

Maryland Public School Critical Life-Threatening Incident After-Action Summary Report

This report has been compiled in response to a life-threatening incident that occurred on public school grounds. The report includes lessons learned and recommendations identified following a local review of the incident and is aimed at identifying ways to improve the safety of Maryland public schools.

MARYLAND CENTER for SCHOOL SAFETY

Education Article § 7-1502(g)(21) (MSAR #11851)

Education Article §7-1510(g)(3) (MSAR #11594)

COMAR 14.40.05

School Year: 2023-2024

Submitted: April 22, 2024

MARYLAND CENTER for SCHOOL SAFETY

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April 22, 2024

The Honorable Wes Moore
Governor
100 State Circle
Annapolis, MD 21401

The Honorable William C. Ferguson IV
President
Senate of Maryland
State House, H-107
Annapolis, MD 21401

The Honorable Adrienne A. Jones
Speaker
House of Delegates
State House, H-101
Annapolis, MD 21401

Re: Critical Life Threatening Incident Report required by Education Article § 7-1502(g)(21) (MSAR #11851) and Education Article §7-1510(g)(3) (MSAR #11594)

Dear Governor Moore, President Ferguson, and Speaker Jones:

Pursuant to Education Article § 7-1502(g)(21), Education Article §7-1510(g)(3), and State Government Article §2-1257, the Maryland Center for School Safety (MCSS) respectfully submits the following report, which contains identified lessons learned and school safety recommendations following a critical life-threatening incident on public school grounds.

If you have any questions about this report or would like additional information, please contact MCSS Deputy Director, J. Dino Pignataro at joseph.pignataro@maryland.gov or 410-281-2335.

Sincerely,



Kate Bryan
Executive Director



Maryland Public School Critical Life-Threatening Incident After-Action Summary

On February 1, 2024 there was an incident within Baltimore County Public Schools (BCPS) that met the criteria to be considered a *Critical Life-Threatening Incident* pursuant to Md. Ed. Art. § 7-1510 (g) and COMAR 14.40.05.

Notification [COMAR 14.40.05.04A]

On February 2, 2024 the BCPS staff notified the Maryland Center for School Safety (MCSS) of the incident.

After-Action Meeting [COMAR 14.40.05.04B]

On February 29, 2024 an after-action meeting was held involving school representatives, law enforcement, and a representative from MCSS.

After-Action Report [COMAR 14.40.05.04C]

On March 12, 2024 BCPS submitted an after-action report to MCSS.

Lessons Learned

Based upon the after-action review led by BCPS, the following lessons learned were identified by individuals participating in the after-action meeting:

1. When students are entering the school from alternative placements, additional support from the counseling team should be part of the intake process. The functions of the school counselor consist of collaborating with faculty and administrators, communicating with parents and students, consulting, advocating for students, coordinating school and community resources, implementing programs and services, referring, representing and providing leadership. These vary from school to school and represent a variety of functions offered by a school counselor on a daily basis.
2. Local Education Agencies and school safety and security staff should consistently collaborate with facilities and maintenance teams to address any building with physical security needs, including determining whether additional school safety/security personnel are needed at a particular school or school-based event.



School Safety Recommendations

1. Schools should be equipped with bleeding control kits in areas of the school building that are easily accessible. Once added to the school building, it is imperative that administrative staff, school nurses, security personnel, and other essential employees receive training in the utilization of these kits. Also, schools are encouraged to extend bleeding control training to all members of the school community, including both personnel and students.
2. Schools should continue promoting and encouraging participation in solution-focused programs (e.g., mediation, restorative approaches). These initiatives provide students with the tools to constructively resolve conflicts and foster a sense of community and understanding among them. Schools can create a more inclusive and supportive environment by emphasizing the importance of dialogue and reconciliation. Furthermore, integrating these programs into the curriculum can equip students with valuable life skills that extend beyond the classroom, preparing them for the complexities of interpersonal relationships in the wider world.
3. Schools should have a formal procedure for sharing student re-entry plans with appropriate personnel within the school to enable a coordinated, safe, and secure transition of a student back into a school community. This involves establishing clear, consistent practices for both entering and exiting new school environments, ensuring that transitions are managed smoothly and effectively. For students re-entering a comprehensive school after having been at an alternative school, it is vital to have a structured approach that includes multiple entry strategies and a dedicated team to oversee implementation, ensuring comprehensive and well-coordinated sharing of information for student success.

