

# **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: January 24, 2025**

# MARYLAND CENTER for SCHOOL SAFETY

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January 24, 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 want 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 November 11, 2024, an incident occurred within Baltimore City Public Schools (BCPS) that met the criteria for being considered a *Critical Life-Threatening Incident* under Md. Ed. Art. § 7-1510 (g) and COMAR 14.40.05.

### **Notification** [COMAR 14.40.05.04A]

On November 11, 2024, the BCPS staff notified the Maryland Center for School Safety of the incident.

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

On December 17, 2024, an after-action meeting was held with school representatives, law enforcement, EMS, fire departments, an MSDE representative, and MCSS representatives.

### **After-Action Report** [COMAR 14.40.05.04C]

On December 17, 2024, BCPS submitted an after-action report to MCSS.

### **Lessons Learned**

Based upon the after-action review led by Baltimore City's Chief of Schools Office, the following lessons learned were identified by individuals participating in the after-action meeting:

1. Building strong relationships between schools in close proximity is crucial for effective collaboration and problem-solving. The established connection between the two principals prior to the incident proved invaluable, enabling them to respond swiftly and efficiently to the situation. This highlights the importance of fostering proactive relationships between neighboring schools, as these connections can facilitate communication, resource sharing, and coordinated efforts during unforeseen events. By establishing a network of support among nearby schools, administrators can create a more cohesive and responsive educational community that benefits students, staff, and families.
2. During emergencies, schools must quickly communicate accurate and appropriate information to students, staff, and the community to prevent panic from misinformation and allow parents to make informed decisions regarding their



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child's well-being. Consistent messaging from school leadership delivered across multiple platforms will ensure timely and accurate dissemination of information.

3. Parental involvement is crucial in creating a safer school atmosphere. Parent volunteers can help to diminish misconduct by their mere presence on a school campus. They can detect safety concerns such as bullying, fights, or suspicious activities and promptly report them to school staff.

## School Safety Recommendations

1. District-level school administrators should interact regularly with individual schools to better understand each school's unique needs and challenges. By doing so, they can identify areas of strength and pinpoint issues that require attention. Regular interaction helps build trust and positive working relationships.
2. Consistent collaboration between school personnel and the police will create a more cohesive approach to emergencies. Regular training sessions with school staff and police officers will help ensure that everyone is familiar with emergency procedures and can respond effectively to incidents.
3. Continued alliances between schools and nonprofit agencies that provide mentorship can benefit students' safety. Mentors can help address students' academic and social needs and fill in any gaps.
4. Becoming more familiar with the application of restorative practices can be a valuable tool for helping people build and maintain healthy relationships. Practicing restorative circles provides a way to resolve conflicts through dialogue and understanding, while also providing a safe space to heal after a traumatic incident.<sup>1</sup> Consistent use of restorative methods allows people to become more comfortable with the processes.
5. Parents' involvement in their child's education can prove invaluable for attendance, overall student achievement, and better social-emotional outcomes. Engagement suggestions include parent-teacher conferences, town halls, and community outreach.

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<sup>1</sup> Restorative practices offer schools an alternative to traditional disciplinary actions that center on punishment for misbehavior and breaking rules. In contrast, restorative practices focus on resolving conflict, repairing harm, and healing relationships.

<https://www.nextgenlearning.org/equity-toolkit/school-culture#:~:text=The%20Restorative%20Practices%20Guide%20from, and%20social%20Demotional%20skills%20instruction.>

