

MARYLAND CENTER for SCHOOL SAFETY
School Safety Advisory Board Meeting

May 5, 2025

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Welcome of the Advisory Board

MICHAEL BROWN: Good morning everyone.

KATE BRYAN: Morning.

MICHAEL BROWN: It's good to hear good to hear everybody's voices in person, let me tell you. Welcome to today's School Safety Advisory Board meeting. How great it is again to see everyone here in person today. Appreciate everybody for, you know, taking the journey. Some of our journeys were longer, shorter, but everybody made it here safely. So, I'm appreciative of everyone. It is 10:00 a.m. and therefore, I will call this meeting to order. Please confirm this meeting is being recorded for public posting at the meeting's conclusion.

AARON CHIUSANO: It's being recorded.

MICHAEL BROWN: Thank you, sir. Before we begin the roll call Advisory board members present today. I want to welcome two new members to their first meeting today. Dr. Brittany Patterson is replacing Dr. Sharon Hoover and representing the Center for School Mental Health at the University of Maryland Baltimore campus, appointed by the Center for School Mental Health. Welcome Dr. Patterson.

[Applause]

Also Mr. Daniel Buck, who's sitting to my right, head of the Lucy School, is replacing Tom Albin and representing Nonpublic schools. Welcome, Mr. Buck.

[Applause]

All right, we will begin with the roll call of the Advisory board members. So, when you hear your name just say present or here. Eric Ebersole

ERIC EBERSOLE: Present.

MICHAEL BROWN: Karin Bailey. Dr. Kelly Anderson. Pamela Gaddy.

PAMELA GADDY: Here. Jacquetta Jacobs.

JACQUETTA JACOBS: Present.

MICHAEL BROWN: Natalie Miller. Jennifer Wimbrow-Jenkins. Sheriff Matthew Crisafulli, Chief Paul Kifer, Leigh Weihs, Laurel Moody. All right. Dr. Tia McKinnon. David Engel.

E. GREG PHILLIPS: I am here on his behalf.

MICHAEL BROWN: All right. Thank you, sir. Zaria Naqvi, Dr. Brittany Patterson.

DR. BRITTANY PATTERSON: Here.

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MICHAEL BROWN: Megan Berger.

MEGAN BERGER: Here.

MICHAEL BROWN: Daniel Buck. Gina James. Joseph Cormier.

JOSEPH CORMIER: Present.

MICHAEL BROWN: Sergeant Kevin Britt, Dr. Maria Navarro, and Carol Ellen Johnson. All right, welcome Miss Johnson. Please confirm we have a quorum.

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

MICHAEL BROWN: All right. The last meeting of the Advisory board was in February. The February meeting was recorded and that recording is available on MCSS website. As such, there are no meetings, no meeting minutes to be approved. Are there any additional minutes to today's agenda? All right. Motion to approve the agenda.

ERIC EBERSOLE: Motion.

MICHAEL BROWN: Second. Do we have a second?

LAUREL MOODY: Second.

MICHAEL BROWN: All right. Any discussions? All right. All in favor?

All: Aye.

MICHAEL BROWN: All opposed? And any abstentions? All right. Motion passes. The agenda for today. it is approved.

JEANEEN JOHNSON: Mr. Chair. Just for the record, when someone is making a motion, if you could just state your name so that it's clear who's making a motion, who's seconding the motion. So...

ERIC EBERSOLE: Eric Ebersole.

LAUREL MOODY: Laurel Moody.

JEANEEN JOHNSON: Thank you very much. Just for the record, please.

MCSS 2025-2026 Reflections & Highlights

MICHAEL BROWN: Thank you, Miss Johnson. All right. So, we will move forward with our agenda for today. We will start today's meeting with the MCSS Executive Director, Kate Bryan, reviewing a summary of accomplishments from the 2024-25 school year.

KATE BRYAN: Thank you. Yes, so we've had an incredibly busy 24-25 school year. The

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team has been working nonstop actually since July when we had our PREPARE 2024 Conference. So those of you that attended, we really appreciate it. It was a fantastic event. So, I'm just going to run through the highlights of what we've done over the last school year. Some of our, a lot of our team is here. So, if there are specific questions about any of the materials you received, we provided links in the slides to where all of these live on our website. If you have specific questions, the team is here or I can answer them. We also put for some of the materials that I hardlined, there's actually or put links to, there's actually hard copies on the table when you come in if you want to just peruse through them and look through them there. So, we're going to start with our SRO training. So those of you that have been around since 2018, as you know we started our first SRO training academy in the summer of 2019. That summer, the team, again—very small team of 16 people, six individuals led the training of almost a thousand school resource officers and security employees in the state. And that was the first year that they received this training that was set out by the statute, The Safe to Learn Act of 2018, developed by a multidisciplinary workgroup and is really a standard throughout the nation. So, we are receiving calls on a regular basis from other states about our training academy. Actually, last week our head trainer was on the call with I think it was West Virginia last week or Kentucky, one of them. So just some fantastic work that they've been doing. So, this school year, they trained 54 School Resource Officers and 118 School Security Employees. So, what does the training look like? Again, there's a, there was a link in your in your materials, but there's also a curriculum on the table over there. So, the SRO's and the SSE's sit through some sort of pre-work. They read through some pre-work, then they go through a week of virtual instruction, right, where they're meeting virtually with both our instructors as well as subject matter experts from across the state. and then they have an entire week of in-person training. And it's really an incredible training that they receive. If anyone's ever interested in seeing the training or participating or just visiting, all you have to do is ask. They're more than happy to have visitors. So please come. In addition to the training in-person and the required academy, we also this year developed and implemented in-service training. So, all of those individuals who received training in 2019 really hadn't been through any new or updated training since 2019. So, the team implemented in-service training this year. So, this year we trained 1,229. Actually, the number's a little higher as of today in the in-service training. So just a fantastic amount of work really led by two individuals who lead our SRO Training Academy. So really impressive work that we're doing this year. With the help of some of our Advisory board members, we are implementing an SRO of the year program. So that award is going to go out at our PREPARE 2025 conference. So, we're going to recognize one of the SROs in the state. So that's very exciting. So, we're very proud of that. Which leads into PREPARE 2024 and 2025.

So, this school year, we ran PREAPRE 2024 and then immediately started prepping for 2025. So doing call for speakers and doing some of the logistical work that's involved with our conference. We're really excited about 2025 this year. It's again at Turf Valley. So, this will be our what we don't have one actually. So we're in the middle of procuring a new location. So, we may end up somewhere else. We may end up at Turf Valley. I don't know. but we'll be able to announce that in July. So that'll be July 16th and 17th. Again, at Turf Valley, please, you're welcome to come. We love to have you. We have a lot of really fantastic content this year. So, we're looking forward to it.

And then this year we launched a pilot for our School Safety Leadership Academy. So, this is a training that we provide to school leaders. So, both our first cohort had included both private and public school administrators. It was really well received. It was a three-day course. but we were very cognizant of the time that individuals have to leave their school. So, we did it over the course of three months. So, one day, consecutively over three months. So really well received. It was a great pilot. So, we're going to use the feedback from our pilot course

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to refine the training and make improvements so that hopefully if you know when I sit here in five years, we will talk about the hundreds of individuals that get through that training academy. So leadership academy.

So, this year we had a lot of reports and other resources that we implemented. So obviously in 2024 or in I guess it was February, you saw our 2024 annual report. So, we published that that covers the calendar year. So, everything we're talking about here is the school year but our annual report is required to cover the school year calendar year excuse me. We launched, relaunched in partnership with the Department of Education and Handle with Care. So, Handle with Care I think we had a presentation on that in November we're possibly February. So, Handle with Care has been around since 2018 in Maryland. So that is a resource and a program that's available throughout the state where if there is a student or a child who has to interact with law enforcement for any reason either through a family situation, a traffic accident, anything that officer can call the school and say please handle Jeaneen Johnson. There's no specifics, there's no details. It is simply a hey, Jeaneen had or was in some something that happened yesterday and just be aware that may be the reason that Jeaneen's not behaving the way Jeaneen normally behaves. So, we've relaunched this in partnership with the Department of Education. So, it's a program that's going to continue hopefully in perpetuity because we have a lot of really good feedback from our school administrators from our law enforcement partners about how helpful and impactful the program is.

We also published a lot of documents. So, within your folder, I think it was in your folder or you've seen this before. So, this is our Comprehensive Approach to School Safety flyer and this is just the beginning of our materials that we'll be producing related to this. So, this is the if I didn't put it in there I apologize. All right. Fantastic. So, this is really sharing with people that there's multiple layers and multiple components to school safety. Right? It's not just technology. It's not just the humans or law enforcement or security. It's also emergency women's preparedness. It's culture and climate. And it's those personal connections both from the students as well as the staff. So, so you're going to see more about this as we divvy up and create more products related to that. So, one of the other big accomplishments of this year that, again I'm incredibly proud of the team. So last legislative session there was House Bill 416 which put some restrictions on active assailant drills. So, if you recall from last year we talked a lot about it. So, the primary purpose of the bill was to prevent simulations, loud sounds and other traumatic experiences to be conducted when drills are being done. So, there is now a prohibition on that in the state. Can't be done in public schools throughout Maryland and we encourage our private non-publics to do to follow that suit. So, the bill required us to develop some guidelines for these drills which we published that in October. It required us to partner with an institute of higher education and so we partnered with the National Center for School Mental Health. So, thank you very much for that partnership. So, Dr. Jerica Knox and her team have been doing literature research and are focusing on another component of the bill, which is a survey that is required to be sent out to parents, staff, students and administrators as soon as a lockdown drill or act active assailant drill is conducted. So, the results of that survey are then collected by the National Center. They review that and then the information that comes out of that helps guide our updates to the to the guidelines which we have to look at and review. And then the final piece of the bill so the survey is ongoing so that'll happen every year, but the last piece was the Safe Firearm Storage Guide. So, one of the other requirements is that we partnered with the State Police to develop a material for parents really on how to restore firearm safety. So, we published that. I think that's also in your packet. Yes, Jesika's nodding. So that's also a new packet. So, we published that and that is required by school systems to be sent out at the start of every school year. So many of these things are going to be requirements year after year. So, every year they'll have to send out the

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firearm storage every year after session. We'll have to look at that guideline and make sure there's no changes to the law. We need to update any of the material. And then the literature review that the National Center is doing as well as our guidelines will be updated on a basis. So really it was a heavy lift but we did it and I'm really really incredibly proud of that. Any questions on House Bill 416?

Okay. So, we're still running Safe Schools Maryland as you all know. So those of you who are new to us that is our statewide anonymous reporting system. So, it's available to every public, non-public special education, and private school in the state at no charge. So, it's a tool that they can use that they can provide to their students, staff, and school community for individuals to anonymously report any concerns that they have about their school, someone in the school. I can't remember which meeting we talked about it, but we have been since May of last year, have been running these now statewide tabletop exercises very successfully, I might add. So, in May of last year, we held one for public schools. In August of last year, we held one for non-public special education facilities. And in October and February, although I think it got kicked in March, did it get kicked in March? Oh, the date changed because we held two for our public schools again. So, really fantastic effort. So just for context. So, we sit in one space at our main office and all of the school systems participate virtually. And so, we provide the scenario and the questions and all the materials they need to have their tabletop exercise. and then they independent of us, talk amongst themselves and discuss the scenario whatever actions they're going to take. And it and it really has provided us an opportunity to get 24 school systems as well as our nonpublic special education facilities involved in more emergency preparedness efforts which as I mentioned is on our comprehensive layers.

So last year, with the help actually over the last two years since 2023, we've been working on our Behavior Threat Assessment work. So, in 2018, we developed a statewide policy for the Subcabinet. In 2023, we published our Behavioral Threat Assessment Implementation Guide. There's a copy on the table if you're interested. And then last fall for all of last year we had a work group supporting the development of the sort of this expansion guide of that which is the first implementation guide who's related to students who pose a threat and this one is adults or unaffiliated folks maybe not affiliated with the school or adults in the school. So that could be parents, it could be staff because there's nuances to that, right? There's different considerations that you have to give to them. So big thank you to our advisory board members that supported the development both with the original guidelines as well as the as the financial guide. And then thanks to delegate Ebersole, we were connected to the community health practitioner network. So, we have been providing we had our first session with their grantees and last what was it two weeks ago timing wise everything's backwards I think it was now two weeks ago because it's Monday. So that has been a great resource. So, we're going to continue those trainings for them. And then we're also continuing to provide on the behavioral threat assessment front training, technical assistance, and other resources to our public and private partners throughout the state. So, it's been really fantastic to see the sort of expansion and development of our BTA work. So, any questions?

LEIGH WEIHS: Yes. the one for community health practitioners like who was invited to that.

ERIC EBERSOLE: So, there can we talk about it?

KATE BRYAN: Yes, please.

ERIC EBERSOLE: So, this is called the consortium of coordinated community support. If you look it up, you can find it has at one time as much as \$120 million annually. It's \$90...I think this year you know budget cuts. It finds community service providers who will come

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into schools or work with students outside of school to provide them with mental health needs and they assess the needs in the community. All of that has to be done with the approval of local superintendents and so they are brought in. And then they have... it's a there's a hub and spoke system where you have people in you have group in a center oftentimes the local management board but it can be something else that manages them and sets them up to do it. So it's kind of a... I don't want to say grassroots but it's kind of organic the way it grows where organizations that help children with all kinds of level all three tiers as we say of level you know I can all that but one of the things that I pointed out to them at their meetings I'm on that board also is that you do have to worry about the safety of people who are going into schools or who are working with students and the safety of students with those people how are they vetted do they understand what they're doing and I was pleased to think of MCSS and you guys step right up. It's great to see the overlay of the two groups work on such.

LEIGH WEIHS: So, it's like mental health providers or...

ERIC EBERSOLE: It can be charities that can be LLC's also if they're working but many of them are nonprofits, many of them are yeah there's a there's a big list I can it up maybe.

LEIGH WEIHS: I have an idea.

ERIC EBERSOLE: Yeah, be happy to share it with you.

KATE BRYAN: So, all this is just to say in the last year a lot of activity going on and this does not include our regular work right. So, there's gift data collection from Jeyan, his team of interns right now. Gifty, who oversees finance and grants all of our grant administration all of our other training work, all of our administrative work, that we do all the communications work. So again, really small team doing a lot of work so very excited.

MICHAEL BROWN: All right, I have to make sure my mic is on, so that's why there was a little pause, but thank you, Miss Bryan, for the summary of the accomplishments. I know was like I said, we probably would be here for an hour if we really included the work of the organization, all the things that we've done this year, but I appreciate you for putting that in summary form for us. Does anybody have any questions for any other questions for Miss Bryan or anything related to accomplishments before we move forward to the next agenda item?

LAUREL MOODY: I'm just curious about the response to the surveys that went out. What kind of response have you gotten?

KATE BRYAN: So, most of it has been actually really good. That schools are doing the drills correctly. We're sort of... so they just went out the surveys went out in January and so we've had a little bit of roadblocks of them maybe not being sent out for the right thing right like a fire drill instead of a lockdown drill or sent out for a real lockdown versus a drill. So, we're sort of fixing some of those issues. Part of the literature review, there will actually be a report. So, once we have that for this school year, that'll be one of the presentations that we give to the Advisory board is what did the survey say last year. So, we'll definitely... go ahead.

DR. BRITTANY PATTERSON: Congratulations on all the success over the last years. You know, my team and I said we are a large team and I think that we like to engage in ways that

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support youth wellbeing, especially in the schools and so congratulations on all the efforts. I am newer so I apologize for just not knowing. I'm curious about the training of SROs and SSEs. What's some of the content that's covered?

KATE BRYAN: Sure. So, Ron, do you want to go through it?

RONALD PIERCE: Sure. There's a number of; there's five topics all together that are mandated in the Safe to Learn Act. They include things such as implicit bias, building positive relationships with kids. We've included a number more after that. The first year, we only had there was only 40 hours. It's now 70 all together. So, we've added some courses on understanding ASD and ID so disabilities I recognize some of those signs and how to communicate effectively situations and that's something we're hoping to roll this out. One of the conversations I think you mentioned was you know one of the things we're talking about not just other states but in state of Maryland is including this in the general the beginning of the academy that's given to every police officer in the State of Maryland. A normative adolescent behavior is also taught it's mostly about how to communicate with how to develop and deescalation is one of those mandated things. So, if they're in some kind of confrontational situation for long, they can kind of deescalate that situation and not react as they would as they're trained to do sometimes at the very beginning of their of their careers. So, changing the curriculum and mindset so they can work effectively in schools is the main function of this. And they're taught and we reiterate again and again that discipline is the job of the school system, not the job of the police. They have a different role and their relationships are very different because part because of that.

DR. BRITTANY PATTERSON: Absolutely thank you.

KATE BRYAN: And there are two copies so there the curriculum is available online so we have a link to sort of a description but there's actually two copies on you know during the break or on the way out you can take a look of all of the courses that we teach throughout the academy.

MEGAN BERGER: Yeah, similarly, huge congrats on all the work. I just had a quick question for the pilot School Safety Leadership Academy. I guess what type of school staff did you see or did you train? Was it the school safety coordinators? Was it administration? I'm just curious.

KIMBERLY BUCKHEIT: So, the majority of them were administrators. Yeah. Yeah. Specifically, we're asking for building leaders and particularly for this first cohort building principles because we were really kind of looking for those individuals to be able to give some quality feedback, right, in terms of providing information right to principles as well as assistant principals, head of schools, right? So really the individual at the school level, the administrator who's leading the work within the school.

JOSEPH CORMIER: Good morning. Joe Cormier, parent of a student with disability. As a parent of a student with disability, very familiar with school-based services for speech, OT, PT, social work, etc. And Mr. Ebersole, I'm excited to hear more about this Consortium for Mental Health providers to be brought into the school so that parents who don't have students with a disability can see the schools as a place where we can bring services in instead of parents trying to find services outside the school day. When we can get more social workers and counselors and psychologists in the school building, it's good for the community and it's

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good for students of all abilities. So, thank you for pushing on that. I know that Medicaid is also expanding their program to allow students who qualify for Medicaid who don't have an IEP or an IFSP to use that Medicaid fund to help pay for that service. So, I look forward to seeing that program roll out more.

MICHAEL BROWN: Excellent. Any other comments, questions? This is good. Yeah. All right. Well, let's move on to the next agenda item.

Bylaws – Annual Review

MICHAEL BROWN: The next item on the agenda is the annual review of the Advisory Board bylaws. You received a copy of the bylaws in advance for your review. Does anyone have any specific questions for Miss Johnson or Miss Bryan? Or would anyone like to make a motion to make changes?

JOSEPH CORMIER: Mr. Chair.

MICHAEL BROWN: Yes.

JOSEPH CORMIER: Joe Cormier. I'd like to motion we approve the bylaws that they've been presented and submitted.

MICHAEL BROWN: Do we have a second motion?

ERIC EBERSOLE: Eric. second.

MICHAEL BROWN: All those in favor? All opposed? Any abstentions? All right. Motion passes for the approval of the board bylaws.

2025 – 2026 Board Planning Work Session

MICHAEL BROWN: All right. We're going to move on to the next portion of the agenda. I call this the rest of the meeting. You're being held captive by Michael Brown. So, Kate and Kim gave me the opportunity to lead the exercise and I think it's going to be very pivotal for us. As we talked about earlier, you know, there are a lot of accomplishments that we've had this year as MCSS, as an organization. But as we reflect, we always want feedback from this board in order for us to improve our work and how we're doing things next year or this year. So, in that motion, there are a couple of things you will see on the slide here. This is something that was sent out. I want to make sure that we do get your feedback this morning in a couple of different instances. So, this first part I again I am using Padlet. So, you will see a QR code that is on the screen there. The idea around this is there are three reflective questions or prompts. One reflecting upon the accomplishments from this school year. What are we most proud of? The second prompt or question: Where do we see opportunity but perhaps not follow through? And lastly, what topics of voices were missing from our discussions this past school year? I know for some board members, you are new. So, this activity may be a little bit difficult but we have gotten some responses. So, I'm not going to read everything for you, but you can see on the on the screen this is just an example of something that we received from a member. So, I'll give you a moment just to you know read that totality and then while

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you were doing that, please use a QR code if you have not done so already. Please leave your comments. So, I'm going to give you all a couple of minutes to do that, probably four or five minutes. If you have questions along the way, please let me know. But take your time in response to those reflection prompts.

JOSEPH CORMIER: If you could, can you go back to the pad if somebody wants to if we could go back to that. So, I don't have my laptop. Is there a link anywhere in the presentation to it?

MICHAEL BROWN: So, I can send you I can send a link to it.

KIMBERLY BUCKHEIT: Welcome to the classroom of 2025.

MICHAEL BROWN: All right, we still got comments coming in. We'll give you guys another minute or two, but I appreciate everybody that's already put in comments.

KIMBERLY BUCKHEIT: Delegate Ebersole, he can see everything that's coming in too.

MICHAEL BROWN: All right, everyone. This does not mean that you have to stop making comments or whatever. I know some of you are still working, so please continue to leave your comments. I will touch upon a couple of these. I'm not going to read every last comment, but I do think there were some good comments that were shared. So, we talk about reflecting upon accomplishments from this this year. There was kind of consensus with a couple of people that they were very happy about the Handle with Care program. Very proud of that work. Also being a part of the SRO of the Year selection process. It's wonderful to see our SROs, you know the hard work they do on community being acknowledged. There's also a comment about all the work related to research and guidance on guidelines for active assailant drills including focus on the needs of children with disabilities and behavioral threat assessment work. As we go on to the second question, know there was a comment about the need to increase local EMS involvement with the tabletop exercises.

LAUREL MOODY: Yeah, I know we started that, we had a really nice meeting in December with Kim and Cindy Wright-Johnson at EMSC. And I think some of it has to do with scheduling of when the tabletop exercises are and when the local EMS have their meetings, but I just see that that's an important piece. Got some great feedback from one of our EMS partners. I'm not sure if it was from Harford County or if it was from one of the Eastern Shore schools—that they did participate in the tabletop and they found it really helpful and interesting. But I think there's opportunities across the state to engage more of our local EMS partners in their emergency planning in our sports.

KATE BRYAN: So, if we get you the information about when the tabletops are happening, is that something you can share?

LAUREL MOODY: Yeah, I think the February one was complicated because of the weather because I know I didn't get a chance to attend and I had hoped to. Yeah, I think the earlier we get those dates that we can get out to our local, you know, EMS providers so that they can at least align somebody to attend. But I think that it should be a goal to in every jurisdiction to have somebody from EMS attendance.

MICHAEL BROWN: Makes sense. Awesome. Thank you, Laura. Also, a comment about

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Handle with Care. I think there should be more promotion for the program especially for youth in care or with CPS involvement. We could be using it more. Lastly, the last question which yielded a lot of comments one of which was the LGBTQ plus students and community groups who ally or support that subsection of our students' population. And we need to include that facet to our discussion of mental health, anti-bullying, creating a cohesive and supportive environment for all students. Because it's so recent, how to protect and specifically identify our immigrant students. Trauma exposure and impact on brain behavior and interaction. This was one school student-on-student violence. Could we provide training on how to decrease school fights, how to encourage better communication skills for teens? Maybe this will be in health class or focus groups of kids who've been in altercations at school. And impacted children and families. Children who have experienced unsafe schools whether through experiencing a traumatic event/harm excessive school discipline, bullying, unsuccessful safety drill. Domestic violence—I think violence is on the rise with students in schools more education about it then helps students come forward we can help mitigate this increasing into

adulthood. Echoing youth violence, what is their experience of school safety efforts? What other topics are important for youth and the complex issues they are facing? So, I appreciate these are very good comments by the Board. And this is the type of feedback that I think we want to try to dive into and have that same level of focus as we get ready to move into this next exercise.

It is similar, a little bit different in nature how we're going to go about gaining your feedback. But we do have three selective questions in three different categories. The first is visioning in future priorities prompt. What stakeholders should we bring to the table next year that we haven't yet? How can we more effectively elevate and incorporate stakeholders' voices into our decision-making policies and practices. So, if you look around the room there are three areas where we have chart paper. So, one, two, and three around the room. The idea of this is to kind of get everybody up and moving a little bit. We're sitting down for a moment. But each individual chart paper, we're going to go through each prompt. So, each chart paper, we're going to divide into groups. Each chart paper, we're going to tackle each question. All right? So, we're not going to move once you're in that group. And once you go to that chart paper, that is where you are going to stay.

All right, everyone. Thank you. We are back and I want to thank everyone for participating in this activity. I think it was wonderful. It was great to see everybody up. Seems as though if we had a little bit more time, there was still writing happening. Even though we were finishing up. So, it just tells me that this Board is active and this Board has a lot to say and help us with the feedback as MCSS as an organization. So, thank you all for doing that as we move forward, it is our goal as a Board to be able to categorize this feedback and hopefully be able to use that for future planning, for future meetings on what this board needs from MCSS and how we can work together moving forward. All right. So, with that being said, I do want to continue on with the Michael Brown show and we're going to be going to yet another agenda item.

2025 – 2026 Board Meeting Dates – Review and Approval

MICHAEL BROWN: So, if you look at your agenda, we are going to agenda item 2025-2026 Advisory Board meeting schedule. Our final agenda item is to determine the meeting schedule for 2025-26 school year. I want to begin by a discussion considering whether or not we want to meet in the summer. If so when. This is something that we have done in the past. Again, this is when we have new board members is a new year. So we just want to take those things into consideration. If you look at the slide, you can see the proposed meeting dates that we

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have obviously if you see the trend it is usually we are meeting in that first week of said months but we want to make sure if that's something that we want to do in August or not. Another topic of conversation once we consider what our next what our pattern for meetings will be is do we want to continue to meet in person? Typically, this is once, but this could be more times in the year that we meet in person. It could be hybrid, could be in person. We get to dictate as a board how and when we want to meet basically. So, I open the floor for discussion.

PAMELA GADDY: Yes. just quick question. According to the bylaws, the meeting dates, they don't coincide with your suggested dates. So, are we stand by what the bylaws are saying or are we open to altering those meeting months?

MICHAEL BROWN: So, we can look at the bylaws. So, what we have now I think is subject to conversation. I don't think and Jeaneen can correct me if I'm wrong. Do we have to stick to the bylaws when we were talking about the meeting dates?

JEANEEN JOHNSON: So, the bylaws identify regular meetings are going to happen the first Monday of the month of October, December, February, March and June, which these dates look like they do coincide with that. So, there's some I think the dates that we're talking about that are outside are the summer.

PAMELA GADDY: Well, the April and the May.

JEANEEN JOHNSON: So, it's the March. So, I think what we have here is it's: do you want to have a March date when it's going to be during legislative session or would it be better for the Board if we were to do it during April because it would be outside of legislative session. A lot of the board members are busy during legislative session and it could just be easier to do it during April. And then if we are going to do it in April, the first April would be Easter Monday. So that's another consideration. So, we are able to change the meetings if we need to but these dates do coincide with what's in the agenda. It's just a matter of what the board would like to do.

PAMELA GADDY: Okay. All right.

MICHAEL BROWN: Yes, sir.

E. GREG PHILLIPS: So, I'm here on my director's behalf, so I don't know how much weight, but I think it carries that April date, usually kids are on spring break and a lot of people trying to take off. So, I know I wouldn't want to come here on Easter Monday. August, a lot of people are taking some annual leave, you know, those last few days of summer. So, I would not want to come here in August.

MICHAEL BROWN: All right. any other comments about the summer, any summer meeting or summer dates because I think that will help us come to a consensus how we kind of move forward. Is everybody okay with and also the time of those previous meetings talking about October, December, February and in May.

JOSEPH CORMIER: I just say for the if we do an August meeting August 11th it just gets crazy the start of the school year that you know 10 months, 11 months staff come back. You're

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trying to get your kids backpacks and everything together and it's earlier in August, late July, as a parent I would say yes. But closer to that start of the school year, it just gets bananas for everybody.

MICHAEL BROWN: Okay.

JOSEPH CORMIER: Second because April meeting, you know, would be impractical for a lot of us on travel. That's all I had.

KIMBERLY BUCKHEIT: I'm making this a working document for you when you're ready for a motion. So, I took the April off. I saw lots of nods.

MICHAEL BROWN: All right. So, I guess what I'm hearing is summer is not a meeting date that as a Board we will want to tackle which is fine. Which leads us into that first meeting. We usually typically stay away from September just because that's again, that's the first month of this of the school year and there's a lot of moving parts going on at that time. So that that heads us into October, December and February. Is everyone good with those particular dates? All right. I hear see a lot of nodding heads with...so we are good with those dates.

LAUREL MOODY: I think the opportunity to do three of those meetings virtually is really a good one. I know other state agencies have a required once-a-year in-person meeting. And so, I would vote for an, you know, in-person meeting at least once a year and then the others if possible, to stay virtual.

MICHAEL BROWN: Does anybody have a comment with that as far as in-person versus virtual. Any preference with that?

JOSEPH CORMIER: First to last meeting being in person works really well with those winter months trying to travel is good but I love having a virtual option. I love being in person, it's good because I feel like we get more interaction.

MICHAEL BROWN: I thought I thought we had fun today, I don't know. So, first and last meeting is something that you know we have done in the past before. And again, even though that's not something thrown out there, but hybrid is something that can be done, right? So, if we're talking about, you know, how we structure our meetings, you know, virtually and hybrid being one of those things for those individuals that can't make it in person, they have the opportunity to log in and be virtual. So, that's something that we also can do. My preference—I mean I think being in person at least twice. I think one time in person maybe that other option being something that we could do hybrid right. So, let's say the October meeting, that first October meeting maybe that's a hybrid meeting and then that last meeting in May being something that's in-person. That's just my suggestion. We don't have to go with that, but that's just something that comes to my mind. Any other any other thoughts around that?

JOSEPH CORMIER: Is there legal opinion or quorum on doing a hybrid meeting?

JEANEEN JOHNSON: I'm listening and I'm previewing the bylaws. I'm sorry, what was the question?

JOSEPH CORMIER: If we do a hybrid meeting, is that good for quorum?

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JEANEEN JOHNSON: Yes. And the bylaws do allow for meetings that are not in-person.
MICHAEL BROWN: Okay. So...

JEANEEN JOHNSON: And then the bylaws do state that the in-person meetings are going to be in October and March to be held at a location to be determined by the chair, but also electronic format is going to be available for the other meetings.

MICHAEL BROWN: Okay. So, as it sits, if you see on the screen...

KIMBERLY BUCKHEIT: I know should I move?

MICHAEL BROWN: Thank you, Kim.

KIMBERLY BUCKHEIT: So, right, the So, the two bottom dates, the March 2nd and the May 4th, tell me what you want me to do with those.

MICHAEL BROWN: So, with March, because I know we talked about the legislative session, are we just moving that? Are we still meeting in March or are we moving that?

LAUREL MOODY: Move the date.

GINA JAMES: Is there any consideration? I know we just passed the bylaws, but to make the bylaws a little bit more flexible for you to change since we're talking about March being a Legislative session and having in person might be a little difficult.

JEANEEN JOHNSON: So, the language that's in the bylaws states that unless circumstances dictate otherwise. So, if you decide as the Board to dictate something else you have you have that. But it said unless circumstances dictate otherwise, these board meetings are going to be conducted on these dates in this matter. So, if you decide as the board to have these meetings in this format on these dates that is permitted.

MICHAEL BROWN: So, if we were going to meet that March 2nd may be not good but I mean I don't know if we're throwing out the whole month of March or we're just saying that first week is not is not good. The second Monday is the ninth.

KATE BRYAN: Big question is four meetings in a year enough? If you're talking about removing March versus five.

NATALIE MILLER: I would say virtual definitely virtually if we're in Legislative session.

MICHAEL BROWN: Definitely virtual.

JEANEEN JOHNSON: And also keep in mind that the chair is able to cancel a meeting if you need to.

MICHAEL BROWN: All right. So, could we look at March 9th? March 9th.

KIMBERLY BUCKHEIT: It's really easy for me to do it.

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KATE BRYAN: One minute. So, let me double check. The School Safety Subcabinet meets on the second Monday and I would need to check that.

MICHAEL BROWN: I wouldn't want to move too deep into March because again then we start running into spring breaks and whatnot.

GINA JAMES: What if we took out March and add June?

JEANEEN JOHNSON: The main date is in place of the June date.

MICHAEL BROWN: Or we could stick with the second and we could do that virtually the second and then if something is not working then that's something that could be changed as far as canceled or whatever the case may be.

E. GREG PHILLIPS: So, if March is required and you just met the month prior, does it make it or break it?

MICHAEL BROWN: You never know what's going to happen. You never know. Look, you never know.

KATE BRYAN: Right. We will have all of the final information relative to legislative session. We will also in February, at least have a good idea of what so we're worried. So, we'll worry about legislative session we should have those covered in both February and May meetings. So, it's really, again if something comes up between February 2nd and March 9th that you all want to discuss.

MICHAEL BROWN: I'm open to suggestions because for me, you know five meetings in a year I think is good. I think we just have realized that we do, we're not going to meet in the summer. So, it kind of condenses down the time frame when you throw out those particular months. So, it seems like February and March is close, but that's only because we're not meeting, you know, in in June, July, and August. Which I think is fine to stay away from because again, there's a lot of vacations. There's a lot of things going on during that time. Again, we can stick to we can stick to the second and it could be virtual. And if we get to the point where there's not a lot going on, that falls on me to be able to have the right to cancel that meeting if there's not a lot going on. But if there is a lot going on and there is information that we need to share, then that gives us the flexibility of people to still have that meeting. If that makes sense.

MEGAN BERGER: Sounds good.

MICHAEL BROWN: Yeah. All right. So, we could keep it on the books and just know I don't know if we put an asterisk next to a next to that, but that's me. So, right now, October 6, December 1st, February 2nd, March 2nd, and May 4th are our meetings. The first being hybrid, the last being in person, and the other three being virtual options. All right. of course, I need a motion to approve our proposed meeting dates.

JOSEPH CORMIER: Chair, motion that we adopt the 25-26 proposed meeting calendar.

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MICHAEL BROWN: All right. Do I have a second?

LAUREL MOODY: I'll move. I'll second.

MICHAEL BROWN: All right. All opposed. Any abstentions? All right. Motion passes for the 2024...

JEANEEN JOHNSON: I think you missed the favor.

MICHAEL BROWN: Oh, yeah. I'm sorry. All those in favor? I apologize. All those in favor? All right. Any opposed? Any abstentions?

KIMBERLY BUCKHEIT: I will send you all calendar invites, too.

MICHAEL BROWN: All right. Motion passes for 2025-26 advisory board meeting. Schedule is approved. Which moves us into the last part of our agenda which is closing comments.

Closing Comments

MICHAEL BROWN: Again, this was a very good meeting. Again, very awesome to see everybody here in person. We were able to work through some very important topics today. And I think it's going to set the tone as we go into the rest of the year. I won't see everybody for a while. So, I am hoping that everyone is safe and sound and healthy over these next few months by the time we meet again. I'm excited about where we're going to go as a Board and working together with MCSS, what can be done. So, I'm excited, and thank you all again for allowing me to be your chair. I appreciate that. And so, without any other comments for the group, anybody can make a motion to adjourn this meeting.

JOSEPH CORMIER: Mr. Chair, during this meeting, thank you for your leadership today.

MICHAEL BROWN: Thank you, Mr. Cormier. And do we have a second?

JACQUETTA JACOBS: Jacquetta Jacobs, second.

MICHAEL BROWN: All right. All those in favor?

All: Aye.

MICHAEL BROWN: All right. Any objections? Any abstentions? All right. Meeting is adjourned. Thank you everyone. Appreciate it.