

# **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. It includes lessons learned and recommendations identified following a local review of the incident and aims to identify ways to improve the safety of Maryland public schools.*

**MARYLAND CENTER for SCHOOL SAFETY**

Education Article § 7-1502(g)(21)

Education Article §7-1510(g)

COMAR 14.40.05.04

**School Year: 2024-2025**

**Submitted: April 8, 2025**

# MARYLAND CENTER for SCHOOL SAFETY

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April 8, 2025

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), Education Article §7-1510(g) (MSAR #11594), and COMAR § 14.40.05.04 (MSAR #15583).

Dear Governor Moore, President Ferguson, and Speaker Jones:

Pursuant to Education Article § 7-1502(g)(21), Education Article §7-1510(g), and State Government Article §2-1257, and COMAR § 14.40.05.04, 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 Joseph Dino Pignataro at [joseph.pignataro@maryland.gov](mailto:joseph.pignataro@maryland.gov) or 410-281-2335.

Sincerely,



Kate Bryan  
Executive Director



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

On December 5, 2024 there was an incident within Prince George's County Public Schools (PGCPS) 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 December 12, 2024 the PGCPS staff notified the Maryland Center for School Safety of the incident.

### **After-Action Meeting** [COMAR 14.40.05.04B]

On January 27, 2025 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 3, 2025 PGCPS submitted an after-action report to MCSS.

### **Lessons Learned**

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

1. Schools must establish comprehensive communication and response protocols for emergency situations, particularly those involving individuals requiring medical assistance. These protocols are essential to facilitate seamless and efficient coordination during crises, ensuring the timely dissemination of pertinent information and the prompt notification of appropriate staff and personnel.
2. To maintain the efficacy of these protocols, schools should prioritize annual reviews, training sessions, and exercising (i.e., testing) of plans and procedures. Additionally, it is imperative to conduct communication procedure reviews whenever staff changes occur. These ongoing efforts will help staff members become familiar with the procedures, allowing for effective and efficient response to emergencies.



## School Safety Recommendations

1. School systems should implement a comprehensive annual training program for all school personnel, including teachers, administrators, and support staff, to ensure they are well-versed in the correct protocols for requesting emergency services. This training should review communication protocols, emphasizing the importance of clear and concise communication when contacting emergency dispatchers, including providing accurate information about the location, nature of the emergency, and any specific hazards or concerns. The training should include emergency scenarios and response procedures, using scenario-based training to familiarize staff with various emergency situations (e.g., fires, medical emergencies, and active shooter incidents) and guide them through the appropriate response procedures. Also, staff should be trained on on-site coordination with first responders, including directing them to the scene, providing relevant information, and assisting with evacuation or other emergency procedures as needed. Additionally, the training should clearly define the roles and responsibilities of different staff members during emergencies, ensuring everyone understands their duties and can work together seamlessly to manage the situation. Finally, the training should provide guidance on post-incident procedures, such as cooperating with law enforcement investigations, providing support to affected individuals, and communicating with parents and the community.
2. Schools should collaborate closely with responding agencies within their respective jurisdictions throughout the development and implementation of their emergency operations plans. This collaborative approach should include regular plan reviews and facility assessments, as well as joint participation in discussions and operations-based exercises. Exercises will allow schools, school systems, and responders to evaluate the effectiveness of their plans and the responsiveness of both school and partner agencies to a wide range of potential hazards. Additionally, there should be a focus on clearly defining roles, communication procedures, and incident command for all involved personnel to bolster a coordinated and effective response to any emergency situation.

