by MSDE and that MSDE would create a report to the General Assembly related to compliance. So there were some new items this bill would have some new implications operationally for a number of agencies. And then House Bill 782 was just on Friday so we actually already had a quick collaborative

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conversation with some of our partners as it requires MSDE to study how best to detect a deadly weapon in a public Middle and High School on property and have schools rapidly notify law enforcement when a weapon has been detected. The study is also to include a comprehensive audit of the current security infrastructure used in each public school. So this would be all new sort of legislative language that's in 782 and we'll be working again with our State agencies to look at that impact for that. But that is actually, knock-on-wood, it's hasn't been a as frantic as the 2024 legislative session was for us. And Kate and Delegate Ebersole, and every anyone else who's been watching, feel free to jump in with some bills maybe that we should be watching and/or any other comments, thoughts?

MICHAEL BROWN: There's one in the chat, they just want to know if you can email these particular slides for the legislative session and then we'll do Mr. Cormier as he has his hand up as well, all right?

JOSEPH CORMIER: Good morning, I just wanted to ask if MCSS is having any budget cuts with the Governor's budget that he put out. I know the Department of Developmental Disabilities Administration is taking a big cut for list services, so I just wanted to see if MCSS was facing any of those similar issues.

KIMBERLY BUCKHEIT: Yeah, I'll leave that to Kate to answer.

KATE BRYAN: I was just saying, we're not. So Joseph, our budget is, our operational budget is stable for Fiscal Year '26 as proposed by the governor, and our grant funding will be the same with the addition of a couple of new grants potentially as we see how the budget bill goes through session. So, but as of right now we are stable.

JOSEPH CORMIER: Thank you so much.

MICHAEL BROWN: Thank you Kim for the for the overview. I know with some of these bills because you know I had the opportunity to actually lobby for a bill recently, so I know the hard work that goes into all this on what you're going to support and that type of thing. So, I look forward to knowing how things work out in the future with these legislative bills. We're going to move forward on our agenda. And our final item on the agenda is information about the school resource officer of the year program. MCSS staff member Mr. Ron Pierce will provide information about this program as well as some updates on changes to the SRO program happening this year we are all ears Ron.

Closing Comments

RONALD PIERCE: Thank you sir. And I hope last but hopefully not least, we're going to talk a little bit about the SRO of the Year program. That was something we thought of last year. Hope you guys can hear me okay—I was playing with a mic earlier to make sure I didn't have those issues. So okay, at the conference last year, we discussed you know what might be good to add as a feature for what we're doing to recognize the good work that people do in schools regarding school safety and this this was one of the things was brought up. So we will be taking some submissions applications from school systems and schools regarding an outstanding SRO of that school system we're looking for folks who make a real positive impact in in the school climate as well as how involved are they in activities outside of school

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and in the community. There are some good models for this type of award and NASRA has done something similar to this for years nationwide. So we have some good things to go by. I know they have to have also have completed our program, which is a requirement to be an SRO in Maryland anyway, but several outstanding members of this group as well as two of our own folks will be taking a look at all those submissions when they come in. And hopefully, we potentially want to present this award at our conference this year, which hopefully all of you will be at. So that's in a nutshell what we're looking to do this year with SRO of the year. This in the last several months, we've been doing quite a bit of work if you want to go to the conference.

If anybody has any questions about this before I move to the next slide... hearing none Aaron, you want to shift over to our training updates? Every three years with MPCTC, we have to recertify our SRO and SSE Training Academy. This was the year. 2025 was the year we needed to do that. We started that process right after the last session last year, and as in fact today is the first day of our 2025 Academy Season. There's seven different sessions we put on. They're done throughout the state. It's in Dorchester County starting today. It's a bit of a different format. We collect a lot of feedback and surveys from folks—not only the folks who take the class, but their but their supervisors as well and some of the School Safety Coordinators about how we can make this course easier to access and better in every way. And we listened, and we cut back some on some of the non-synchronous training so we focused on the virtual. The on-demand videos, we phased those out. There's only one now currently that needs to be completed prior to the virtual sessions, which start like I said—first one starts today. There is a total of four days of synchronous virtual training, which takes place on Zoom. So, from Monday through Thursday, and then the following week, there's there's five days of in-person training so that's a little bit different of a format. More in-person and less videos—that's what they asked for. So we think this will be more effective. We also added some new programs that they thought of and some of our instructors thought would be helpful. One of them, starting from the bottom up, there are tabletop exercises. Two or three of these were actually suggested by Brit Florey. She's not currently on the call I don't think today, but she's probably teaching. She teaches quite a few of our courses and she's going to be teaching a few more this year.

We do tabletops exercises with schools currently. Some of you may have been on those. We're going to show SROs and SSEs how to do those, how to be a part of those, how to be a part of that team, and work through exercises in that fashion to help prepare schools for those situations. And one of the things that came up is that we have quite a few more school security employees this year and for the past several years than we've had in the past and self-care for them has been a big issue. I think it's sometimes difficult for them in in adjusting from what jobs they had to this this new job and how to deal with some of the stress that goes along with that. And with SROs as well. There was you know, there's just quite a bit of culture change from what they may have been doing to what they're doing now, celebrating multicultural and generational differences. That's a class that Brit teaches. It's a great course, it fits right in with some of the other courses we teach with regard to disability awareness and last but not least, bullying in schools. So, we also introduced some hate bias prevention material in that class it goes along with our implicit bias course. That's a separate course but teaching signs and symptoms of bullying and how to respond to those when you see them or hear them from students. We wanted to kind of make that its own stand-alone course. And I believe that might be it for me. if anybody has any questions there's a schedule currently of our of courses that are on the website if you're interested. And you can you're always welcome to drop in if you'd like during the in-person courses to see some of these things.

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MICHAEL BROWN: All right, thank you Mr. Pierce for that information. School resource officers, we all know how critical they are to success of schools so to me I was very excited to learn about the School Resource Officer of the Year Program that's being put in place because they do so much to help school leaders and teachers and just the whole school community. So them being recognized is awesome. So appreciate your work around that. It looks like it the time is now 10:52. I always brag about the time when we are ahead of schedule when we get people out before the time that we're supposed to. So the next advisory board meeting will be on May 5th. Think about that people, next time we'll see each other's face. Hopefully, it will be nice and warm and we'll be thinking about summertime at that point. That will also be at 10:00 am to 12 in-person. Information about the meeting and the location will be forthcoming. So excited to see everybody in person in May. Please not hesitate to contact Miss Brian or Miss Buckheit with any questions or items that need attention before that May meeting. This is just a small reminder for those people who are not in school but this week is National School counseling week. So if you know somebody that is a school counselor please send a shout out to those individuals this week for all their hard work in our schools. And also this is Black History Month. So again, I tell people all the time black history is American history. So let's celebrate the great things African-Americans have contributed to America this month as well so with that, do I have a motion to adjourn?

SHERIFF MATTHEW CRISAFULLI: I'll make a motion sir.

MICHAEL BROWN: All right, do we have a second?

JOSEPH CORMIER: Second.

MICHAEL BROWN: All right, all those in favor say aye.

ALL: Aye

MICHAEL BROWN: All right, any opposed? All right this meeting concludes. I want to thank everybody for your time. Have a great week everybody. Thank you everyone.