

MARYLAND CENTER for SCHOOL SAFETY

School Safety Subcabinet Meeting

February 14, 2022

MCSS Subcabinet Meeting: February 14, 2022

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32:00

1. Welcome of the Subcabinet – Chair, Mr. Mohammed Choudhury

Karl Pothier: Thank you, I just had to unmute myself. Good morning, everybody. Karl Pothier with the Attorney General's Office, of course, today I'll be sitting in as the chair for the Subcabinet in Dr. Chaudhury's absence. So, having said that, let's just move forward with the agenda items.

1a. Moment of silence (Marjory Stoneman Douglas High School)

Karl Pothier: The first item on the agenda is the moment of silence for the victims of the Marjory Stoneman Douglas school shooting that happened, I guess four years ago. Today is the grim anniversary of that awful event, so if we could just observe a moment of silence for those victims, and then we'll proceed.

Okay, thank you. Alright, so moving forward, we'll go straight to the agenda.

1b. Declaration of quorum

First, before we do that, of course, we need to make sure we have a quorum. Ms. Hession, does it appear we have a quorum? It looks like we have enough members. Frankly, I can't tell because there's only so many people on my video screen.

Dawn Luedtke: Morning, yes, you've got a quorum. You're good to go.

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1c. Additions to the Agenda

Karl Pothier: [Are there any additions to the Agenda? None noted.]
Thank you, okay great. Well, let's start with the agenda.

2. Maryland Center for School Safety (MCSS)

2a. Welcome New MCSS Staff

Karl Pothier: First is welcoming new staff, Ms. Rhodes and Mr. Turner. I don't know if I should turn this over to Ms. Hession, just to describe what these people will be doing.

Kate Hession-MCSS: Thank you, I believe Dino is on the line to introduce our new team members.

Karl Pothier: Thank you.

J. Dino Pignataro: Good morning, everybody. I want to introduce you to Alice Rhodes, our communications specialist, and Mr. Anthony Turner IV, who goes by Drew, who is our Southern lower Eastern Shore Region representative.

Unknown Speaker: The first one will be Drew.

Robert Gorrell: I can't hear.

Unknown Speaker. Neither can I.

Drew Turner: I'm happy to be here, thank you.

Kate Hession-MCSS: That was Drew Turner. Can you hear me, okay?
Alright.

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Unknown Speaker: Yes.

Kate Hession-MCSS: Drew is going to be serving as a School Safety and Emergency Preparedness Specialist and he'll be covering the lower Eastern Shore Region, and then Alice.

35:00

Alice Rhodes-MCSS: Hi, my name is Alice Rhodes. I come from the Center for Cancer and the Center for Tobacco at Maryland Department of Health and I'm really glad to be with MCSS.

Dawn Luedtke: Karl, you're muted.

Karl Pothier: I know, I got it. I'm sorry, I'll get with the program in a moment. It's great to have you guys back on the team, that's wonderful.

2b. 2022 SRO/SSE Training Revisions

Karl Pothier: I guess we'll move forward now with the proposed revisions to the School Resource Officers (SRO) and School Security Employees (SSE) training. I'm not quite sure who is going to be presenting that.

Michael Rudinski-MCSS: Good morning, how is everybody? I know that you can't see my lips moving, but I'm Mike Rudinski and I'm a School Safety and Emergency Preparedness Specialist with the Center for School Safety. I am also the point person for the curriculum development, and the training of the SROs in School Security personnel. A little later, you're also going to hear from Dr Christa Kulp, who is one of our subject matter experts, but I'll introduce her as we move ahead. Next slide, please.

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So, as most of you know, we've been training our SROs and SSEs since 2018, as a result of the Safe to Learn Act in 2018. We initially were tasked with developing training, we were mandated to develop training for five separate topical areas, all highlighted in red here. As we started to delve into this and through my experiences as an SRO, we knew that this wasn't nearly enough training. For that reason, we developed 23 blocks of training, which spanned about 37 complete hours for training for the SRO and SSE in the state of Maryland and they are all currently listed on your slide. Next slide, please.

Every three years, Maryland Police Training Commission requires that we recertify our program, and we reevaluate to see what the needs of the program are. And after last year's legislative session and hearing what the community is looking for in SRO and SSE, we decided to expand our program from 35 hours to 70 hours, essentially doubling the program.

In order to do that, we expanded several topics, and we also added several topics. We took our de-escalation model from a two-hour program to a four-hour program. Our Disability and Diversity Awareness, the title is too long for this slide. It's actually Disability and Diversity Awareness with special attention to Cultural Fluency. We took that from a one-hour program to a four-hour program. We expanded Implicit Bias from a two-hour program to a four-hour program and Restorative Approaches, this is the big one we took from a two-hour program to an eight-hour program, and the attempt here, is to take the SRO and SSE from a point of topical knowledge on a subject to actual operational ability of that subject, so we're trying to make them more operational in every one of these topic areas.

Next slide, please. You can back up one I believe, maybe. I think we're restarting the slideshow here. If you would just bear with us for a second, there we go, nope backup one. There we go, thank you so much, Jesika.

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So, in addition to the expanded programs that we had, we created new programs. These are programs that we heard our community and our legislators talk about; and we took the initiative and tried to find a way to create more of a balance in the program to give them what they're looking for in the training.

The first module is called Crime Prevention Through Environmental Design. That's a program that's set up to train SSE and SRO how to look at the facility, and build the facility, and provide suggestions to the facility managers on how to better lay things out, keep bushes trim, have cameras set up, and so on, and in order to prevent crime in the first place. Because if we do that, then in fact, we're not going to have to respond to it later on.

40:00

The next thing that we're looking at is a three-hour Crisis Intervention module. That is a program that will specifically deal with mental health issues, trauma, and immediate response to young people in crisis in the schools. It'll give the officers more tools within their tool belt that will help them mitigate these situations, without moving to the level of arrest.

We're starting a program called Dangers of Devices. We know about the changing world of cell phones, social media, and we think it's important that our SROs and SSEs keep up on this. In order to better respond to the things that schools are seeing concerning these issues, so we've created a two-hour program.

We're going to have a data capsule program, because our folks, that we're reaching out to, are responsible to report certain information to us and we want to make sure that they're finding out exactly what

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information must come to us right from us. Safe Schools Maryland is a training on our Safe Schools Maryland tip line; and it will be how that operates, and what they can expect when they are in schools, if in fact a tip were to come in concerning their school.

We also have started a program called Understanding Intellectual or Developmental Disabilities, that has a special focus on autism. We know that our SROs and SSE spend up to eight hours a day or more with the students in the school. That being said, with the inclusion of our individuals that may be experiencing intellectual or developmental disabilities, we know that the SROs and SSEs may spend more time with them than average patrol officers do.

We partnered with the Pathfinder's Program and the Pathfinder's Program specifically trains SRO and SSE on dealing with autism and intellectual developmental disabilities for three hours every three years. We actually are piggybacking on to that, and we've had them expand their program, to deal specifically with school personnel and the advanced time periods that they'll be spending with these individuals to give them more of a grasp on how to better deal with these students; and finally Normalized Adolescent Behaviors.

Normalized Adolescent Behaviors is a program that we've have created to teach SROs and SSEs about just that, what adolescents do on a normal basis. Next slide, please.

One of the things about our program is we don't develop it all ourselves, I'm a police trainer, I'm a retired SRO, and I worked at Maryland Police Training Commission, but I know that many of these topics can't be trained by police officers to police officers, we're just not knowledgeable in the areas. For that reason, we use subject matter experts, and our subject matter experts are listed here, of course. Our friends at the Greater Baltimore Medical Center, those Safe nurses, they come in and

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they train our SROs and SSEs about the victimization of youth in schools. It's very important that you understand, too, that not only did these individuals work with us in the original development of these programs, but they also worked with us again on the redevelopment this year of these programs, and they have sent staff members to every one of our trainings to provide the training that they develop to our SRO and SSE.

The Maryland Department of Education, of course, Frederick County Public Schools, Montgomery County Public Schools. The Maryland Educators Association helped us greatly with Restorative Practices, as well as Frederick County did, the Department of Emergency Management with our school emergency planning. I talked to you about Pathfinders.

Anne Arundel County Police has assisted us with Restorative Approaches. The Attorney General's Office, of course Dawn is here, and she's great. She teaches our Hate Bias, our MOU and our Maryland law class and last, but not least is Anne Arundel County Public Schools, and the reason that I saved them to the end is just because with me today is Dr Christa Kulp.

Dr. Christa Kulp is one of our subject matter experts who has been working with us since 2019, on behavioral threat assessments. When we redid our program this year, I reached out specifically to them and her and asked them if they could create a program for normative adolescent behaviors.

45:00

Well, I don't want to tell you what they created, and their experiences with us, so at this time, I'd like to introduce Dr. Christa Kulp, and have her speak. I'm going to have to move off screen, she's going to have to come into screen, so your patience, please thank you.

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Dr. Christa Kulp: Good morning, how are you? Thank you for that wonderful introduction, and as Mike said in the introduction, I've been working with the Maryland Center for School Safety, something that has become very near and dear to me as a clinician on the ground, working with SROs for the past 16 years on this particular subject, and all the subjects surrounding the training was very important to me. Like he said, I began the training or working with the Maryland Center for school safety back with the threat termination rollout.

When Mike approached me and Dr Anderson over the summer, we were really excited, because we thought that this would be extremely beneficial to the SROs. The purpose of the training, really, was to give the SROs an understanding of the adolescent brain and development. And the hopes behind that was through the understanding of what is normative or normal typical adolescent behavior, perhaps the understanding behind the behavior would sort of increase the safe learning environment and perhaps decrease some of the disciplinary measures. When we sat down as a PLC with a group of psychologists, and we actually included some school social workers who also have worked with school-based police officers and school safety, SSEs, I believe, the acronyms I have to brush up on, and so we sat down as a group, and we asked ourselves a few questions.

One of the questions we asked was what is normalized or normative adolescent behavior versus criminal behavior? So, what do we see in a school setting sometimes can be misunderstood for criminal behavior, but is really in actuality, normal adolescent behavior. Some of the questions we also asked is this behavior typical for that child's age? Are there disabilities that may factor into their behavior? Are there cultural differences that may be a factor to their behavior.

We also wanted to talk about the code of conduct and teaching the SROs and SSEs to work with your teams, work with your school administrators,

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your mental health, your students support teams, and help them understand the code of conduct, what is appropriate in the school setting. A then in this training, not only do we touch upon the physical hormonal, emotional, neuroanatomical changes in adolescent behavior, but we also talked about what the SROs and SSEs bring to the table, meaning their own background, their own implicit bias, how can they work with students in understanding that, and develop a really safe, protective learning environment.

We also touched upon incorporating strategies. Mike had touched upon the crisis prevention intervention restorative circles, peer mediation, working with your teams and working with your mental health providers in the school setting to give these students, again, a safe learning environment with understanding their behavior, not giving excuses for behavior, but understanding what is typical developmental behavior.

The other thing that we felt was necessary in the training and most of the PLC members who worked with the SROs and SSEs, we wanted to hit upon how for the SROs to navigate their school buildings and use the resources that are there, if perhaps, they may not understand behavior, so who to go to in case of a particular behavioral outburst, when to go to the nurse, when to go to the school psychologists, when to go to your administration or counselor or school social worker, teaching them the roles of those particular individuals in the school settings, so that when they do have an issue, and they don't quite understand the behavior, or know how to deal with it, they at least know the avenue to pursue, to find out more information.

Again, we talked about school demographics, cultural issues that might pertain to a child's behavior in the school setting, disability awareness and we also really put emphasis on debriefing with your school teams and your mental health providers in the school setting after situation, what worked, what didn't work, what could I've done better. So, it's a

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little bit of everything. I think there is some room for growth, but I hope that it's effective, and again we love working with the Maryland Center for School Safety.

50:00

Any questions regarding this particular training? Okay, thank you very much. I'm going to pass the mic over to Mike.

Michael Rudinski - MCSS: Thank you, and finally ladies and gentlemen, here are the training statistics for our center, who we trained each year, and how many of each. Since I'm on a single screen of Zoom, I have your pictures over the final number tallies, so I'm unable to give them to you currently, but, as you can see, we started out with live trainings, we went, when COVID hit to virtual completely virtual trainings, which is a no-no for police officers. We get special permission from the Maryland Police Training Commission to do that because, as you know, our training doesn't stop, the mandate doesn't stop. They have to be trained, so we went ahead, and we converted everything virtual, and then in 2021, we began to create the Hybrid Training.

Now the future of training for us is going to look like a Hybrid Program, with a portion of the training being pre training videos, which they will then be tested on during the second phase, which will be Zoom, and finally, we will be going out to our trainees, to show them that we are real people for a four-day live course at the end. I believe that wraps it up for me. Are there any questions for myself or Dr Kulp? Alright, well, thank you for your time and attention, and I truly hope that was my last live.

Karl Pothier: Thank you so much, Mr. Rudinski. Okay, I guess we're going to move on, unless there are questions from the Subcabinet, we'll

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move on to the next topic, which Mr. Meiser, I understand, is going to present relative to the Student Focus Group (SFG).

2c. Student Focus Group Update

Henry Meiser: Guys, thank you so much. Just one moment while I get my screen shared. Alright, good morning, everyone, my name is Henry J. Meiser. I'm the current student co-facilitator of the Maryland Center for School Safety SFG. I'm also a Junior at St. Mary's Ryken High School, which is in St. Mary's County Maryland and a resident of Calvert County.

I initially became involved in the SFG from the Maryland Association of Student Councils. During their inaugural group in 2020, and since around January of 2021, I've become involved in the regular day-to-day operations in a leadership role of the SFG. So, with that, some background on our current SFG.

We have 25 students, which range from our youngest in the 7th grade to our oldest in the 12th grade, and these students come from 14 of Maryland's 25 counties and Baltimore City. Ninety-five percent of the counties in Maryland and Baltimore City have appointed liaisons. Our appointed liaisons job is to bridge the gap between the SFG and our counties to contacting them directly, making them aware of MCSS and the SFG, and two members from our inaugural focus group have returned to serve as co-facilitators, that is myself and my counterpart, who also sits on the MCSS Advisory Board Claire Cabral, and our primary job as student facilitators is just to provide guidance and leadership to the group, while also serving as a liaison between the group and then MCSS.

This is the structure of our current SFG. This incorporates our biggest change this year was, which was the introduction of our committees, and I'll talk a little bit more about the groundbreaking work that our committees have been doing. At the top, we have Mr. Meister who is

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our MCSS representative to the group, and then like I said, we have, myself and Claire Cabral, who are co-facilitators.

Below us, we have our Engagement and Outreach Committee chairs, our Legislative Committee chair, and our Content Creation Committee chair. The chairs primary job is to oversee the day-to-day operations of the committee and serve as the liaison between the committee and Claire and myself, and then underneath our committee chairs, we have the general members, and all our members serve on at least one of our committees.

A little bit more about our committees, so three new committees were established this year, and that was the Engagement and Outreach Committee, the Legislative Committee, and our Content Creation Committee. We created these committees to try and maximize the time of our students, by making a dedicated task force dedicated to certain issues. Six members were elected by the SFG to lead these committees. Like I said, we have the positions of Chair and Vice Chair and 100% of our members serve on a committee, which interests them.

55:00

They demonstrate which committee they'd be interested in at the very beginning of their term and then Claire and Mr. Meister and myself, work together to try and make sure that everyone gets into the committee that they've requested. So, moving into the initiatives, which our committees have been working on.

2d. 2022 Session updates and bills of Interest

First, we have our Legislative Committee. Our Legislative Committee is kind of in their peak work season right now with the Maryland General Assembly currently in session. So, right now, they are working on

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educating the SFG on legislative matters, so they will be speaking to us at our monthly meetings, which leads me to my next point of the 8 House bills and Senate bills undergoing internal research.

So, they're looking into these bills, reading the text, and then coming back to the SFG, and leading discussions about what these bills are, and their impact on the student community within school safety. Finally, they've been attending additional training sessions. I'm planning to attend additional training sessions with MCSS Council, Ms. Luedtke, about the MGA and, just generally, how the law impacts school safety and students.

Next, we have our Engagement and Outreach Committee, so our Engagement and Outreach Committees' purpose are, to again kind of, make that network between the SFG and our local schools and counties. So far this year, our Engagement and Outreach committee has been working on establishing contact with the SFG and local county schools. They've been working primarily this year on establishing a roster of contact information about different contacts within local schools and counties, so that we aren't having to continuously try and pull and find information going forward. They've been investigating a way to organize a forum for students, parents, and teachers to speak directly to the focus group. A lot of time a focus group is asked to provide feedback to MCSS or other organizations, now the SFG is really looking to see how we can hear from other stakeholders within school safety.

Finally, they've been connecting with our School Safety Chapters to gain feedback. Our School Safety Chapters are our high school initiative, they operate somewhat like a club. They meet in schools; anyone can establish a school safety chapter at their school. This committee has also been working to make a network between the SFG and our school safety chapters to hear if any feedback they have on the work of the SFG or school safety in general. We have our Content Creation Committee, so

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our Content Creation Committee is responsible, it's kind of the marketing department of the SFG. So far this year, they've been contributing to the MCSS social media pages, so they've been doing a biweekly focus group Friday post on a variety of school safety topics, they've also been authoring monthly blog posts for the MCSS website.

These topics have ranged from things that we, as a SFG are working on to school safety initiatives to just general ways that a new school can get involved with the SFG or MCSS, and finally they've been developing graphics and flyers as requested. All our communities have been working really, hard like I said this was a new initiative for us, so they really took a pretty blank framework and ran with it, so I just like to commend all of our committee chairs and committee members to the really amazing work that they've been doing so far this year.

A little bit about what we've been working on as a whole group. This slide definitely does not encompass all the work that our members have done. They work tirelessly to make sure that the message of MCSS and the SFG is spread throughout the state, but it does kind of encompass as a whole what we've been working on as a group. So far this year we've had the opportunity to present at state and national meetings. We've been asked to speak at the MCSS monthly calls, as well as the National School Safety Alliance, where we operate it, kind of, question-and-answer session, we give the attendees a little bit of background on what the MCSS SFG is, and then provide them with an opportunity to ask us questions, whether it be about the SFG or our perspectives as students.

We've also attended school safety trainings and events, so at our monthly meetings we try and have at least one presenter each month. So far this year, we've heard about the role of SROs (SRO), mental health and mental wellness, suicide prevention and last month, we had the opportunity to hear from Ms. Leudtke about you know, the Maryland

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General Assembly and how it operates, and how the Safe to Learn Act governs the Maryland Center for School Safety.

Just as a note, the group has taken special interest in mental health in promoting mental wellness. This idea and message continue to come up in our group discussions, so the group definitely just wanted me to share to the Subcabinet, that this is a very big priority in making sure that Maryland Schools promote mental health and mental wellness as much as possible.

1:00

So, shifting gears from what the group has been working on this year, to what we are going to be working on next year, some changes and an application and timeline.

So, we are introducing some changes to our focus group this year. While the structure will remain the same primarily, there will be some changes to the timeline of application. So, the biggest change that we are going to be making this year, is we are going to be changing our term length from one year to six months. So, before a student would serve from July to June, now they will serve a six-month term.

We primarily did this because it allows us to increase group activity by bringing in some new and passionate voices more regularly. So, instead of having a once-a-year intake, we will now have two. And this also allows us to make some other good changes going forward. One of those changes is current members will no longer need to reapply, so if you're a member, once you apply the very first time, you simply must renew your term until you are no longer eligible to reapply. Which is when you are a senior in high school.

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It also allows us to accept sixth graders who are halfway through their sixth-grade year. In the past, we were hesitant about accepting sixth grade applicants because of that jump from your fifth grade to your sixth-grade year. It can be overwhelming for some students because there's the changes of having to go to classes and a new class schedule.

But now, since we are accepting applicants in December, we will be able to let their sixth graders go halfway through the sixth-grade year, and see if a commitment to the SFG is something that they think is manageable, based on their experiences of the first six months. Because we will be allowing members to simply renew their term, we did incorporate some revised group expectations and guidelines. These guidelines will govern whether a student is able to renew their term, so as long as a student has complied with these guidelines, primarily, being an active and engaged member, and attending at least 75% of our meetings. Like I said, they will be able to renew their term.

So, moving on to our application process, not much has changed here, so our online application opened in December of 2021, and that is due by February 28th, so that deadline is up and coming. The online application includes your name, some background information, demographic information, your school and then a teacher recommendation. It also requires a 400-to-600-word essay, or a three-to-five-minute video about one of the prompts on our website, and we are really excited to introduce the concept of the video, because we know some applicants may be more comfortable writing and others may be more comfortable speaking.

So, we did just try to make this application as inclusive as possible, so students can demonstrate to us their best selves. After this, select applicants will be invited to have a virtual interview. The primary purpose of this is to just get to know what the applicant is like beyond their paper application and appointments will be offered in May of 2022.

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So just a visual, like I said December of 2021 is when our application opened. February 28th is when our application will close, between February and April, we will be reviewing those applications and offering select applicants' virtual interviews, in May we will offer appointments and then June 1, 2022, we will induct those new members at our very first meeting.

Alright, so that is all I have. Thank you so much for your time and allowing me to present to you today. I'm proud to be a part of the SFG. It really is a groundbreaking group of students who are very dedicated to MCSS, and promoting school safety across the State of Maryland and across the nation. I would also like to take this time to say that if any of you or your respective agencies could ever enlist the help of the SFG, we are always looking for new ways to get engaged and I'm sure that we would be absolutely happy to help, so I will take any questions you have on the SFG, or application, or changes and also any feedback at this time, thank you.

Karl Pothier: Thank you, Mr. Meiser, that was incredibly well done and it's fascinating. You guys are very, very busy and engaged and that was an excellent presentation. Do any of the board members have any questions for Mr. Mesier?

Robert Gorrell: I would just repeat what you said, they did an excellent job on that presentation. One question I have is how many students are in this group?

Henry Meiser: So, this year, our student number is 25. Our very first group was about 12 students. We don't have a set number, we would like to keep it relatively probably under 30, I would say just because, when a group gets too big, sometimes it gets too hard to manage, but if

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one year we had 27 applicants that we thought would be a great fit we can take 27 and if one year, we thought that we had 15 applicants, we could take 15, so it's definitely a fluid number, but we just want to make sure that it's a manageable size.

1:05

Robert Gorrell: So, and then on that point, if you have members that are not participating, will they drop off at the point where they would now automatically be renewed.

Henry Meiser: So, a member could drop out if they choose to, another reason that we implemented this six-month term, is because we were finding that as the seasons change with sports and such, some students do have a change in commitment, especially our ninth and sixth grade students, because they're moving into high school and new opportunities for engagement. So, this six-month term will allow a student to drop out after that completion of their first six-month term, but like I said, just allow us to make sure that we have the most engaged group of students as possible going forward.

Robert Gorrell: If they're not participating, will they still automatically renew?

Henry Meiser: No, they will not. So, like I said in those expectations guidelines, which I shared with you guys, if you were to provide me with your emails, I could definitely shoot that over. The expectations and guidelines were pretty clear, and the reason we develop those is to make sure that we don't have any members on the SFG who are there, for lack of a better reference, like a resume builder, if that makes sense. So, if you aren't being engaged, if you're sitting on the meetings and you know you're not really participating, that does open the door for a MCSS representative to speak to you and say, you know you really need to kind

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of get going and get engaged, or we will not offer you a re-appointment. So, a re-appointment is not a given. And just because you've been on it for two years, doesn't mean that in your third year you could not be given the opportunity to be re-appointed, so it's definitely good in the sense that we keep the students who are not otherwise engaged out.

Robert Gorrell: Outstanding, Henry. Thank you.

Karl Pothier: Yeah, that's wonderful. Okay, so does anybody else have any questions for Mr. Meiser.

Karl Pothier: Okay, they're being none. Thank you so much for the presentation, that was really fascinating. Okay, so the next thing is the legislative session, an update on what's going on in Annapolis right now. So, I'll turn it over to, I'm not exactly sure, who is going to be handling it. Dawn, you just want to unmute it.

Dawn Luedtke: It's Kate first and then me.

Karl Pothier: Thank you.

Kate Hession-MCSS: I'm going to kick it off. So, mine's really brief, so just some updates from MCSS perspective. So, we have our budget hearings coming up, we're in front of the Senate on February 24th, and then on March 9th we are in front of the House, so we'll participate with the Department of Education headquarters briefing as well as a couple of other independent agencies.

Of note, on February 3rd, we were asked to participate in a briefing to the Ways and Means

Committee on SRO and SSE, so Mr. Rudinski, and I myself participated in that briefing, along with some representatives from the Association of Boards of Education, as well as the Local Superintendents Association.

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It went very well, some of the questions were challenging, but the meeting itself went very well, and Mike was able to brief the Ways and Means Committee on the revised and updated training with. That's it from a general legislative update and then Dawn has a list of bills, which you should have received the document ahead of the meeting.

Dawn Luedtke: Okay, and so I'm going to just give you some highlights, some of the things that are percolating through the session. There's a lot more that I keep track of, so if there is anything that you have questions about or you want to reach out to me about by all means, please do, but these are just a handful of the things that I think are relevant to the school safety world.

So, the first bill will be House Bill 146. This bill is related to the reportable offense Statute and student discipline and makes some alterations to that that was already heard on February 3rd, in the Ways and Means Committee. It does undercut and take away sort of the meat and bones of the reportable Offense Statute as currently written. For some background information, the reportable Offense Statute was enacted, I want to say 27 years ago now, if my math is correct, I believe it was in 1995, and the purpose of the Statute at the time that it was enacted was two-pronged.

One was to provide appropriate educational supports and resources for students who were charged with criminal activity that may have occurred outside the school, right because reportable offenses are community-based offenses,

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and the second piece, being having the school have the ability to know that such a thing occurred within the community, in order to determine

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if any adjustments needed to be made within the school environment in order to protect the safe operation of the school.

So, for example, there may have been a victim or a family member of a victim of whatever happened out in the community who attends the same school, or do they ride the same bus that kind of thing, are they in the same history class, so that they could make adjustments as necessary to deal with the situation at hand. This would change this so, that rather than having the schools have the notification once the student is charged with the crime, they would not receive any such notification until after there's been a disposition by the state's attorney's office. So, there's the entire period of time when interventions could be taking place, or may need to be taking place for reasons of safety and/or additional support to a student who's been accused of a crime, that would not happen if this bill were to move forward.

The next bill is House Bill 154, crossfield in the Senate as Senate Bill 95, and this is a bill pertaining to K-12 public schools with anaphylactic food allergies and developed some guidelines and requirements. So, it's already been heard in both chambers, it defines a list of the most common food allergens and would require each local Board of Education to adopt and implement guidelines in accordance with the Maryland School Health Service guidelines that already exist to reduce the risk of exposure to the allergens most likely to cause anaphylaxis.

It's a very collaborative bill, it requires a lot of interdisciplinary work, and it specifically requires that information be provided to parents about 504 plans and the adoption of a 504 plan for a student who has anaphylaxis allergies, and it also contains an anti-bullying component, which technically, I think would already fall under the class of disability under our existing bullying statute, but it doesn't hurt to say it again, and it doesn't hurt to say it more clearly, but that would protect students who

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do suffer from severe anaphylaxis allergies from other harassment or bias and bullying within the school's environment.

The next bill is House Bill 194, and this is a bill that requires that as a part of the health curriculum that students be taught about sexting, not as in how to do it, but as in why it is a problem; or the other implications of engaging in sexting behavior. This was already heard in Ways and Means on January 27th, you can watch the bill hearing, it was voted favorably out of the education subcommittee last week, I don't know when Ways and Means will vote on it as a committee as a whole, but it includes for age-appropriate instruction on those risks as a part of that family life and sexting curriculum, so it would amend 7-445 of the Education Article, and it cross references the definition in the courts and judicial proceedings article to sexting that was enacted last year during mid 2021 session. That's a highlight from last year and the hope is that this bill would be effective on July 1st, and that this would be a part of the curriculum, starting with the next academic year.

The next bill is House Bill 214. This is also about the reportable Offense's Statute, but it's a different flavor related to the same Statute, so this one adds a subsection F, to the reportable Offense Statue within the Education Article, and it provides stronger language with respect to information sharing related to a student who's committed to the custody of the Department of Juvenile Services, and It advocates for better communication back and forth when a student has to leave their home school and must go to DJS, so that the homeschool knows what's going on and that the student isn't lost in the shuffle, and it's designed to prevent students from hopping and being passed from school to school without the knowledge of background or other needs that may need to be addressed.

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House Bill 226 has been introduced in the past in 2021. It's a bill that would require cameras, use of video recording devices, not audio, just video in self-contained special ED classrooms only. So, it has some refinements from the way it was initially introduced in 2021. It was heard on February 3rd. There was a lot of positive testimony for it. There are concerns about whether this is unfairly singling out students with disabilities, since it only applies to those self-contained special education classrooms, but the way that was addressed during the bill hearing was very much of a yes, we understand and we don't want to single them out, however, they are an exceedingly vulnerable population. Therefore, although that would mean they were being treated differently, and that the video cameras will be in those classrooms, it was not done for any ill purpose, it was done as a protective means for dealing with a very vulnerable population that can't often speak for itself.

House Bill 23, this is a bill related to school discipline and data collection related to SRO, sponsored by Delegate Washington. This bill has come up in the past and last year it passed out of the House, and it went over to the Senate and was heard in committee and then didn't move further. It's still under discussion, and it hasn't had a vote in the Education Subcommittee yet, but it deals with some formulas related to disciplinary practices and that piece of it needs some refinement, right, because there is a formula and ratio related to the IDEA that's in federal regulations and there seems to be some blending or confusion about that ratio versus a guideline document that MSD has related to disciplinary practices and ratios, so there's that piece that needs some tweaking, and the phrase routine school discipline and not having SROs involved in routine school discipline is confusing for folks and where we last left off on debate on this particular bill. Delegate Washington said he was going to be removing that phrase from the bill, so before it gets out of committee, it will have been amended in some form, it's just still in process.

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The next piece is House Bill 283, and this deals with the occupant capacity on school buses, so this has been passed, out of the Ways and Means Committee as favorable with amendments.

It had gotten out of committee last year, it had gotten out of the House last year and crossed over to the Senate and didn't move further, but it's a commonsense piece of legislation that basically says if you have overcrowding on a school bus due to an emergency situation, we understand and accept that it may need to occur in an emergency situation. But it needs to be corrected as soon as possible, and put some guardrails up around emergency situation, and correcting that within a reasonable period of time, as opposed to what we have heard, and what has come up, year after year in testimony related to this bill where there are certain jurisdictions where certain buses are overcrowded, and students are riding in the aisle of the bus instead of in a seat, which is incredibly dangerous. So this would go into effect on July 1st, and be in play before the start of the next school year, if it does, in fact make it all the way through this year.

House Bill 613, sponsored by Delegate Mike Griffith. This would increase the mandatory approved statutory appropriation to the Maryland Center for the SRO adequate coverage grant program that's currently located within 7-1508 of the Education Article and cross referenced to the safe school's fund in 71512, and it would increase that funding mandatory appropriation of \$10 million to \$20 million beginning of fiscal year 2024, but it does not alter the funding formula that is currently also embedded within the Statute, which makes it a proportional ratio, based on the number of public schools operating within a given school system in a particular year, that will not be heard until March 8th. It was reassigned from Ways and Means to the Appropriations Committee and the House.

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The next bill is House Bill 659. This is the Firearm Safety Storage Requirements and Youth Suicide Prevention Bill, otherwise known as Jaelynn' Law. This has come up in the past, this is a newer version of it but Jaelynn Willey's mother, Melissa, has advocated for this bill for several years now, ever since Jaelynn was killed at Great Mills High School in 2018. So, under current law you can't leave a loaded firearm where a person under 16 is likely to gain access to it, but this would amend that, so you can't do it for someone under 18, and it also prohibits the leaving of the ammunition where someone can gain access to it too, and it doesn't matter whether the firearm is loaded or unloaded, so if you're leaving an unloaded firearm in a place where a student or child could gain access to it, that would be a violation of this law.

It has, sort of, tiered responses, as to what the penalties would be. They're all misdemeanors, but if it's found storing or leaving a firearm loaded or unloaded in a location where the person knew, or reasonably should have known, that an unsupervised minor is likely to gain access, it's 90 days and/or \$1,000 fine. If you store or leave a firearm in a location where the person knew or reasonably should have known that an unsupervised minor is likely to gain access, and the minor does gain access, then it's two years and/or a \$2500 fine and the same scenario. But if the minor gains access to the firearm and does, in fact, result in harm to the minor themselves or another, then it's three years and/or a fine of \$5,000.

There's a separate piece of this bill that relates solely to the Suicide Prevention and education piece and community outreach piece on that, as well as, the public health piece of educating the public about how to properly store a firearm, and so that would add provisions to the health general article related to youth suicide prevention and firearm safe storage requires the Deputy Secretary of Public Health Services to develop a youth suicide prevention and firearm safe storage guide by January 1, 2023, that explains the change to the law, and then it would

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identify the risks associated with unsafe firearm storage, including suicide death, serious bodily injury from accidental discharge, etc., and incorporates the best practices for firearms and ammunition safety storage, would have to be on MDH's website, make an electronic version available to stakeholders and the public.

This bill would go into effect on October 1, 2022, and requires the Deputy Secretary to establish a stakeholder advisory committee to make recommendations that go into the development of that guidance document, but again because that's due, six months after the effective date of this Statute, it could require a quick convening and a sprint to the finish, and then there would be an annual report required of the Deputy Secretary on December 31, 2023, 2024, and 2025 to the Governor and General Assembly on the implementation of this law and on the distribution of that guide. That bill will be heard on February 23rd.

The next one is House Bill 884, cross-filed and Senate Bill 119, by Delegate Washington and Senator Washington. This one has been voted favorably out of the Education Subcommittee and this bill deals with the removal of section 26101A of the Education Article as applied to students attending the school, so this is the disturbing school operations segment of the Education Article, with which the term disturbing school operations has been subjectively applied. There are legal challenges to this currently, not to this particular Statute, but to a similar Statute that is within our federal judicial circuit within the Fourth Circuit.

The Kennedy Wilson case in South Carolina, so you know, this is a positive thing to do in that there may be a judicial ruling that gets rid of this kind of Statute as applied to students in the school.

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So, you would not be able to charge a student attending a public school where they willfully disturbed, or otherwise willfully prevented, the orderly conduct of the activities administration or classes, because that was too subjective and could criminalize, as we heard earlier, normative adolescent behavior.

So, it would not bar a student, though, from being charged in another way, if in fact, their conduct was otherwise criminal. And that was one of the key pieces of questioning that has come up with respect to this, is that they want to make sure that it doesn't let somebody off the hook, if they are in fact really disrupting the school environment. For example, making a threat of mass violence, right? But if you make a threat of mass violence, you need not be charged under this if you're a student at that school, you just go ahead and charge them under the criminal code for a threat of mass violence. So since there were other avenues to do with what would be truly criminal conduct, this is an easier pill to swallow.

Senate Bill 162, Senator Hester. This bill was filed in 2021, it requires the collaboration between the Behavioral Health Administration, the Center for School Safety, the Department of Information Technology and MSD to produce a cyber safety guide and training course to be implemented in public schools, starting with the 2023-2024 school year. And the age range that it's targeting is grades 3 through 12. It's also supposed to be directed towards parents and school employees who interact with students that will cover safe internet, social media and technology usage. It also is required to address the issues of cyber bullying, suicidality, or self-harm, hate speech, sexually graphic contents, illegal substances, identity theft, and cyber security threats, the dissemination of false information and negative impacts of social media and technology usage on behavioral and physical health. And this would require an annual update every year to amend and add new

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practices and new things, and it must be on the department's website and distributed to each County's Board of Education.

The next bill is Senate Bill 165. This relates to the jurisdiction of our Juvenile Courts; it was heard on January 27th, sponsored by Senator Joe Carter. So, it removes the exclusion of Juvenile Court jurisdiction for cases involving children aged 14 and up who committed offenses that, have committed by an adult would result in life imprisonment, and deals differently with the transfer of cases to Juvenile Court and restricting when they may be transferred as such. This would require amending our training program, just because everyone is very accustomed to the juvenile process working a certain way, and this would flush that out differently. But there's a different bill that I know was just heard, on Thursday, I believe it was that changes, where a child would be held pretrial, so that the court must make the determination, rather than the prosecutorial authority, so that children are not housed in adult jail when they need not be, if they have not been in fact convicted of a crime and as an adult. So those two, kind of, go hand in hand and we'll be monitoring that to make sure that we update the SRO curriculum and SSE curriculum appropriately, depending on what happens with those.

The next bill is Senate Bill 214. This was brought at the request of the Department of Human Services, and it amends the Child Abuse and Neglect reporting Statute, and it amends section 1-202 of the Human Service Article. It allows disclosure to the schools regarding reports of child abuse and neglect, where the nonpublic school might need to take HR action against an individual working within the school, who is in fact the person who had engaged in the abuse or neglect.

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And so this would cover any employees of the public schools, nonpublic schools, independent contractors who supervise or work directly with

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students, or an employee of an independent contractor, including bus drivers and bus assistants who directly work with those schools. And it does have mirrored language that's applicable to both schools related to the Archdiocese, the Catholic Diocese of Wilmington and for childcare facilities, or home placements for those children who need to be in home placements, that would be effective on October 1, 2022. It has already passed out of the Senate and crossed over to the House.

Senate Bill 238, and I apologize, because I think your bill says 236, that should be at an 8 not a 6, that is a typo. This relates to crossing guards for our public schools. This was heard on February 3rd, and requires local school boards to hire school crossing guards for every school in the county. And if the money for it can't come from the school board's budget, then you must have local law enforcement departments hire and manage the crossing guards, and place the funding in the law enforcement budget. This would go into effect on July 1, 2022.

House Bill 797 would change the student member of the board provisions for all 24 school boards in the state that would authorize having a student member of the board for each of those local boards of education and would give them near full voting rights, so they would have equal voting rights. And they would not vary county to county, as they currently do. The only thing that the student members of the board or 'SMOBS' as they are affectionately called, (which I feel like you guys need a better name). The only thing that the 'SMOBS' would not be able to do, under this bill, is vote on HR related actions that are encompassed within Statutes 202 of the Education Article.

Senate Bill 705, this one is related to banning physical restraint and seclusion. This would eliminate the ability to use seclusion in our public schools, and it would only allow it in the nonpublic schools in a very narrow window, and only under supervision and only with respect to,

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like, professional medical advice and psychological advice that it was the appropriate thing to be doing. That one will be heard on March 2nd.

House Bill 836 relates to student athletes. It's known as the Elijah Gorham Act. Elijah Gorham was the football player at Mervo High School who passed away this fall. This bill would mandate annual reports for all public high school sports teams, by each local superintendent, on or before December 1, 2023. And then every year thereafter; that would include the number of teams, the athletic teams, that each school within the county has, which sports are covered by each of those schools, and the certifications held by the coaches for each of the sports teams at those schools, or clearly indicating that they do not have any such certifications. The number of student athletes on each team, the names of the school they attend, whether the team uses the facilities, and property of the affiliated high schools or whether they're using, like, a rec center or something like that, and if they have an independent board that oversees the team or the team's operations. They need to know also whether any of those board members hold any special certifications. And then, it has a catch all phrase that allows MSDE to add in any other things that it wants to know in relation to this topic. And it requires that an AED be located in close proximity to each school sponsored athletic practice and event. And you must have someone trained in heat acclimatization safety available at all practices and events, and develop an emergency policy consistent with the model guidelines for preseason practice heat acclimatization. And I said that word correctly twice, which is a miracle, because every time I've tried to say acclimatization before, I have botched it, so it's a good Monday.

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The final one is Senate Bill 706, and this relates to our nonpublic placement schools. This will be heard in EHEA on March 2nd. And this bill would require salary parity with the public-school systems where

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the nonpublic school sits. Currently, there is a formula available that's applicable to what comes from the state local government to help fund those schools, versus what's kicked in by tuition etc. This would require that the salaries of the teachers, and the nonpublic schools match the salary structure, for the local school system where it sits. The state and local governments would have to increase their funding proportionally, based on the formula that already exists in that section of the code. But then the nonpublic schools would have to increase their funding to meet the remaining amount.

I think that's it. I'll take any questions that anybody might have. Okay.

Karl Pothier: Thank you, Dawn. That was incredibly comprehensive. Thanks so much.

If there are no questions for Dawn, let's move on to the regulations and I guess, Kate is this you.

Dawn Luedtke: You're stuck with me.

Karl Pothier: It's still you, Dawn. Okay, sorry. All good. Alright, to the next topic.

2e. Subcabinet Regulations

Dawn Luedtke: The next topic, because what we need is more law today, more law. Alright, so, when the Safe to Learn Act passed, we were given multiple pieces within the Statute, where the Subcabinet could take regulatory action. And some have been developed, and some have not, so we are going to talk through that, and where we are, and what our existing regs are. And then get feedback from you about where we may need to go, or want to go.

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So, we have several existing regulations and our section of Comar is at title 14.40, that's our little area. 14.40 is the Center for School Safety's designated section. You only see two that are up here right now, .04 and .05, and that's because .01, 2, and 3 are what I would call housekeeping type matters, right. They're not unique or of substantive nature related to the Agency there. They're more standard like open meetings, and how to request documents under the PIA, and how to change your record with the State Agency, that kind of thing. But section 04 and 05 are the two portions that relate to certification and training for SSE and SRO. That's 04. And then 05 is the regulation that deals with critical life-threatening incidents occurring on school grounds.

So, the Subcabinet those were Shells, as in the Subcabinet was required to adopt regulations related to that and the Subcabinet did, and so for purposes of today those two, we will discuss and talk about what might need to be tweaked on those. Now that we've had them, and they've been running for a little while, where are seeing gaps? I'm going to table that for just a second. Well, Kate, do you think we should do those first? talk through those first?

Kate Hession-MCSS: Yeah, I think that makes sense, please.

Dawn Luedtke: Okay, so right now with respect to the first one, which talks about the certification and training for SROs and SSEs. You should have a copy of that with you that has the current regulation. And I have taken a stab at what I see are gaps, or problems or, where I think you may need to have some discussion. I don't know that subsections 1 or 2 have... Well, 1, subsection 1 doesn't have anything.

Subsection 2B for our school safety coordinators, this is an area where it may be good to take some action to add additional language that helps to give the Agency the ability to enforce compliance better.

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So, for example, now it goes through in subsection A, it talks about what the school safety coordinator has to do, and then they would be certified after they've completed certain things. And this has been in effect for a while. And yet there are still school safety coordinators, designated as such, who have not completed or complied with all these provisions. But there isn't a mechanism within the regulation or within the Safe To Learn Act itself for the Agency to deal with that.

So, one of the recommendations I came up with, and I'll read this to you, just so you can have a discussion about it is to add a subsection D that says, If a school safety coordinator has not completed the trainings required in sections A through C and submitted all required documentation to MCSS within 60 days of appointment to the position by the local school system, MCSS shall notify the superintendent of the local school system of the deficiency. And then after that, I've added another section, subsection E that says, Failure of a School Safety Coordinator found deficient under subsection D to take corrective action and come into full compliance within 45 days of the issuance of the deficiency letter, will result in the ineligibility of the local school system to apply for Safe School's Fund Grants under section 7-15. 12 of the Education Article for the current grant cycle if awards have not yet been made, or the next grant cycle if awards have already been issued in that fiscal year. So, addition of these two segments would allow the Center for School Safety to clearly have deadlines by which the deficiencies will go out to those local school systems and a deadline, certain by which they must take corrective action, or else be ineligible to apply for Safe Schools' Fund Grants. So, this would be the time for you all to have a discussion about what you think should, or shouldn't happen, or other suggestions. I've got my notepad here and ready to take notes.

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Colonel Jerry Jones - MD State Police: Hey Dawn, so my question would be those things that they need to meet, those requirements, that outside training or development or whatever the case may be, are there any barriers for them getting that inside of that period of time you're designating? I mean, could somebody come back and say, well, you put this in play, however, this has not been offered to us, or I'm not able to get it for six months, to meet my needs? Is there any kind of barrier there to getting the requirements met?

Dawn Luedtke: That's a good point, because they do have to have the Model SRO/SSE training, right. So, they have to have that. That is something that might take some time in order to get, but you know, we could add a provision that says "completed, or registered for," because we know when MCSS is offering them. And even if MCSS doesn't have a class, like if they start on January 1st, and our training class doesn't start till March 15th, but if they've started and they've made arrangements to take the class, then we could account for that within the language and tweak that. Because you're right, you don't want to say you're getting a deficiency letter when there was no way for you, possibly to get this done in that time. The other segment, though, of what is required, the National Incident Management System, Incident Command System Independent study courses are online Available whenever. So, would you say recommend to add a provision that allows for the registration for that Model Curriculum Training to have that, at least be registered for it, if not completed?

Colonel Jerry Jones - MD State Police : Yeah, I conceptually like where you're heading with it, I think that's important not to be put in a position where we've artificially created a barrier, so to speak. We are just to make sure that they can seek what's needed, and get it done within the timelines, and if you do that registration versus having completed there's got to be a follow up mechanism put into the language to make sure

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within 30 days after completion of the course we must be notified, however, you think it's appropriate to do that.

Dawn Luedtke: Okay.

Karl Pothier: Yeah, you know, the one thing I was going to suggest, and I may have missed it in the language you read, Dawn, and this goes off what the Colonel was just mentioning.

1:45

Maybe it might be useful to incorporate some language that gives the Center some amount of discretion when it comes to those particular deadlines. So, for instance, if they shall do it within 45 days or less extended for good cause, by the Center or something like that, I mean maybe that that's one of the ways to do it. In other words, there're absolute deadlines, but there could be circumstances where they may, or will need to be extended, and it will give the Agency that discretion to do so. I don't know if that would also open a can of worms, everybody would do it, it could be interpreted to mean that those deadlines really don't matter, you just must ask for an extension that kind of thing, but maybe something along those lines because, that would help sort of alleviate any pressures, again on the topic that was just raised. Again, it is just a way of retaining discretion within the Agency, so that that's just an observation.

Dawn Luedtke: Thank you for that.

Colonel Jerry Jones - MD State Police: I guess the only thing I would say to that is we got to make it so it's not squishy, and it becomes ambiguous where people can start warm well. You know, I was treated this way, and this one was treated that way. I get where you're heading with that. Just have to be really careful not to allow it, so somebody could say, well,

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'I was treated differently than somebody else was treated' in those types of scenarios that we need to be mindful of that circumstance.

Dawn Luedtke: Yeah, I agree, that would need to be some conditions or some objective on the subject parameters when the Agency could do that as opposed to having it being subjective, because that's part of the issue now, right?

Karl Pothier: Right.

Kate Hession-MCSS: Can, I just add as well, the School Safe Schools Fund Grant is decided, those applications come to the Subcabinet and they're decided there, so would it be to, sort of, meet the need that I'm hearing. Would it be beneficial if the regulation said that when the application goes before the Subcabinet that MCSS will let the Subcabinet know that the applicant has met all the minimums, and if they haven't, sort of, what the reasoning is. So, then, the Subcabinet can make a decision about whether they want to approve those grants, that particular application. Would that be helpful?

Robert Gorrell: Yes, I think so. You know, that's my question to Dawn. I think that the Subcabinet has authority to approve the projects, but can a regulation be created that trumps the legislation that is funding the program, unless there's something, I mean do we need the law changed in order to add that kind of language? No Okay.

Dawn Luedtke: (Luedtke shakes her head negatively.) No, because the Statute gives that to the authority of the Subcabinet in terms of the Safe Schools' Fund Grant.

Robert Gorrell: ok. Then what Kate has said, certainly ties. Thank you.

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Dawn Luedtke: So, tying in the comments that you all have made so far, and knowing that there is a way for the Subcabinet to take into account the compliance at the time of the grant application review, would you still want the Agency to have a timeline for when they send a deficiency letter to the Superintendent of the school system, to notify the Superintendent that someone's out of compliance, so that they can take corrective action?

Robert Gorrell: My opinion is along with what Colonel Jones has said, I think he knows, maybe better than any of us. What are the constraints on these individuals in order to comply? So, anything outside of that, if they should be able to get it done, with whatever wiggle language is determined, I would vote for whatever you recommend. But is there a recommendation on the table, the time?

1:50

Karl Pothier: I actually do have a question. How exceptional of a circumstance will it probably be? Does anybody have a sense that people won't be complying? Is it going to be a real outlier, or are we looking at something that could be more frequent? I'm just curious. If anybody has any awareness of it.

Kate Hession-MCSS: As Dawn mentioned, we currently have School Safety Coordinators who are not compliant, now after four years. So, I would like to say that it's unusual, but we've also had turnover in some of the positions, so it's possible that the new positions may not be compliant. You know, obviously, the last two years have been unique in that we had COVID, so I would argue to the Colonel's point that would be an extenuating circumstance that we can all understand; because we

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had to transition all our in-person training to virtual, but now, we do have the ability, at least for the existing curriculum, to deliver that virtually. You know, the hope is that we will, for the non-law enforcement students, will be able to deliver a majority, if not all the additional training to the new curriculum that you heard about today, virtually as well.

Dawn Luedtke: Right. Despite COVID and despite all those things, those training classes have been going on. The Agency made the switch to that in 2020. And you saw the slide earlier that Mr. Rudinski put up showing you exactly how many people have done that, but there are still people in that upper-level management, who are SSEs who haven't done it.

Karl Pothier: So, I mean, as to Commissioner Gorrell's point, where are we with this thing? It sounds like, Dawn, you came up with some excellent language to begin with, so now let's go back and incorporate some of these thoughts and comments, okay.

Dawn Luedtke: Yeah, there's nothing for you to have to vote on today, this is for you to discuss and for me to make a lot of notes about. so, then I can go back and consider all the different things you've said to make it gel the way you want, bring it back to you, and then you can take a vote on proposed regulations, okay.

Karl Pothier: Okay.

Dawn Luedtke: Any other comments regarding this section, regarding the school safety coordinator compliance with their training requirements. No, okay.

The next is under the subsection 03, SRO and School and Security Employee's Certification. I am going to read one and not the other because they are mirrored sections. There's one section that's for SROs

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and one section for SSEs, so just to give you a flavor of what this would sound like, for example with subsection A, I've amended it to read as follows: in a draft, amended for draft discussion purposes. "A SRO serving a Maryland Public School shall strive to have completed the Center's Model Training Program or an approved equivalent local training prior to commencing work as a SRO, and must complete the training, no later than six months after receiving the assignment."

So, you're looking at the current law, the current reg. is what you have before you on yours, so you can see where I added or changed things and they did that for a couple of reasons. I took out the phrase "working in the Maryland Public School" to account for jurisdictions like Montgomery County Public Schools, which doesn't have SRO who are stationed in a school, but they still serve a school, and they still have an MOU, so they're still a SRO even then they go by another name over there, and they still must take the Model training curriculum. So, change that to "serving Maryland Public School" as opposed to working in. The other piece was taking out the reference to "40 hours" because, as you heard earlier that's changing, and rather than having to update the regulation anytime there's hours added or other things that are done to that program; especially since the 40-hour piece was not a time that was specified in the Statute.

To begin with, I'm removing that and just calling it the Center's Model Training Program and then with the respect to the timing when we initially did this, it was when this was brand new.

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So, we must be flexible in dealing with how people come on board, and also knowing the capability of the Agency to deliver training, and how often that is. And certainly the pace that has been kept, even during COVID, has demonstrated that there's at least one segment of training

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that is run every six months, so six months is a reasonable time frame to say you must have completed it because within every six months' time frame there's another training that's been done. The same would apply to the SSE. So, does anybody have any questions related to A and B, based on the comments I just made or things that I'm recommending you might want to change or anything you want to add above and beyond that? Okay.

Colonel Jerry Jones - MD State Police: Dawn, just quick, I think it's the same as the last argument, just a capacity versus volume approach on how many people must get this training and whether the training can sustain that many people inside that six-month window. I think we just need to be mindful of that, but it's the same principle, but otherwise I'm good.

Dawn Luedtke: Okay. Anybody else? Okay. So, subsection C, the one that talks about the Comparative Compliance Program. I'm recommending that just be removed, it is not even apples to apples are close anymore and it doesn't seem to be necessary. It was important to stakeholders at the time we were first doing this, it has lost its importance over time.

Colonel Jerry Jones - MD State Police: So, we have supplemental coverage to where that was relevant before, it's basically what's offered now, it makes it irrelevant?

Dawn Luedtke: Yes.

Colonel Jerry Jones - MD State Police: So, that is how it is defined, okay?

Dawn Luedtke: Yeah, and the timing, or the amount of time it listed in there, it doesn't match anymore, it's just all different. Okay. So, then I'm proposing what was section D, which would now become subsection

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C be changed to remove what's there now and just have a provision that says "each local law enforcement department assigning a SRO to serve one or more public schools shall promptly notify MCSS of the assignment." That's typically the way it's been done or has been going,

So, the local law enforcement departments when they're assigning new officers; have been letting the Center know and saying "hey we got these new people coming onboard, we need them trained" so that's not being written to fix something that's not working, that is just how it is working in practice already, and that's a good thing, we want to make sure that stays.

I would recommend adding two subsections like little Roman numeral i and little Roman numeral ii that say "first MCSS shall provide documentation to the officer's department regarding completion of the Model Training Program and any other in service or continuing education for law enforcement officers in conformity with the requirements of the Maryland Police standards training Commission Comar Title 12 subtitles four and the Public Safety Article in Maryland Code." Again, the Agencies, already been doing this. It's there more to inform the public about the process, and about the fact that in-service training is required.

As you know, all the Agency staff have had questions over time, and every year as there's more debate about police in schools and so on and so forth. There are still some folks who don't understand that SROs are police officers, and that police officers are required to have certain training and that that training must be done in a certain way and that that must conform to the requirements of the Maryland Police Standards Training Commission. So, there's a lot of different things that are already in play, and in practice and the law and the Agencies already giving those certain certifications out and making sure that all the trainings approved for law enforcement by MPCT, so we're just putting it there, in plain English, so anybody could use that as a cross reference.

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The other subsection would be to read “any law enforcement officer who fails to pass the examination required by the Model Training Program or fails to complete any required in-service or continuing education required by the local law enforcement department or otherwise required by Maryland Law shall not be eligible to serve as a SRO in a Maryland Public School.” So, you got to stay current on the things you're supposed to be complying with. As long as you are, you can serve. If you're not compliant you can't be a SRO. Does anybody have comments about that? Okay.

Robert Gorrell: Question. Dawn, are you going to provide all of this and underline strikeout to us in some time? Thank you.

Dawn Luedtke: Yes. So, the other piece is, and I don't have proposed language for you here yet, because I was trying to figure out how to make this happen. So, with the law enforcement side, again, as I said, we're not trying to fix something that's broken because it's not broken, they've been giving notice to the Agency, the Agency has been giving the certifications, all the boxes have been checked and regulations and public safety articles being followed.

Where we are having a disconnect here, is with the local school systems. Because it's impossible for MCSS to know who meets the definition of a school security employee in each local school system. We don't know how many people, and which people, fit that definition of a school security employee within a given school system. And the problem is, if the school system has 150 employees who meet the regulatory definition that we have for that, but they're only sending 25 to training, we don't know, or we have a hard time figuring that out. So, there must be a way to ensure compliance, where the school system is notifying MCSS of all

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the people who meet that definition and certifying that those are the people who meet that definition, and then for that to come back to the Agency, and then for them to do the training, and then for the Agency to notify the school system of deficiencies. So, what thoughts do you have on that?

Robert Gorrell: Well, one thought I would have, and I was waiting for Colonel Jones to say because he's probably got some better thoughts, is that you can have primary and secondary people. Right, you know where you have primary people that are in these lead roles, maybe 25 out of 100 and the other 75 are there to assist in some way and may not need to have the full training, but they're more or less operating under the guidance in some way, and I don't understand the structures, I wish, maybe Superintendent Chaudhury could help us with it, but maybe Colonel Jones has a better idea or you?

Colonel Jerry Jones - MD State Police: The problem is, if you have one group than a second group, and I don't know if lower on the hierarchical scale, so to speak, as the others are doing the same thing in the end, my concerns will be lying in the fact that we have 25 group people that have everything they need, and then we have another 75 that have a little bit of what we need, but on game day that 75 could be doing what the 25 are responsible for doing, with less responsibility and training and requirements. That doesn't feel good to me. I say that maybe not having a complete understanding of what exactly is involved, but you know just from the outside looking in,

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I think there's got to be some common ground found there to make sure we don't have a situation where we have folks that are, maybe, under qualified for a particular role or responsibility in our school systems be

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cast into a position where they're doing something that somebody else should be doing, if that makes sense.

Dawn Luedtke: Yes. Hearing what you both said, would it be helpful for me to come up with something that's, sort of like as a kind of, what I've done with the other pieces, right, and maybe go back and look at the definition of a School Security Employee that we already have, and find a way to engage a mechanism for the school system to notify the Center of the folks who fit the job, who fit the description. The Center to send back here who has been trained, and that it rests on the superintendent of each school system every year to certify that all those meeting the definition of a School Security Employee have been trained prior to the start of the school year, because that's what's the laws asking for, the law is asking that all School Security Employee have that training, before they are working in a Maryland Public School.

Robert Gorrell: Question, so back to the 100 and the 25 that are trained. Are all the 100 full time? Is it their only job, as Security Officers, or are they double duty, they're Security Officers sometimes, they're bus drivers another time.

Dawn Luedtke: That is unknown, but the question becomes 50% of the time your responsibility includes breaking up a fight and situations where you may be putting your hands on a student. Do you only get 50% of the training and knowledge in working that job, right?

Robert Gorrell: Is there a way to take this question to them? You know, to get more feedback and information on the different constraints that we might not be considering for something like this, just out of curiosity, just to hear what they say. I could see some of the smaller rural areas that do a lot of switching of hats, you know of jobs, just because they don't have big budgets, and it would be good to know what their considerations are.

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Kate Hession-MCSS: Yeah, we can do that Bob.

Robert Gorrell: Okay.

Colonel Jerry Jones - MD State Police: If I could offer this up, maybe, it's a such a thing, where we take the 25 using that 25, 50, 75 what we're dealing with there, but if we take that 25 and the other 75 and redefine them in the sense of a classification, almost have the 25 be at that top rung of training and development, then have the others at a different classification that almost reports to the top one. You know what I mean, build some structure there, redefine it so it's clear that they have a different level of competencies and skill sets, but they are almost like a direct report of sorts to the person who we know are the best qualified, if that makes sense.

Dawn Luedtke: It does, and I am sort of thinking this through now and going okay. Well, if we do what you're saying, right? and we know school system X has trained 25 people, but we know just in passing that they're 75 others who fit the definition of a school security employee, but MCSS didn't train them. If the school system wants to certify that the 25 who were trained do a train to trainer program, do something else for those other employees, they're receiving that somehow, but they are not receiving it from MCSS, then they could document that that's something that could be developed as a part of the Agencies form, or what have you, in terms of making sure you know, from a housekeeping perspective, the training classes have been offered to everybody who should have them. If the school system is not sending them and they're doing a train the trainer internal model and they're only sending so many to MCSS, then we must have a way to document that, and then that falls on those schools' system to deal with rather than State. Does that make sense?

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Colonel Jerry Jones - MD State Police: It's establishing different standards for each respective level or responsibility.

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Robert Gorrell: To me, that resonates well with my understanding, thinking about how they maintain a lot of their other jobs, and it might help to have that training program to keep the important positions that 25 on top, with people that could step into that as we lose people.

Colonel Jerry Jones - MD State Police: I think too you must know the top 25, they have to have the pride that they're the top 25, and give the 75 something to strive for if they choose to elevate their game, I think you got to have that human element in it as well.

Dawn Luedtke: Yep, thank you. This is very helpful. We're going to shift gears because we're running short on time, and I don't want to not discuss this last piece, so we're going to look at the critical life-threatening incident regulation, okay. When this was written, there was an attempt to try to not include everything in the kitchen sink in what would require a report, but what we have found in practice in it being in play, is that MCSS receives very little, in terms of these reports, and not because incidents that are happening don't meet the definition. So, there's a disconnect and a lack of collaboration on this, and because of the way it's structured, the Center for School Safety submits its report to the Governor and General Assembly only after having received these other things from the school system. Except the school system isn't doing the reports and holding the After-Action meeting, there's nothing for the Agency to then subsequently give to the Governor or General Assembly.

So, we need to look at this and figure out whether things for example, like subsection 2, the scope that says that "it applies during school hours inclusive of after school activities and school sanctioned events on school

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grounds and while transporting students” and then we have a definition in the next section that talks about “school grounds and school transportation being like transportation vehicles either owned or operated for the benefit of that school system as being part of school grounds.”

So, there are things like, for example, if a student is shot across the street from the school at dismissal, and then ends up back on school property receiving medical aid, while all the students are around, and what have you, and dies on school property, does that meet the definition of “on school grounds” or not? and should that school have filed an After-Action report and gone through the process that we have here, because we're having a disconnect about that.

Colonel Jerry Jones - MD State Police: What drives the disconnect? I mean, just in reality of it is, or accountability or is it, I guess is it system-based or is it just not willing to do it or wanting to do it?

Dawn Luedtke: I think it's all the above, Kate, what do you think?

Kate Hession-MCSS: Yeah, I mean, some of it is system dependent, some of it is incident dependent, you know the specifics of individual incidents. There are school systems that have had changes in personnel, so it's clear that some of them may not be aware of either the regulation or the law itself. The regional staff have done a really good job of continuing to reach out to the school systems, every time we hear about something, as we get notified of a critical life-threatening incident, they've done a really good job of working with the school systems, to have the school system get an After-Action meeting scheduled and inviting us to those meetings, because that's a requirement of the law.

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I wish I had an easy answer to say I know exactly why we are struggling to get some of this information, except to say I do think this is new, this is really the first year that we started.

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We had one in 2019 reported and we have had just a handful at the start of this year, so part of it could just be the learning curve. It's a new requirement, relatively new for them. We have some stuff on our end that we must figure out and internalize and figure out the best way to proceed, but you know I don't have a short answer of why they're reluctant to share every incident that's occurring.

Colonel Jerry Jones - MD State Police: Well, I mean from my perspective, when I hear just what you said, Kate, it's one of those situations if we got new people then you know, the first thing we need to do is make sure they understand what their requirements are, and if we got some new folks, and some ambiguities as far as what the requirements are, then you know it's hard to build upon those gaps there. So if it were me toying around with this, I would probably have a requirement, maybe whatever is the appropriate time of year to do it, where you can get a captive audience of everybody involved and say, look we've had this issue. This is what we're seeing just as a reminder, these are requirements and then having an accountability piece built into it somehow, in the sense of maybe we go back to what we were talking about as far as grant approvals. I don't know what the appropriate accountability tool is there, but I think before you get started, because you're always going to get that one person that says, "I didn't know, we had to do that." As kind of frustrating as that can be sometimes, I think it's the education piece that has got to start first, then the messaging and then the accountability piece.

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Kate Hession-MCSS: Colonel just for clarification, we do send that reminder to the school systems every year and again, you know, we sort of walk them through these, especially if it's their first one, the regional staff does a really good job of walking them through what the requirements are, what we're expecting back, so that we can produce our reports. So, I would love to have a clean answer to this completely, but I don't at this point.

Dawn Luedtke: Yes, Bob.

Robert Gorrell: I have a couple of questions, just so that I'm sure on the terms defined. It means an event in which "conduct occurred," causing yada, yada, so "conducts" or people doing something right, and I'm just trying to differentiate it from a physical, like a boiler blowing up or something. It's about an event, where one person's done something to somebody else.

Dawn Luedtke: So, that's a good question, that's one of the things we've talked about internally, what is meant by the term conduct, so if there's a boiler explosion and a number of people died, there was an emergency response, and there was opportunity to gauge the efficacy of an emergency action plan that's something where that should fall into this, is the word conduct too limiting?

Robert Gorrell: Okay, so now I'll ask my second question, maybe we can tie them together here. The MABE, the Maryland Association of Board of Educations. You know, they provide insurance to everybody, and there must be a reporting mechanism to them. I know there is like on the boiler point, for instance, because they're liable for all these things. I'm wondering if there's a reporting system that we can cause to be concurrent, so that it's not an extra step, or something that they're already doing.

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Dawn Luedtke: So, MABE does not actually represent all the schools, some are self-insured, and some are pool insured through MABE. Way, way, way back when I was a baby lawyer, I handled tort claims for MABE. So, depending on whatever county that had a bus accident, a slip and fall in the parking lot, whatever it was, I went out on the case, but that's not uniform and that's separate, and wholly apart, and that's a litigation tool, rather than an emergency management and response from tool, right. While getting MABEs feedback may be helpful in terms of what would work better for this, and MABE was certainly at the table when this provision was written into the Safe to Learn Act to begin, for all those discussions,

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but you know certainly that's something that you know we could get their feedback on in terms of what might be more useful and if they've heard any expressions of why this is such a struggle for us to get going, but at the end of the day, and from my lense as counsel to the Agency.

I want to make sure that that my client is meeting its obligations, and that even if WBAL and WTOP has broadcasted this incident happened, and the school system is not calling the meeting, and not doing the report and not doing whatever, should MCSS send a letter still to the Governor and General Assembly and say we communicated with "X" school system on this date about the occurrence at blah, blah, blah, blah, and then to date we haven't received the report, in conformity with Comar 14.40, what have you, and let it go and then sent up, in addition to the grant funding piece that you already know.

Robert Gorrell: Well, on the first part of the question, you know a boiler blowing up, there are all kinds of things that can happen around the physical plant, somebody doesn't lockout tag out, gets electrocuted, somebody sticks their finger in a belt and chops it off. I could consider

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all those serious injuries, and are they something that you're wanting to capture.

Dawn Luedtke: I think the point of this was to capture things, which are creating drains on the school system and on the local emergency response system, that are occurring within the school, so that policymakers can better understand the ecosystem of those things, and how to better direct resources. So, that's the landscape of it. I think what is known inside a school system day in and day out, in terms of the number of calls for service and things like that, hasn't always made its way to policymakers, this was one mechanism in which you could determine that.

Robert Gorrell: All these things I've described or even slip and falls, will require an emergency response and I assume, when I first read it the first time that it was about a tragic event like you began, somebody gets shot and they stumble over, but they're big tragic events so, trying to understand.

Kate Hession-MCSS: Bob, I do want to say, I want to be very careful that we at the Center for School Safety are not providing a report to the General Assembly or the Governor's office on slip and falls. So, I do think there needs to be a threshold. There's got to be a level of response, and so you know if there is serious injury, if there is death, if there is, if there's a life flight, if there are multiple injuries, I think we need to do a better job of articulating what those levels are and what piece of the activation of their emergency operation plan triggers these events. So, if it's a minor thing and it's this section of their emergency plan then maybe that doesn't trigger this, but I think we need to do a better job of articulating what those triggers are, it's clear to us, it's clear to them, this is now a critical life-threatening incident. Does that help?

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Dawn Luedtke: Yeah, and there is a definition of serious bodily harm in Maryland Law in the Statutes, but not serious bodily injury, and so maybe tweaking that and then adding some meat on the bones in terms of like emergency response criteria that Kate was mentioning that those things, and being explicit about that and using the phrase, including where it's not limiting, but it's giving examples of. If you use the phrase, including in a statute or in a regulation, it's not meant to be all inclusive, but it gives you highlighted examples of things, so would that be something that you all think would be helpful to fleshing that out, and changing it from serious bodily injury to serious bodily harm and cross referencing the definition of serious bodily harm that is already in the Maryland Law.

2:25

Colonel Jerry Jones - MD State Police: That's tough, I mean it just really comes down to how you define it. If you can define it successfully, I'm dealing with this right now with another piece of legislation of House, a certain thing is defined, and you can do 100 different people have 100 different versions of what that means, and the thing is, you get into that situation to or if you start going into what we already have we just must be ready and do it on the front end to go to the legislature and let them understand that we made a change and it's going to affect the outcomes in the sense reporting purposes, because man when people see big swings in numbers based on redefining certain things, it creates a ripple, so we just need to be mindful of that.

Dawn Luedtke: And you're 100% right that, unless you caveat a data change or a change that led to a capturing of data in a different way, everybody judges it the wrong way, in that we see that in the hate crimes reporting, where we have counties that are really good at reporting the

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hate bias and hate crimes incidents where people think there's more occurring there and really actually know per capita it's not they're just very good at dealing with it and they're proactive, as opposed to ignoring. So, we always must explain it and caveat that.

You've given me plenty to work on, you've given me lots of things to touch upon. Before we wrap up because we're about to be at that point where my colleague will then ask for a motion to adjourn, there are some Shall regulations and one of the Shall regulations is about mental health services coordinators and helping them get their jobs done. We have not touched that, we have talked to the mental health services coordinators, we've probed what it is that they want or need, so if you all think it would be helpful for us to come back with a suggested regulation on that, we can; it's just something that the Subcabinet has not had to find to address yet, so that's something I'm happy to put together, I just need your blessing to do so.

Karl Pothier: We have a motion to bless. It seems like the ball should be advanced on that so that would be great.

Dawn Luedtke: Okay.

Karl Potheir: Thanks, Dawn.

Dawn Luedtke: Okay. Alright, the other ones relate to grant funding and it sounds like from this conversation, based on the things we've already talked about that perhaps having a regulation related to grant funding would be helpful that ties back and relates to the other pieces, particularly in a cross-referencing kind of way, if you're going to tie compliance to grant funding eligibility, is that something that you would like me to take a stab at?

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Robert Gorrell: It sounds like you already are tied previously to our other discussions.

Colonel Jerry Jones - MD State Police: Great.

Karl Pothier: Yeah, I don't want to be a work creator, but I think it's a great suggestion. Again, it's advancing the ball on this and it's bringing it all together.

Dawn Luedtke: No, I have a lot of other things to do, but no, I get it, and this is a good time to do housekeeping and feel like we're getting things done. So the regulatory process takes a while, so we want to make sure that we have ample time to review, discuss, consider, revise, etc., so okay.

Robert Gorrell: Yeah, and then try to get it back out to who do you think it's going to matter to hear their concerns before we go too far, because that does take a long time to go through the process, you don't want it kicked back.

Dawn Luedtke: Agreed. Well, that is all I have on regulations for today.

Karl Pothier: Okay, all right. Thank you, Dawn. So, I think that's the end of the agenda, of course, so I'll entertain a motion to adjourn and motion, second.

Colonel Jerry Jones: Second.

3. Closing Items

a. Next Meeting - May 9, 2022

Karl Pothier: Motion granted, and we'll see everybody on May 9th and thank you so much.

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b. Adjournment

Robert Gorrell: You guys take care. [This adjourns the meeting]

2:30