

MARYLAND CENTER for SCHOOL SAFETY
School Safety Subcabinet Meeting
May 10, 2021

MCSS Subcabinet Meeting: May 10, 2021

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1. Welcome of the Subcabinet – Chair, Dr. Karen B. Salmon

1a. Roll Call

Dr. Karen B. Salmon: Good morning, everyone.

Members: Good morning.

Dr. Karen B. Salmon: I would like to welcome the members of the Subcabinet and staff at today's meeting as well as all the members of the public watching on YouTube.

1b. Declaration of quorum

Dr. Karen B. Salmon: We do have a quorum and I would like to call the School Safety Subcabinet to order.

1c. Additions to the Agenda

Dr. Karen B. Salmon: Do we have any additions to the minutes?

Member: Meetings are Livestream so any additions to the agenda.

Dr. Karen B. Salmon: I am sorry, any additions to the agenda?

Member: I'm sorry, I was waving at Secretary Beatie.

1d. Subcabinet Member Changes

Dr. Karen B. Salmon: Well, I would like to introduce a new member of the Subcabinet, Dr. Jones, is the Deputy Secretary in the Maryland Department of Health within the Behavioral Health Administration, and she'll be standing in as the designee for Secretary Strader. I had the privilege of working with Dr. Jones on our Mental Health Initiative. We are very lucky to have her here with us.

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Good morning, Dr. Jones.

Dr. Aliya Jones: Good morning, thank you for having me, and glad to be here as well.

Dr. Karen B. Salmon: It is really nice that we have convened here today safely, in person once again, for our first in-person meeting since January 2020, if you can remember back when and I very much appreciate that opportunity to be with everyone for what will be my last meeting as the State Superintendent.

It has been a privilege to serve as the Chair of this group, and I am very proud of the things that the Center has been able to accomplish under Director Hession's leadership, and over the past three years, we have seen the incredibly consistent implementation of the Safe to Learn Act alongside the Subcabinet and the Advisory Board. I'm confident that going ahead will have the same kind of great leadership and the Center will continue to grow, and will be able to provide amazing support to all Maryland School Systems and students. I'm going to turn the meeting over to Director Hession to recognize another valuable member of the Advisory Group.

Kate Hession - MCSS: I apologize. Are we talking about representative Mr. Jim Hott?

Dr. Karen B. Salmon: We are talking about Jayshree.

Kate Hession - MCSS: Oh, I apologize. Yes, so Jayshree is not able to attend this. I was confusing the Subcabinet with the Advisory Board. So, Jayashree Srinivasan is a student member of our School Safety Advisory Board. She has ended her term, so she will be transitioning. Unfortunately, she will not be here today, she actually has an AP exam today. So, she is now stuck for two hours. She was hoping to make it in. We are also going to be transitioning our representative from the Maryland Association of School Resource Officers, so John Carreiro will be transitioning, so by September at the next Advisory Board meeting, we will have two new members, so I apologize.

Dr. Karen B. Salmon: No, that's fine.

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2. Maryland Center for School Safety (MCSS)

2a. Executive Update – Kate Hession – (MCSS)

Dr. Karen B. Salmon: Okay, so, in the next part of the agenda, we're going to have updates from the Center. I'm going to turn it back over to Kate.

Kate Hession - MCSS: Thank you.

So, since we last met the team has been working on quite a few initiatives and I am going to let them talk through some of the programs that they have.

So very quickly the Legislative Session, the Legislative Session was extremely active, I think for all of us. There were no major bills or legislation that impacted the Center. There were a couple of minor ones related to education and public safety. The very good news about the Legislative Session is, none of the bills would have removed School Resource Officers from my school's past, so that is a positive thing. As everyone knows, the Safe to Learn Act 2018 does not require SROs in our schools, it only requires that they have adequate coverage, so the law is already drafted with built-in flexibilities. So that is really good news from the Legislative Session.

Again, there were a couple of public safety and education bills that are going to require us to update our SRO training. You are going to hear from Mike later, he is going to talk about where we are with the SRO training and where we're going. There were two grants. They are currently administered and are being administered by the Interagency Commission on Public School Construction (IAC). Those are going to be transitioning to us. We are still sort of getting our feet under us as it relates to those two, so we're meeting with IAC, Bob and his team, and Kim on Thursday to talk through how we are going to implement those.

There was a joint chairmen's report that was added to the Center's responsibility. We have to submit a report by December 1, 2021, which is this December.

05:00

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We are going to be collecting data from our school systems on their current emergency notification and panic button systems, the time lapse between the emergency event, and notification to stakeholders, and by definition their stakeholders are faculty, staff, law enforcement, 911, and then the extent of the information that is actually broadcast in those alerts, so that will be something we will be collecting from the school systems over the next few months.

Some updates on the Advisory Board, we already talked about the member transitions. Over the first part of the year, the Advisory Board broke out into smaller groups. They wanted to dig into some individual topics that they did in smaller groups, I think it was about eight per group. So, they talked about community connections, how the individual schools and our school systems can connect to the bigger community. Second, the lessons learned from COVID, as well as, the lessons learned from the Safe to Learn Act.

So, some really good discussions, some really good conversations, and some really good recommendations and outcomes from them, but if there is anything that the Subcabinet would like the Advisory Board to tackle, their next meeting is in September, so we can give them things over the summer to think about, so in preparation for their September meetings. If there is anything, in particular, you want them to address or think about, please let us know and we will share that. So, unless there are any questions about any of that, we can transition over to the next agenda item.

Dr. Karen B. Salmon: It sounds good, thank you very much. Any questions for Kate?

All right, so we are going to have an update on the Student Focus Group.

2b. Student Focus Group – Emily Allen Lucht

Emily Allen Lucht: All right, Craig if you could display my slide show? You could place the slides in front of me, I will get them.

So, good morning, everyone, my name is Emily Allen Lucht. I am the Communication and Media Specialist at the Maryland Center for School Safety and we kind of added another hat to that title which is I have the

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honor of working with 11 incredible students in the Student Focus Group.

So, just a little bit of background on that Student Focus Group. It started in 2020, we just talked about how awesome Jayshree is, and Jayshree Srinivasan kind of came to MCSS and said, "Hey, I think you need to have students buy in some of the things, I think you need a student's voice," and we obviously agreed.

So, we had 11 members which were fantastic, mostly juniors and seniors, but we have representation from both the public-school systems and the private schools; so just there we have Prince George's County, Washington County, Baltimore, Frederick, Howard, Harford, Montgomery, Charles, Carroll, Saint Mary's, which is our private school representative, and then Anne Arundel County.

Just to give everybody a kind of background MASC which is the Maryland Association for Student Councils, really kind of was able to get this program jump-started when they did. It was right around when we started to unfortunately shut down due to COVID. They picked up the baton and marched forward and they were able to get 11 incredible students taking care of, so look at what we see here, just a couple of quick little data points, so eleventh grade, ninth grade, tenth grade, and twelfth grade are kind of where they are.

So, when it comes to MCSS, now it is kind of our turn to take the lead. So, we did not have an application process, so we had to actually develop an application process, and interview process, kind of all of the bells and whistles that MASC kind of helped us with.

So, we then decided we are going to do a rolling admission process only because we had heard from MASC, and they had said, you know, they waited for a really, really long time before we were able to reach back out to the students and a lot of students started to go in other directions and pursue other different things within their school curriculum, within their academics, within their extracurriculars and we obviously want them as soon as we can. So, we did a rolling admission process.

There were a few lessons learned with that, but we'll about that in a minute. But we also decided we wanted to include middle school students and high school students. Those middle schoolers are so creative, and we think there is a lot of potential there too, plus we

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thought getting the idea of school safety in the minds of our younger students is going to make them feel more secure as they make that transition from middle school to high school.

So, we decided at this time we're going to assign county representation just because we only had 11 last time and were unable to hear as much from the western side of the state or the lower eastern shore, and the upper eastern shore.

10:08

Applications were sent out to all of our stakeholders when it came time for promoting it. We sent it out on social media. We sent it out on our website. We did a blog post about it and then finally once the application was all put together, we sent it out in December 2020, and then that is when we started to review the applications from January all the way until March. We had quite a few very interesting candidates, who all share a passion for school safety, which at the end of the day, it really made you feel good knowing that these students really care about what happens in their schools. And then the election process was on April 1st.

So, just a little bit about what that process looks like. So, first of all, if you went to the website and click on the Advisory Board, there is a Student Focus tab, and they had to fill out a really quick essay talking about why school safety is important to you. So, it wasn't just signing up, put it in a box then we will right away see what happens, it was a very thoughtful process.

They also used references, so this is a really great opportunity for them to figure out who are those representatives in the school they look up to, that can give additional, other information, a couple of other quick little essays in there.

Then, virtually we met, and we decided to do interviews with each one of the students. The MCSS Communications and Engagement manager, as well as myself and our Student Focus Group lead, which was Jayshree all sat down and we had seven questions and basically, we scored each of those questions based on their response. It is very similar to how a state job is. We really wanted students to have an equal playing field, all across the board.

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In the approval process, we did a really quick reference check, a lot of them put in teachers are their advisors, and when it came out clean and we felt really confident with this particular student then they were approved, and they got the information for what's the next step at the next meeting. So, it went well.

So, what really went well, I think, is the transition process going from the Maryland Association for Students Councils to MCSS. We are able to respond quickly to those students, we are able to set up a process, which MASC said they were kind of trying to figure what should the process be, while also trying to be a student, and it gave us time to invest in those students. We did a lot of outreaches, we were able to get on a phone call with all of our partners, SROs, and mental health coordinators, and really kind of get the message out there. Again, social media and media partners, we actually put together a really quick press release to make sure people knew that this was happening, and we believe, because of that outreach, we were able to get 83 applications, which all were reviewed, and were able to create that process for future Student Focus Groups.

So, what things do we want to change? Well, we love the idea of the rolling admission process. There were a ton of last-minute applications on that Sunday night, and we wanted to make sure that we are getting the best students, and so when we had these last 17 students come through, we already had some students that were kind of already in place and so obviously we sent out, thank you very much for your time and consideration, please make sure to apply in the future. If we could take them all, we probably would.

Improvements: We want to make sure that next year we have an application sent out a little bit later in January, as opposed to December, and then we want actually to end the application period a little bit sooner too, so that the time window is a little bit tighter and the students who are truly interested in it will use that time efficiently.

Also, we want a deadline and review all of the applications, a little bit sooner like I said even us in MCSS and also with Jayshree, which is overwhelming to spend that much time on one thing, which is why I said they, kind of, put on that second hat of liaison for MCSS because a lot of my time and dedication was making sure that that process went as smoothly as possible. We wanted to be able to go through all of those

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applications, and then go ahead and have those interviews. So, that all the applications are in, we can read them all and we can select them and move forward, and again like I said just having that decision a little bit sooner for students so that they can make those decisions.

We noticed a lot of government-related things; those deadlines are a kind of in March, and so a lot of those students weren't sure if they wanted to apply for this or apply for that. But thankfully a lot of the students who actually did get into the Student Focus Group decided to hold back on those extracurricular activities so that they could focus on that, which was great for us.

We did notice that there was a bit of a lag, but not so much but there was a difference between the number of female students who applied versus the male students who applied, so we are looking for new and varied ways that we can get the male, who identifies as male involved in the student safety realm, we did have a few.

15:00

And then, like I said, time commitment, not just MCSS, but to the Student Focus Group lead. There is a lot of time dedicated to that and thankfully Jayashree had a very flexible schedule, but we obviously don't want to put that much pressure on our students.

So, just to give you a really quick overview of what this next incoming Focus Group looks like. As I said, we have 83 applications, we reviewed and interviewed 52 applicants. We had 26 members that we ended up accepting. We originally thought we were going to limit it at 24, but when an application just stands out to you and you go to bed at night and you're thinking about that student, you know that that student belongs where they are.

We are able to add two more people to our private school representation and then, of course, we have 23 public schools and there is just a kind of a little bit of a breakdown from the tenth graders all the way down to the sixth graders.

So, a little bit about the application process is and what we are looking for. So, we gave people an opportunity to identify if they wanted to be identified as male or female or no ID, but there are some numbers there

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we definitely see that female difference compared to the male difference and then, of course, you know I got asked even by own team, can you give us kind of a little bit more of a breakdown from racial identification, so we do have that. Quite a few are white, but we are happy that we have the diversity that we have on this team. We really do feel like it truly is a great representation of Maryland's brightest.

Just a little bit of a breakdown here with the counties. We have quite a few people from Frederick County and Baltimore County. The Baltimore County one, my colleague Sandy Caldwell and I did a presentation of Safe Schools Maryland together, and they said how do we get involved in MCSS? I sent out the Student Focus Group information, and then the next day I just got slammed with a bunch of people coming in from Baltimore County, which is very exciting.

And so down below there, you see students from a different county, so what this basically means is if that particular county is white that means that student is from that county. If it is in orange that means we assigned them to that particular county and I will say we did talk to the students ahead of time to say, are you comfortable representing this county and they would say "Yes, I have friends or I hear issues there, I would be happy to do so," and with that, I can take any questions?

2c. Grants Update – Gifty Quarshie

Dr. Karen B. Salmon: Thank you very much for that presentation, Emily. All right, now we are going to go with the grants update. So, Gifty is virtual, Gifty is virtual. She is our test for virtual.

Gifty Quarshie: Good morning, good morning members of the Subcabinet. My name is Gifty Quarshie. I'm the fiscal and grants analyst here. I just wanted to provide a very general overview of the fiscal year 2021 grant activities today.

As you all know, we administered three grants this fiscal year, including the Hate Crimes Grant, which had an appropriation of \$2 million, SRO Grant had an appropriation of \$10 million and the Safe Schools Fund Grant had an appropriation of \$600,000. So, the document that you have provides a year-to-date update on all of those grants and among

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the three grants that we administered this fiscal year, the SRO Grant has seen the smallest reimbursement requests to date, and the limited reimbursement requests are primarily due to the grant recipients inability to fully utilize the grant funds, of course, the pandemic is still having an impact of the course and the fact that you know schools remained virtual, so it prevented the SRO Grant from being used as was intended.

With that said, for the Hate Crimes Grant, we did award the full \$2 million and as of today, we have received about \$802,000 in reimbursement requests which represent about 40% of the total amount of grant awarded. The grants require a quarterly progress report, which demonstrates to us that the grant recipient is using the grant as is intended and the grant activities are being pursued in a timely manner and so the Hate Crimes Grant in the first quarter, we received 100% quarterly progress report which represents 100% compliance in how the grant is being utilized.

20:00

In the second quarter of the Hate Crimes Grant, we received about 91% of all of our quarterly progress reports. We had four out of the 43 grant recipients who have not yet submitted their quarterly reports and we are doing everything to reach out to them to make sure that prior to the end of the grant period that they submit their quarterly reports. It's important to note that if any grantee is deemed to not be compliant, we do not reimburse any of their reimbursement requests before we receive all of the reporting that is required as part of the grant.

As far as the SRO Grant is concerned, we did award \$4.7 million of the 10 million that was appropriated and as of to date, we have received about \$571,000 in reimbursement requests. As far as quarterly progress reports are concerned due to the timing of the NOFA for this particular grant, no quarterly report was required in quarter one, but in quarter two, we did receive about 87% of the quarter two grant progress report that was required. We had about three out of the 23 grant recipients who did not submit and again we are working with them to make sure all of the missing reports are submitted. Quarter three and quarter four reports are in progress of course and the same applies to the Hate Crimes Grant by the way.

Finally, the Safe Schools Fund Grant, this is the first year that we only

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had \$600,000 in available funds to award and I'm happy to say per school system allocation was much smaller than in previous years which was \$25,000 per school system, we have seen very efficient use of the grant funds. There were projects that were ready from the very beginning, so we have about four school systems that have fully utilized their grant funds and have already submitted the final report, and the project is done.

The rest of the school systems do have up to December 31, 2022, to fully utilize their grant funds. As was in the case for the SRO Grant, we did not require any quarterly report again due to the time period for when the NOFA was issued, but for quarter two, we did receive about 96% compliance in the progress reports that were submitted. We only had one school system that did not submit as was required and we are working with them as well to make sure that they meet all of the reporting requirements of the grants. As is the case with the other grants, we have not yet fully compiled the quarter three progress reports and the quarter four request will be submitted at the end of June.

And with that, if you have any questions, I am happy to answer any of your questions.

Dr. Karen B. Salmon: Are there questions for Gifty on the grant progress spending?

Kate Hession - MCSS: I would like to sign Dr. Salmon if you do not mind, so as you know on the Safe Schools Fund, we fund both safety and security projects in the past. We have also been funding Mental Health Initiatives. Obviously, with the funding drop, the drop from \$10 million down to \$600,000, has created a strain, but I did note we wanted to take a few moments and talk about your announcement last week with Governor Hogan on Project Bounce Back, as well as the State Mental Health Crisis teams.

Dr. Karen B. Salmon: Yes, I will be happy to do that. Before we go on, Gifty, I just wanted to say you know keep on track with these. I know school systems right now are really overwhelmed with funding because they received their Cares Act funding, the SS2, SS3, it is a lot of money, it's additionally about \$5000 per pupil, and they have different timing scenarios to spend those funding anywhere from 22, 23, and 24, so just keep on top of it, and make sure that we don't let it get too far down the

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road. They know that they have until December to spend these funds and we want to make sure they use them in the way that they have said that they would in their grants, just a caveat to that. Thank you.

25:00

So, one of the things that we know about our students since the beginning of the pandemic is that most of our school systems are back in person anywhere from 20% of the students all the way up to 80% of the students, and we know that right now there are about close to 500,000 students who have not stepped foot in school since the end of March 2020. We know from the emails and the parent emails and even student emails over the last year, and a half that they are suffering from mental health issues. I have also had many, many communications with pediatricians across the state who are also seeing many, many patients that require medication and hospitalization because of depression and anxiety.

These are students who were okay before and we also have kids that weren't okay before that have become ever more troubled during this time of social isolation. So, we at the State Department of Education have systems that pass-through money, and we also got what is called state set-aside money and I have decided to take a portion of that state set-aside money and create six regional Mental Health Crisis Centers across the state and the idea came from this Subcabinet.

This is a very efficient way to provide school safety across the state, so why not expand this idea to do mental health in the same way? So, we envision, and we have been working on this since February. We have a meeting every other Friday and Kate sits on this committee, and Dr. Jones, we just had a meeting about this last week, and I appreciate your guidance and assistance, as well from the Maryland Department of Health.

We are working on setting the structure for this to be in place by September, and so we envisioned having six centers first and they're regionally spaced based on student population, and school population and they will function with a psychiatrist, mental health clinicians, with social workers, with family navigators and many, many other support systems to provide not only crisis help in a situation.

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I will give the example; when they had the shooting at Great Mills, the School Center for School Safety, basically descended upon the county to provide whatever crisis assistance was needed, and it was months of providing assistance. The same kind of thing, hopefully will not happen again, but we need these folks to be around when school starts in September.

There are not enough mental health services across the state right now, and so one of the other things we are going to be doing is having MOUs with Universities to promote row-to-row programs for mental health folks and putting out grants to provide funding for these people to go to school, and then giving them a place to do their service to get certified.

So, there is a lot to do, but we had many presentations and many ideas shared among the state. We have a group of about 30 very knowledgeable people that are helping us with this, and there is a lot more work to be done, but we are going to be putting about \$30 million towards this initiative over the next two and a half years. I envisioned that it can be something that works very closely in concert with the School Safety Subcabinet and Advisory Board.

So, more on that later, but we're very excited about it and every time we talk about it, we get positive reinforcement not only from students. We have two students in our group who attend meetings every other week and they actually were with me last week with the announcement. The other piece of Project Bounce Back is the money for Aces and providing training for folks and in conjunction with the Boys and Girls Clubs, which I don't know if you know this, but they have been around for about 160 years, so they are second in line to public schools which are more like 300 years, but they're a great group of people. They provide a tremendously needed service for children, and so we are very excited to be working with them as well on this initiative. We are using 10 million of our state set aside money to assist that initiative as well.

30:03

So, I'm very excited. And I will tell you for that reason I came up with the idea, was that a student googled me and reached out for help, the morning that I was to start talking with senior staff about how to spend these funds. We just came together and said, wow we need to do this, we actually really need help. So, I'm excited about it, and as I said I'm

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hoping that it is ready to go in September. So, thanks for that opportunity.

2d. SRO/SSC Training: Virtual and Future - Mike Rudinski

Okay, so now we are going to invite Mike to come up and give us an update on SRO training, so Mike, it's good to see you.

Mike Rudinski: Thanks. Good morning members of the Subcabinet. I am glad to see you all in person and live, and be here with you today finally.

So, just an update on our mandated SRO and SSE training. The pandemic brought unique challenges as you know to our training. In compliance with Governor Hogan's executive orders beginning in March 2020, we were no longer able to provide live classes for our training. This brought us to a dead halt on day three of five of training at Bowie State University. We were in the process of training officers at that time. Gatherings were also limited for trainees, virtual platforms such as Zoom, Google Meet, and Microsoft Teams were in the infancy stages.

The STLA did not put contingencies into place, but halt training, and we did not know then, and still do not know if or when, our schools will return to what we knew as normal schedule and occupancy. For this reason, much like the local school systems, the MCSS had to pivot. We needed to develop a new way to train officers. This was a challenge because of COMAR, section 120401, which regulates police training.

Independent electronic learning, or what we know as asynchronous training is limited to a maximum of three hours of training per session for police officers, as you know our course is 35 hours. Through many conversations with the Maryland Police Training Commission, we were able to receive special permission to train SROs with our 35-hour curriculum in small segments asynchronously and provide a cumulative test that is normally not the case. This was the answer that we needed to proceed and continue to meet the mandate. We immediately went to work on turning our lessons and PowerPoints into videos. We created a YouTube training channel to house our videos. We utilized the ed-puzzle to put intermittent questions on the videos as the training progressed and provide accountability and safeguards that ensure the trainee cannot

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skip or minimize the videos during training.

Finally, we stood up our schoology learning management system to provide documents for all training sessions. By August 2020, navigation of the pandemic allowed for social distancing, mask-wearing, and temperature taking. We were able to provide a pilot class in Cumberland, Maryland, to test the system. My colleague, Mr. Jim Hott, the Western Maryland representative, and a trainer for the program proctored the class in a computer lab, so we could test it. We were successful and by September 2020, we offered a full launch of our Police Independent Learning program for our trainees statewide. In the fall of 2020, we trained 126 combination school resource officers and security personnel. Since January 2021, we trained an additional 35. Since the inception of the program, we have trained a total of 1184.

School Safety Coordinator Certifications were also put on this platform, and we have completed 22 of those. We provided mental health in-service for Prince Georgia's County Public School Security Department for 63 individuals and through the use of these platforms, we have stood up a webinar called Understanding the Role of the School Resource Officer. And since August 2020, we have trained 632 people nationwide. So, where do we go from here?

With the pandemic guidelines easing our special permission for the use of police electronic learning for trainees is expiring. Due to positive progress and the use and development of online video conferencing platforms, we are now pivoting to the use of these platforms to deliver synchronous instruction. Our latest class of trainees graduated this past Friday. The class was delivered over Zoom, and new interactive applications were used to engage trainees and invite participation.

35:05

Fifteen new SROs are now trained and ready to go into our schools. This year we saw several legislative initiatives to remove SROs from our schools or limit their interactions with students. This provided the MCSS with the opportunity to explore better ways to train SROs, better topics to train them in, and a self-assessment of our training. As I'm sure you are aware, the Maryland Model SRO, SSE training quickly has become a national model for training SROs. Social-emotional learning inclusive curriculum for SROs and SSE basic training was one of the first in the

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country.

A deeper dive and realization of legislative and community concerns and desires has inspired us to do even better. Our curriculum is required to be renewed by the Police Training Commission and recertified in April 2022. At this point, we have decided to move our trajectory from training just by giving SROs and SSEs an overview of critical topics to increasing our training by an additional 35 hours for SRO and SSE basic training. It will give them a deeper understanding of youth, and the practical skills necessary to implement many of the topics that we already trained them in. The following topics will be added or expanded.

Restorative approaches will be expanded from an overview to practical ability. Implicit bias will be expanded for deeper learning. Crisis Intervention will be newly added. De-escalation will be expanded from an overview to practical ability. We are having a class created by our partners of Anne Arundel Public Schools called Normative Adolescent Behaviors. Trauma Informed Care will be expanded for deeper learning.

Currently, all of the topics above are in various stages of development. We have reached out to our local school systems, hospitals, advocacy groups, and associations to provide, subject matter experts to work with us in developing the best training possible for SROs and SSEs. We also will be providing more interactive skills and will be building this through the development use of video scenarios that will allow the trainees to analyze and provide solutions.

The final output for this new 70-hour basic training program will provide through a combination of pre-class work, synchronous virtual training, and live training are the goal of training of SROs and SSEs. The expanded training will allow us to best meet the needs of our SROs and SSEs, and ensure that we continue to be a leader in the nation for this type of training. Finally, in order to maintain continuity of training, the MCSS will be developing and providing yearly reoccurring training for SROs and SSEs.

We are still developing the process, and we will not know the total hours of the reoccurring training that we would be provided until the new classes are developed. Our intent is to first train all of our previous trainees with the portions of the training that are new and are being developed. This will maintain consistency and continuity for SROs and

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SSEs throughout the State of Maryland. Thank you for allowing our team and me to be a part of this, and we look forward to the future of training.

Dr. Karen B. Salmon: Thank you, Mike, that was an excellent presentation and so encouraged, especially by your news that it's nationwide; I mean, that is exciting, and are we profiting from that in any way?

I know, it's terrible to say, and it's something that is good.

Kate Hession – MCSS: No, no, that the School Resource Officers are nationwide.

Dr. Karen B. Salmon: Oh, that's good.

Karen B. Salmon: I just think it is wonderful and exciting that we have been able to move into the 21st century, the idea of scenario training is especially effective, and I think it will benefit our SROs. I have been out and about visiting all of our schools since September, and this month I think I have 12 visits scheduled. I have done the other half prior to this, and one of the things it has always been so exciting for me is walking in the front door and being able to shake hands with one of the SROs who is right there at the door, talking to students in the hallway, and it is just great to see them in action, so thank you very much.

Mike Rudinski: Thank you.

Dr. Karen B. Salmon: You started this whole thing. You made the curriculum. You started this whole process.

Kate Hession – MCSS: I just want to say, if it were not for Mike, we would not be where we are.

Dr. Karen B. Salmon: That is why we are all very proud of you and we thank you for your service to our state.

Mike Rudinski: Thanks very much.

40:00

Carol: I just want to say I also was very encouraged by your very

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respectable response to the concerns that came out, not just from the legislature, but you know, many of the people in our community. So, you know, taking it very seriously and relooking at your training options and then really building on the strength that you already have, so thank you very much for that.

Mike Rudinski: Thank you.

Dr. Karen B. Salmon: Thank you. I also like to recognize Mr. Hott, who is sitting in for Colonel Jones. Good morning, sir; thank you.

Jim Hott: Good morning, thank you.

Member: Thank you for all you do as well.

Jim Hott: Thank you very much.

2e. Emergency Plans - Ronald Pierce

Karen B. Salmon: All right, so now we are going to move on to another exciting presentation about an emergency plan, and we are happy to have Ronald here today to give us updates.

Good morning, Ronald.

Ronald Pierce: Good morning. Good to see everybody again; it has been too long. Let's talk a little bit about the emergency plans. So, in your packet, there is an executive summary we put together. It goes into some detail; I'm going to hit the highlights here for you. So, I think many of you are aware of the Safe to Learn mandated in August of last year we collect emergency plans from all over the state, every school, their plan, and review them and comment on, and we are hoping to periodically thereafter that we are going to keep getting those.

As part of that process, we had to set up a process and that involved some of our folks, Jeyan, from our group putting together a portal and a way for everybody to access and review these because they were going to be well over 1000 of them and we knew that was going to be a big chore.

All of our regional staff are tasked with looking at the school plans for

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their region, which included four counts or in either of those cases that's eight. So, we built a portal where they could upload all these plans and that was a bit of a chore because some of them had a couple of 100 at least. We got that done and it automatically imported the checklist. The checklist consisted of 19 criteria that we carefully selected. Some of them were the Safe to Learn Act requirements, and there are four that are spelled out.

There are some additions that are essential to a basic plan. There are some others that are considered functional annexes, which are those basic functions like evacuation that you could do in different kinds of events, but it's the basic function. There are some specifics to specific threats or hazards. There is a couple that we thought were most important and we came up with 19. Over the course of the fall, we reviewed all those plans. The highlights of that are under the results there.

To start off with overall, I thought the plans were very complete. They kept up with best practices, they contained everything they should for the most part and they were well-organized. So, there is somebody picking up one for the first time, which we were, and we could find things they were looking for fairly quickly. Many of them were based on master templates that the counties had provided and that the schools will fill out site-specific information with regard to things like evacuation sites, contact information, who is going to be in which role in the ICS System, and all of them you know mentioned that process, which is a very good way to manage emergencies.

We went back and basically crunched the data and what's next in this report is essentially what we found to be missing, starting in descending order there from like the most prevalent that was missing and then on down to something at the bottom where 1.6% of plans were missing accommodations for students with disabilities. That small number, only 22, I believe was just a result of schools that did not quite fill out everything they should of. The templates that the counties had all contained those accommodations.

There were a few others missing. We took the most prevalent pre-procedure we found to be missing was procedures for extracurricular events, after-school events that kind of things were field trips, which was something that we took from the safety evaluation summaries that we

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collected a couple of years ago, and we looked at that and they mentioned in their trends for policies and procedures. It was mentioned that they needed more training in their emergency plan and they also mentioned that they were missing plans for extracurricular activities. So, we put that in, and it was more of the criteria we wanted to look for to see how many actually have that about 30%.

44:52

So, what is going back to them our feedback, is a dashboard which they have all now gotten and will be reviewing with their regional staff member for comments and for radius and suggestions on how to complete that. We got some great examples from around the State. There were some that covered every base. Did a great job. There are a lot of models out there that are well recognized, and they have a lot of things that can look at in terms of resources to build those out and get them done.

What is important about the dashboard, it's a living structure. It pulls directly from this database we put together. As they change things in the plan and as we review them all the metric updates. It is where they are going to be depositing these plans from now on. When they make updates to them, they can put them directly into this tool. It's one page essentially.

It covers all their emergency planning, and some of the other reporting requirements including the annual report they send to us on their plan performance, how many hours they spend on drills and exercise, and that kind of thing, and it updates automatically, so one place, one-stop-shop. I'm really happy about that. It turned out really well and they all seem to be able to understand what it says, what it does, and how to use it. That is essentially it.

We have some next steps listed at the end. The GSEM Team, Grants for School Emergency Management, which was given, I guess from MSD to MEMA. They are currently doing training around the state. I have taken their courses and they're outstanding to assist with the planning process, though will eventually be one-on-one with a jurisdiction that requests their assistance to bolster their plans or improve them or update them, so that's coming down the road that is in the next couple years of the grant cycle and so there will be assistance available to approve these

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plans as we go.

Karen B. Salmon: So, Ron I assume that dashboard is on some kind of a secure site.

Ronald Pierce: Absolutely. One of the reasons we cited this tool is both in how they're transmitted, it's pretty encrypted on both ends, and how they are stored, so absolutely. There are no data in any of the reports we have got that specific school or county for that reason.

Karen B. Salmon: Very good. Questions.

Kate Hession - MCSS: One other thing we will do, is what it relates to the emergency plans in addition to the collection of the emergency plans, the facility assessments that Ron mentioned, we did back in 2018 and again we will continue to do. There are currently no regulations, the Subcabinet has not developed any regulations around the timing for that, but it is something new we are thinking about, so if that is something you like us to continue to look at especially related to timing, we can have that going into next year.

We can have some drafts put together, but we are going to be taking the facility assessment summary reports, and the emergency plans right, so some of the gaps that they identify in the emergency plans as well as those annual effectiveness report that they have to submit, and we are going to be using those to help us make decisions about where grant dollars should be focused, right. Because if they're asking for anything that was not included in any of that does not really make any sense, right? They should be focusing their requests for grant dollars on things where they have identified gaps so that will be a bigger process for us. Dino started to do some digging into that data, and will be able to look over a year-per-year what they have been asking for. So, hopefully, it will be more of a streamlining and a cohesive process of directing funding where it should go.

Karen B. Salmon: That's really smart to do that. I would suggest that we work on a draft of a timeline. I think it is important that we have an annual update at least and work as a team, and when is the best time for that.

Kate B. Salmon: We will do that.

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Karen B. Salmon: Any questions, thank you so much. Great presentation. A lot of hard work.

2f. MCSS Summer Conference – Craig Meister

Karen B. Salmon: All right, now we are going to move into the summer conference discussion and Craig, I think is online up there somewhere.

Hi Craig.

Craig Meister: Yes, I am coming to you from the cloud, how are you?

Members: Very good.

Craig Meister: Yes, so I am very excited to report that we are going to be having a summer conference. Last year, we had a seminar series in quick reversal in response to the initial stages of the pandemic, but this year we are going to go full conference even though it will be virtual and it's going to be over four days in July; July 13th, 15th, 20th, and 22nd and that is out of respect from the fact that we do believe a lot of professionals will be trying to relax and get away may be here and there and so either taking a consecutive week off we at least wanted them to be able to catch two days of the conference. Again, it is July 13th, 15th, 20th, and 22nd.

50:00

I will also say that this year's conference theme is Resilience Through Change, and obviously, we had all had to learn how to be resilient in the last year and we will continue to have to do that. We are really excited about the fact that each day will be basically a 9 a.m. to 4 a.m. experience and that this is a conference that is open to a full diversity of professionals whose roles intersect with school safety, so this would include education administrators, teachers, school psychologists, guidance counselors, school resource officers, law enforcement, local state emergency managers, fusion center analysts, crisis intervention units, counselors, and mental health specialists, school social workers, school safety professionals, the whole popery of them. So, again we are

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really trying to appeal to all comers, and it is going to be a great conference.

We have already announced four different presenters and we hope to present on our conference website two more speakers each week from here on out. So, we will have actually a grand total of about 22 speakers at this year's conference. And just to give you a little sneak peek in terms of the speakers, one of our speakers is Missy Smith, she was a shooting victim in Kentucky in 1997, but her presentation is "I Choose to be Happy" and again, so that is really harrowing, but also motivating tale of how she has taken a very tough situation and moved forward with positivity, which again I think can be motivating for all attendees of her presentation.

We also have speakers speaking about human trafficking and sex trafficking in children, new trends in substance abuse as well as practical strategies to effectively respond to power struggles. And again, as mentioned earlier, lots of students who are already struggling in our schools are struggling that much more now as a result of our altered landscape and those students who were not struggling in many cases have had a really rough year.

So, these are timely presentations and again this is just the tip of the iceberg in terms of what we will be sharing with you over the coming weeks and months in terms of who is speaking. Again, we encourage everyone to register. I will just say the actual conference website is conference2021.safeschoolsmd.org and again on that landing page which will eventually convert to the actual conference portal, but currently that landing page is the place where you would want to check in every week to hear the latest drip-drip content as to who will be presenting. Again, we got some great in-house speakers and amazing national speakers, and we got the whole gamut.

So, it is very exciting and again, this could not be possible without my amazing colleagues. I am not going to name them all, but Jim Hott, one of our regional professionals is really the lead, and Jeskia who is in the room there with you today is our Jack of all trades or Jeskia of all trades. So, again I can't thank everyone enough because it's not just them, everyone on the team has contributed something to this conference and it's going to be a really great one and virtual, so it should be exciting.

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Karen B. Salmon: Thank you, Craig. It does sound exciting. I have enjoyed the teasers that have been sent out basically about the presenters, so I am sure Jeskia has been pushing that, so anyway it is really great of you Craig, so thank you.

Craig Meister: And share it with all your friends. Remember, it's not you guys that we are targeting who gets the emails, you can send it to five or ten professionals as well who may not be on our list. We greatly appreciate it.

Karen B. Salmon: That's a great idea. I thank you so much, Craig. Any other questions for Craig?

Aliya Jones: Yeah, actually I wanted to ask if someone registered for the conference, but they could not attend on a particular day, will they be able to view the presentation at a later time?

Craig Meister: The decision has been made at this point not to allow that. You are required when you register to register for all four days, however, we are very explicit that you don't need to attend all four days, but we just want to make sure it's reserved on your calendar.

Why we are not doing that is we want to try to have as much of a preponderance of individuals there because there will be opportunities to ask questions and we want to try as much as possible to recreate the actual conference feel even though we are all separated physically. Last year, we did a seminar series and it was lovely, it was four consecutive weeks, but we did allow that option that you just refer to which was sort of watch it, you know Saturday afterward at night, putting your feet up and while that is great, it took away some of the humanity in the conference and sort of the engagement with professionals, so we wanted to try to have the professionals feel like they need to take part and actually introduce themselves, talk to each other, see other people on the cause as much as possible, so that option would not be available this year. We will be live, or you missed it.

Aliya Jones: Unfortunate.

Karen B. Salmon: Thank you, Craig. That was exciting to think about the opportunities that will present for everyone, so thank you very much.

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So, do we have any other business to discuss, Kate?

Kate Hession – MCSS: We do now.

55:00

3. Closing Items - Dr. Karen B. Salmon

Karen Salmon: We do not unless any of the Subcabinet has anything that they would want to share. Is there anybody who wants to share anything from the meeting?

Carol: Yes, I have enjoyed so much working with you and because I seem to be one of the original members that is still here with you, I wanted to say that we as a Subcabinet owe you so much gratitude for your leadership and I think we should take a few moments to acknowledge the leadership that you have provided to us. So, for the members here, she has served in this role as Chair since 2018 and before that, you chaired the governing board of the Maryland Center for School Safety.

Carol: As we are painfully aware that we are very excited for you, you are moving on to the next chapter of your life, and not only are we thankful for your career of service as an outstanding educator and education professional, but your zealous as cabinet members are grateful for your leadership in this very critical area of school safety. You have spent your whole career and also your whole life tirelessly advocating for students, and it's no surprise that you have been an extraordinary effective champion for school safety, school resource officers, and the safety of our public, private and non-public special education students during your time as the Chair of both of these bodies.

Your efforts and your accomplishments are even more impressive because, during your tenure on this Subcabinet, you had some other jobs to do as well. You have gracefully fulfilled all of your responsibilities, especially during the COVID response and recovery. So, we thank you so much for your wisdom and your passion for quality education for students in Maryland and for your very steady hand no matter how challenging the situation has been.

The students, parents, educators, educational administrators, and school

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safety professionals have benefited and will continue to benefit from your leadership and your vision for years to come and your discussion about the regional mental health centers is just the latest of your brilliance and how to respond to the challenges of education and school safety. So, Dr. Salmon on behalf of your colleagues both past and present on the school safety Subcabinet, we want to give you our congratulations for all you have accomplished, and we wish you the very best in the next phase of your life.

Karen B. Salmon: Thank you so much Carol that was so nice. Very unexpected.

Members: Very nice.

Karen B. Salmon: It is indeed a very emotional time because no one wants to leave working when it is such important work and you know I do not think I can ever not work, but I guess I have to let someone else take the helm for a while and we will see what comes next but I am just so privileged to work with all of you for this great cause. So, I thank you so much for those wonderful comments and I will look forward to the things I hear and see and read about for you guys in the future as I think you will produce some amazing things for our kids, so I am very excited.

3a. Next Meeting - August 9, 2021

3b. Adjournment.

Karen B. Salmon: So, I will entertain a motion to adjourn. Do we have a second?

Second from Carl. All in favor please say, Aye.

Members: Ayes.

Karen Salmon: Any opposed, any extensions. The meeting is adjourned.

Thank you.