MARYLAND CENTER for SCHOOL SAFETY
School Safety Subcabinet Meeting

February 12, 2024

MARY GABLE: Good morning, everyone. I'm Mary Gable. I am acting Deputy State Superintendent, officially an Assistant State Superintendent with Maryland State Department of Education. And it is my pleasure to represent Dr. Wright. I don't know if you follow her, but if you haven't, I'm sure you will enjoy her. She has come to Maryland State Department of Education with lots of energy, commitment, and it's really quite brilliant. And with her, the leadership from serving the students, as you know. I've been working with Kate for a long time, and Kim, Dino, and others. And so, welcome to this subcabinet meeting.

KATE BRYAN: So would you, so first...

MARY GABLE: I'm sorry, so I'm new to this, so you just have to be patient. What would you like for me to do?

Agenda

KATE BRYAN: So the first thing is to ask if there are any additions to the agenda.

MARY GABLE: Oh, unofficially, yes. Are there any additions to the agenda? Do we not take votes on agendas? Do you have minutes?

KATE BRYAN: We don't because everything is recorded and everything's recorded streamed and transferred and posted on our website. So you do not need to approve agenda, or minutes, excuse me.

MARY GABLE: So then I go to you. There are no items scheduled to approve? Or are there?

KATE BRYAN: There is. So we'll kick it off for you.

JEANEEN JOHNSON: Before you get started, just to note for the minutes that there is a quorum of the board.

MARY GABLE: Yes, thank you.

JEANEEN JOHNSON: You're welcome.

Agency Updates

KATE BRYAN: So we have a few things to go over today. First, I'm going to give a quick update for the agency itself. We're going to talk a little bit about the summer conference that's coming up. Gifty's going to walk through the governor's allowance for the fiscal year

'25 budget. We're going to go through legislative sessions, some of the bills that have come out so far in 2024 that impact school safety. And I will say there are quite a few of them. We're going to talk about some progress that we're making on current priorities. If you recall in the annual report that was published at the end of the year, we identified four key priorities. We're going to talk about where we are with those. And then we're going to talk about some other key initiatives that the agency is working on.

MCSS Staffing Updates - New to the Team

KATE BRYAN: So first I would like to introduce, we have some new team members to MCSS and we're very excited. So first he's not here with us today because he's training. He's at one of our school resource officer trainings that's happening this week. So Jeff Smith comes to us from Talbot County Public Schools. Those of you were here in, was it November, Jeff presented? They were here at the November meeting. Jeff was the representative from the school system that talked about the good work that Talbot County was doing. So we have, he has joined us as of December of last year. So we're very excited about that. Second, I would like to introduce up front, holding the cameras, Ja Coates. So Ja joined us in January, beginning of January. Jeyan comes to us from a federal agency. We're very excited. to have them with us. And they are going to be joining the Communications and Engagement team. So I'm very excited about that. And in the back, in the back of the room is an intern that has joined us. So Reem Saleh is a junior at the University of Maryland College Park, majoring in information science and data science track. And she's going to be interning with Jeyan over there doing some data work for us, so we're very excited to have Reem with us as well.

PREPARE - Safe Schools Together

KATE BRYAN: So over the course of the last quite a few years, actually it's going back as far as 2018, 2017, the Center for School Safety has hosted an annual summer conference. Over the years, that conference has gotten bigger, we've expanded, we've brought in more partners, more stakeholders, and really expanded the content. In the last several months, we've done a shift to the branding of the conference. So as you know, every summer we have sort of a theme for the conference, what we're going to focus on. It identifies what sort of content areas we're going to have. Well, this year, we're very excited that we've now rebranded the conference so that every year when people talk about the school safety summer conference, we don't have to use all of those big long words, we can talk about PREPARE summer conference. And the year will be noted each year. So every year we'll have a PREPARE conference. We will still have a theme for every year so that we can focus in certain areas. So for this year, it's going to be Safer Schools Together. But I'll let Kim talk a little bit about what that conference is going to look like this summer.

KIM BUCKHEIT: Yeah, so that I mean the intention really is to keep that logo consistent so when people see that PREPARE logo literally visually captures them and they understand. It

is the school safety conference in Maryland every year. So kudos to Aaron who was really instrumental and kind of helping to create that. We were very mindful of the accessibility of it to make sure that it was going to translate well in terms of color and size. So for us to be able to use that on different items for the conference, the lanyard, different tchotchke types items will also be a real easy transition. So each year that when people see that, you know that you are getting content related to the School Safety Conference and we're excited. Registration actually opens just in a week. So next week there should be... There will be an email that goes out for the pre-registration for the PREPARE 2024 conference.

MARY GABLE: Is that going to be a virtual or in-person?

KATE BRYAN: No, it's in person. Yep.

FY 2025 Budget Overview: Governor's Allowance

GIFTY QUARSHIE: Okay, good morning here, my name is Gifty Quarshie. I will just provide a very brief overview of the FY '25 Governor's allowance for MCSS. You have a chart. I do need that the bottom of the packet that you have, which is a one sheet piece of paper. So it just provides a summary of MCSS' budget. And we broke it down on the left of your chart. It's all of our operational budget. And on the right is our grants budget. And so as you can see, as far as the governor's allowance for our '25 operational budget, we have $3.4 million. And as you can see from the chart, a larger portion of that is in salary, followed by our contractual services. There are two major cost factors that make up our contractual services, which are our payment to MDEM annually to provide staff to manage the tipline and the other portion of our contractual service costs is for MCAC. As you know, we are required to be housed here at MCAC. And they provide us, you know, aside from rent, they provide all of our IT or relevant IT services. So we do have shared costs with MCAC every year. And the other factors, when you think about the charge for services is, you know, speaker payments that we do every year related to the conference. And there are some other, contractual agreements that we have with other entities that import that number. So aside from salaries and our contractual services, everything else is pretty much even year over year. A lot of that is based off of our expenditures from since, what, 2019. On the right is our grants allowance. Now, if you look at the SRO grant, just to clarify the provided distinction. It does show $20 million, but the SRO grant is only $10 million. Most special funds have dedicated special fund sources, but our SRO grant is funded through special funds. So we give out the awards for the special funds, but it is funded with general funds. So it shows the full expenditure of $10 million with the general fund, but we actually award the grant from the special fund side. That's why you see $20 million for the SRO grants. We also have $3 million, of course, for median price grants, $600,000 for the Safe Schools Fund grant. And we included in our request for '25 a new grant, which is the Preparedness grant. That request is based off of different critical life-threatening incidents and reports that we have reviewed and determined that this is a grant that we have used. So all of that, including the operational budget is what our request is. But as you know, we are currently going

through the legislative side of things. So it is very likely that when we do get the legislative budget by April, that things might look a little different than we have done. And with that, I will welcome any questions.

2024 Legislative Session MCSS Direct Impact

KIM BUCKHEIT: So moving on to the 2024 legislative session, want to really just kind of review some of the bills in the early part of the session, really, that we've been responding to and interacting with legislators. We had the opportunity on a number of occasions to actually have some direct contact with different bill sponsors, which has been very helpful.

HB 157 - SB 127

KIM BUCKHEIT: So HB 157, there's actually a number of bills that have emerged just in the last few weeks also, but related to the appropriation, that grant item that actually Gifty was just talking about. So HB 157 increased the appropriation from $10 to $20 million starting in 2022 or 2026. The Senate Bill 127 was an early bill that we were interacting with a host of individuals related to this one and responding. The firearm detection platform. So this bill was directing MCSS to assist the locals in procuring firearm detection platforms. Its authorized use of the Safe Schools Fund to purchase those items and it directed MCSS to evaluate and recommend to local's firearm detection platforms. So it was going to, this bill would, if it passes, prompt MCSS to engage in some evaluation of all of those firearm detection platforms that are out there on the market currently and to provide that information to the locals to help inform their decision with regard to the purchase of those items. Any questions related to firearm detection platform, myself or Jeyan could help explain those a little bit if need be.

KATE BRYAN: So I will say that we do not have the internal expertise to do that. So one of the things that we responded to in our fiscal note to the bill itself was that we would need to work with an outside entity to be able to conduct those evaluations of those systems. So it's not something that we just bring a system in-house and start testing it out and then make recommendations. We have to use an organization that does that for other entities or for other organizations.

KARL POTHIER: What are the detection platforms? I don't know what that means.

JEYAN JEBARAJ: Technically, Firearm Detection Pro platform is any firearm detection platform. But the bill specifically defines firearm detection platform as a platform that uses AI to detect firearms within a camera feed. So this excludes metal detectors unless the metal detector uses a technology and a camera within the metal detector to detect that particular firearm passing through. So it's primarily camera feeds and an overlay of technology on top of your CCTV that detect any gun that's visible in the camera feed or a metal detector with the same capability on the camera, looking at people passing through like the TSA kind of

stuff.

HB 416 - SB 432

KIM BUCKHEIT: All right, so moving on, House Bill 416, Senate Bill 432. This was actually, it was House Bill 515 last year that we responded and worked closely with Delegate Solomon related. It was cross filed this year and actually was heard last Wednesday. So the testimony, the hearing in both sides, the House and the Senate side, occurred last Wednesday. It would require MCSS to collaborate with a research entity to study the effectiveness and impact of active shooter safety drills. And then from that information to develop some statewide guidance or statewide recommendations on active shooter safety drills. It requires us to collect information from the LEAs related to the impact of those drills. It specifically is looking at the impact on students, staff, as well as parents. Also listed within the bill, and this is for MSDE or MSDE partners, a bill that we would be working really closely with them, there are requirements within this bill that. ensure that the use of any sensory simulations so the use of noises that replicate gunfire. The use of anything that simulates an active shooter event cannot occur within schools as part of a drill or training practice. So it actually requires that those things do not happen. I think that's kind of one of the big things. The other element actually at the end that was a little different from 515. So 515 last year directed MSDE to work with MCSS to develop safe gun storage, an annual information type of publication that could go to all the LEAs for them to distribute to their parents once a year. This year, actually, on 416, the onus is solely on MCSS. So the MSDE is not involved in that other than maybe helping us to distribute. It's really MCSS working with the state police to create this sort of informational document that outlines gun storage laws in Maryland for parents to be aware of. Anything else in that bill?

HB 472 - SB 540

KATE BRYAN: Yeah, the only other thing is it doesn't... So the thing, the centenary restrictions that Kim was referring to is only while school is in session. So it does not prevent law enforcement responders and school systems to participate after school hours in that tactical type of training. So it's only during the actual school hours. House 472, Senate Bill 540 is a school mapping data program bill, and actually establishes for the first time and has some requirements inside of it related to how locals can access money. It actually directs MSDE to develop a grant program for school mapping, and then for MSDE to get the money from MCSS to give to locals. But ultimately also within that bill that's of note and interest is it defines the standardization of the school map. So it identifies very specific elements that a digital school map when it is developed must meet those requirements within Maryland. Yeah. Any questions on either of those? Yeah.

LAURA TORRES: Just to, pardon my ignorance, but are we literally meaning like a physical map of it in a digital form? Not a, what do we have in the way of data?

KIM BUCKHEIT: Yeah. And I'll let Jeyan also, he's great at the mapping.

JEYAN JEBARAJ: To answer your question, it's both a digital version of a map in geographical information science terms that wouldn't be compatible with routing, like with the maps kind of stuff, where we'd be compatible with the police routing system for their emergency response, they've got an automated system. And so all those digital side is to make sure that it's compatible with all those systems. So digital data to be able to put in that map. And then also a physical map, like we said, the ability to print out a physical map in terms of an emergency and take it to the scene or send it to people.

MARY GABLE: Just as a note, all of these bills that involve us, we also, MSDE, we also respond. This bill, in particular, has had facilities, the IAC, MSDE, the Maryland Center for School Safety, us, we've had calls, lots of meetings on the bill. But as many of you involved, you know, the agency that the bill potentially impacts. We'd use it, we'd frequently talk about how are we responding so that we're not in opposition to each other.

KIM BUCKHEIT: Yeah, it's been, I think, one of the bills that's actually required, or not required, but allowed for the opportunity for a lot of collaboration across a variety of agencies. One thing of note, within that bill, it doesn't require a system to be using a digital map, though. It allows the opportunity that if they want to, they can access funds and use funds to create digital maps, but it does not require any local system to be implementing digital maps at this point in time. Just really standardize what those maps would look like. Go ahead, Cecelia.

CECELIA WARREN: Thank you. If I recall correctly, this has been an activity that has been ongoing through some of the grants that the center has approved. So it is something that's available now. It's just not in a bill. Am I correct in that?

KATE BRYAN: Yes.

GIFTY QUARSHIE: Yeah. Yes. To some extent, it is considered an allowable use of the Safe School Fund Grant. But yes, there has not been a bill specifically directed at providing grants for that. And I believe, like Kim mentioned, MSDE wouldn't have to request funds from the subcabinet specifically in order to be able to get those funds met.

CECELIA WARREN: Thank you.

KATE BRYAN: There were some I don't want to speak for the IAC but there were some missing components in... so the bill focus mainly on emergency response to incidents and ensuring that the maps were constructed in such a way that they, allowed for a more unified and coordinated response, but there were other pieces that the IAC would have found beneficial related to construction and maintenance. Um, so we did work together on a, um,

response and, and information to the legislators to, um, just express that concern.

MCSS Direct Impact SB 756 - SB 326

KIM BUCKHEIT: All right, Senate Bill 756 is again related to sort of funding, but has some other additional components. So it requires MCSS, MSDE, and IAC to review and promulgate guidelines on the state of physical security in schools by July of 2025 and every two years after. It alters the amount of funding from the $10 million to the $20 million. And it also alters the use of the annual funding for LEAs to enhance school safety. So it increases the allowable categories from 10 to 15, actually. So it broadens some of the allowable uses. Alright, so we actually there are is that if you have followed the news at all, you know, there are a host of juvenile law bills that have been introduced in this session. We've tried to really just sort of boil those down into those that we see potentially have a direct nexus to school safety, our SROs and our building leaders. So reviewing some of those, and I will ask Jeaneen to jump in and help me at any point in time understanding these, but Senate Bill 326 relates to the questioning of juveniles. This particular bill looks for, so under these conditions that law enforcement officer may conduct a certain interrogation of a child, if it's reasonable to believe that there's a threat to public safety or probable cause to believe that the child committed a crime of violence or a crime involving a firearm. Law enforcement has to have made reasonable effort to notify the parent prior to that interrogation occurring. And I'm going to go through the next one, too, and actually the next few because they all sort of are sort of similar but different, right?

Juvenile Law Bills SB 120 - SB 52 - HB 319

KIM BUCKHEIT: So Senate Bill 120 also speaks to the custodial interrogation and how that can occur. So the bulleted points here that we really have is the child can consult with their parents prior to consent to the interrogation and the child and parent have to jointly consent to not have an attorney present. And the parent has to consent to not have an attorney present for the interrogation. If those three conditions are not met, any information that is obtained during the interrogation can't be used. So actually I'll pause there for any questions or clarification.

JEANEEN JOHNSON: This particular bill, Senate Bill 120, is really aimed at allowing parents to consent to interrogation without an attorney. So the previous law that was enacted last year required that the child have a consultation with an attorney before any interrogation could occur. This is aimed at allowing the child's parent to consent to an interrogation without having to consult with an attorney.

KIM BUCKHEIT: All right, Senate Bill 52, House Bill 319 is the Juvenile Justice Restoration Act of 2024. And again, looking at it all, there's a couple of provisions. There's a number of things inside of here, but the two of note that we really kind of teased out is the age of 10. So child age of 10, crime possessing or using a firearm, that's a decrease in that

age. And also any crime if arrested on two prior occasions. So if the individual has been arrested prior for the same offense, correct me if I'm wrong, Jeanine, or any prior arrest on two occasions can also become part of that.

JEANEEN JOHNSON: Yes. So this bill is aimed at modifying, or not modifying, but addressing the legislation that was passed last year that put a limit on kids being charged with offenses. So as you know, there's a legislation in Maryland that says that any child that is under 13 cannot be charged with a crime. And so this allows some children that are under the age of 13, but at least 10 to be charged with a crime that's related to certain offenses.

SB 744

KIM BUCKHEIT: And then the sort of last one, which to some degree becomes a very, very large bill pulling some of these items together also is Senate Bill 744, which is the juvenile law reform. So again, we see the child who is 10 brings that down from 13 and committed certain acts, shortens the period of time that an intake officer has to make a determination. So they have to now make a determination on or before that 15-day mark. The act of a child under 13 that commits an act that results in a death, have to file a petition that delinquent or in need of services, allows the child to be placed in detention when already under supervision of DJS, and the act, if committed by an adult, would be subject to imprisonment of more than 90 days. increases the allowable probationary terms or limitations, and it defines the members and activities of the Commission on Juvenile Justice Reform and emerging and best practices. There's a long list of individuals who become part of that commission.

JEANEEN JOHNSON: So this bill is aimed at a more comprehensive overall juvenile justice reform, not just related to interrogation of kids or charging but more also related to intake with DJS and just more comprehensive view of the whole DJS system.

KIM BUCKHEIT: So any questions on those juvenile law bills move on just to some other unrelated.

MARY GABLE: Will you be providing a fiscal notes on those?

KIM BUCKHEIT: The fiscal... the fiscal note, we were not asked to do that as well. Yeah. We've just really been watching those from the impact on our SROs in particular.

MARY GABLE: But on the previously impacted ones?

KIM BUCKHEIT: I don't think we actually, we did not have to do a fiscal note on any of the juvenile ones.

MARY GABLE: Oh, okay.

KATE BRYAN: No, but the ones with direct impact, we did.

MARY GABLE: So the direct impact, we did.

KATE BRYAN: Yes. We've had about seven, I think, total bills, and we've had fiscal notes. There were two that dropped last week.

MARY GABLE: My division.

KIM BUCKHEIT: I know. You had 10 over the weekend?

MARY GABLE: I'm so happy. That was a sign.

HB 399 - HB 18 - HB 303

KIM BUCKHEIT: All right. And then just some other bills that we're watching as they'll have some impact upon local as it relates to school safety. So House Bill 399 was very specific to Prince George's County and the use of metal detectors establishes actually that the governor allocate $100,000 annually for high school metal detectors in Prince George's County. House Bill 18 reporting arrest of students, the alterations. So again, this would require some interaction with MSDE, us kind of working with them on how that information flows to us and through local systems. And House Bill 303, I've just been watching this one related to persistent aerial surveillance. Several of our systems have been using drone technology for their school safety efforts. So just kind of watching that one to see what, if any, impact that'll have on their programs related to that. That's kind of it as a very, very small summary of some of the bills we've been looking at. Any questions before we move on to this? Thank you.

Behavior Threat Assessment Team Resources

KIM BUCKHEIT: So to Kate's earlier, so our agenda item progress on our MCSS priorities that we've identified, the first of which is related to the behavior threat assessment team resources. So I think in our last meeting, maybe, or the one before, we kind of shared that we had developed the implementation guide, and have been providing a host of trainings across the state related to teams, multidisciplinary teams, engaging in behavior threat assessment, primarily for students. So that guide was really intended for understanding the pathway to violence of a student within a school and teams addressing and responding appropriately to that. The next step is really for us to bring a work group together to look at adult. So looking at adults who potentially are a threat to a school community. So an individual, a student, the whole staff for us to actually develop some guidance for locals

around how to address the adult threat to the school. So really where we are with that at this point in time is we've actually put together a work group of a cross section of experts from across the state and are looking to have our first meeting March 19th. We've reached out to those individuals. People are very excited as well as our federal partners to really engage with us to help put that together. The overall goal is for that work group to work March, April, May, to come together a number of times to really build that content for us to then write that document or overall, our goal is really for distribution in August. So at the beginning of this next school year for us to have this, and the intention is for it to really be an appendix to the implementation guide that currently exists. So we're really going to kind of jump off of that information related to Pathway to Violence that currently exists and look at how that becomes unique for the adult individual. Any questions related to that work?

State Coordinated Response and Recovery Planning

KIM BUCKHEIT: Dino and I will share. So the state coordinated response and recovery planning is also one of our major priorities for this year. This has become even more apparent, right, as a result. So the Uvalde, the Department of Justice report from the Uvalde, Texas incident was released maybe two months ago, six weeks ago. And the recommendations from that, if you can imagine, was really many, many, several pages related to the coordination of effort. That that major failure really was that those law enforcement agencies had not engaged in training prior, drills and training, prior had not really, there was no concerted effort in terms of how they were coming together to make sure they were prepared to respond to an active assailant type event at a school.

JOSEPH PIGNATARO: Our planning started a little over a year ago, watching and reading active action reviews of different incidents, both in the state and out of the state, and also looking at personal knowledge from several of us who have long-term backgrounds, how people were working together and sometimes not working together, working in silos. We wanted to break those silos down, at least at the state level, so we weren't duplicating services and make sure we the state was providing comprehensive resources as needed to the local expansion agencies. So it's come to this now where we've morphed into the contractor we've been working with. But what did we do to prepare for this?

KIM BUCKHEIT: So last spring...

JOSEPH PIGNATARO: Last spring, a group of individuals from all different LEAs of the state met in Frederick, and went over different scenarios and how things were responded to. by those different agencies. And now we're coming to the point now where May 10th, we're going to have a statewide event hosted by MCSS. Local jurisdictions will come together at a central location, convene to themselves, and then we'll engage with them in the exercise in a virtual meeting space. They'll designate a primary contact person to coordinate engagement participation of their local partners. So what we're trying to bring in together are the LEAs, emergency management, local fire and rescue, local law enforcement all coming in and

working together on a scenario of the exercise we've led in action here in this room. And they'll participate remotely, facilitate the exercise with the emergency management experts whom we've contracted with. They'll do their response writing to themselves to come back after a short break during that day to respond back on how they would handle it. We're excited.

KIM BUCKHEIT: Yeah, so I just want to say this, this really, this effort really began with MSDE and Mary's team. So we've been meeting, honestly, monthly for the last over a year to really look at the coordination of effort coordination of effort internally within local systems. So for folks to also understand that in small systems, there is a nice coordination between the safety and security division and school leadership and system leaders. In some of our larger organizations and some of our larger jurisdictions, there isn't always internal coordination. And then also looking at those external partners. So we recognized well over a year ago, the value of us facilitating this coordinated effort and really making sure that it is happening to not just make the assumption that locals are coordinated. Internal as well as their external agencies. So this is really kind of the next step. Our hope and plan would be that we would do this type of exercise where we at MCSS with MCSS and MSDE are facilitating an exercise that others can be participating. So there's value in us identifying that day, right? And really leading them in making sure that they're engaging with a coordinated exercise with their teams. So this would be hopefully one of, a biannual that we do this really twice a year would be our hope. So at this point with this on the May 10th exercise, we're really focused on public schools. So for folks also to know the plan would be that we engage with our private and our non-public schools over the summer that we look at also kind of replicating that exercise and create some of those opportunities so that every student is being educated within an environment where we can have some degree of feeling good about, I'm not going to use the insure word or assure word, but that we have made our best attempt that people are coordinating services. So questions on that measure or action or comments?

MARY GABLE: I just have one comment. Kim, you know that there's a non-public meeting that would be appropriate?

KIM BUCKHEIT: Yeah, and I usually, and I, yep, Alex is good about inviting us to participate in that. And then we actually, so MCSS also hosts a kind of non-public private meeting monthly. So we definitely have some good contacts. And they've really, they've been the, they have been very vocal about saying we need help doing this.

KATE BRYAN: Yeah, and that's why, I mean, some of the other preparedness related initiatives that we've had, we've opened it up to every school, right? So it doesn't need to just be, I mean, what Sandy's going to talk about on Safe Schools Maryland, our Are We Ready tabletop exercises, the facility assessment or evaluation materials that Ron's team put together, that can all be used by public, non-public private schools throughout the state. So that's really our goal is that everything we do can be used by the entire school community of

the state.

MARY GABLE: So are you regularly on that agenda? I think you are, right?

KIM BUCKHEIT: Yeah, I'm usually at the end, so, but yes.

MARY GABLE: But if you were going to do something in the summer, you definitely want to get on the agenda for the spring.

KIM BUCKHEIT: Yes.

MARY GABLE: And Barb, too.

KIM BUCKHEIT: So we always appreciate Dr. Wright and yourself advocating for that too. But they are very good. And our Safe Schools Maryland anonymous reporting system. Sandy.

Safe Schools Maryland Anonymous Reporting System

SANDRA CALDWELL: Good morning. So Safe Schools Maryland, our anonymous reporting system or tip line is always available. We are moving forward. So the data for this school year to date, as you can see, we've had 489 tips. So we're actually up 13% over this time last year. The web page or the web form still is the most popular way for people to report, followed by a tie of the app and then reporting via phone. So listed in the chart are our top 10, our top, event types, categories of tips with general school complaint leading, assault or intent to harm others, bullying or cyberbullying, which this is probably the first time that's not in the top, the number one spot. That really has been our number one, but is a focus. And then to note with planned school attack and guns. So the kind of the difference in those two is that planned school attack mentions more of a shooting up the school kind of quote or a group that's going to be attacked versus where guns, when that's reported, it's generally somebody is either in possession of a gun or there's a threat to a single person. So that's kind of the difference in those two. We have drug tips, building security, bus safety, and then inappropriate behavior or language uh, child abuse and neglect and then everything, uh, that came after that. Any questions for Safe Schools Maryland?

KARL POTHIER: Yeah, I have question. So the, um, the, uh, these are all the complaints. Do you get any kind of follow-up on whether they're sustained or not? You know, whether there's any, well, whether there's any truth to this. I mean, these are the complaints. But is there any kind of reporting from the back?

SANDRA CALDWELL: So the schools are to go in and document kind of what steps they took. And if it is unfounded, there's a box to check that. So some of them are still in the

process of closing out their tips.

KARL POTHIER: Sure.

SANDRA CALDWELL: Kind of an ongoing process.

KARL POTHIER: This is regarding new ones.

SANDRA CALDWELL: Right.

KATE BRYAN: And Sandy, how many private, non-public schools are participating at this point?

SANDRA CALDWELL: I think in total throughout the state, we probably have about 85% of all schools in the state participating. So we are still working to get those non-public and private schools on board. The biggest struggle is that a lot of them don't know about the Maryland Center for School Safety. So they won't contact them. They don't know that we exist. They think this is a sales call. So we're trying to kind of get that information out there and spread the word that this is a free tool for them to use and to help them to know what's going on in their schools.

KATE BRYAN: We do have some school systems that do a really great job of advertising Safe Schools Maryland. We have some that either have their own systems, so they advertise their systems versus ours, but we are working slowly with some of the public schools to try to get, really get the information about Safe Schools Maryland into the hand of the kids, not necessarily, right, the school and the school system, but also making sure that the kids are... so Sammy and Britt are doing a really incredible job of getting that training out to the participants, the backend training, as well as the training out to the kids, so.

SANDRA CALDWELL: And so follow up on that, there actually was a bill that just drafted Friday, right?

KATE BRYAN: Friday, yeah.

SANDRA CALDWELL: HB 1394, so that would require each county board of education to provide students in grades six to 12 with the telephone numbers for the 988 Suicide and Crisis Hotline, as well as the Safe Schools Maryland's anonymous reporting system. So they're asking that that be printed in student handbooks as well as school ID cards.

KATE BRYAN: Thank you.

Guidelines: Incidents of Force Reporting

KIM BUCKHEIT: So other major initiatives, kind of overview of where we are. First up, Dino.

JOSEPH PIGNATARO: As you know, it's going to require the center to gather every data on what uses a force within a school facility, either by a school resource officer or a school security employee. They initially started that data collection, came in several different formats. So we're going to try to get a broad view of things coming in. As time went on, we streamlined the process. Jeyan's created a form for them to use online and a link for the law enforcement or school resource folks, school security folks to report their data. We require them now to make sure that each other knows sometimes the communication is not always there. So there's a certification letter at the end of the year that reports the amounts of use of force from each different perspective, law enforcement and school security. They are to have their counterpart on the other team sign off on this letter also what's said to us. So that way the school system knows how many incidents of force may have been used in a school by law enforcement. Law enforcement knows what may have been used also by school security personnel. So that way everybody is willing the same page, per se, knowledge. And that way they can also work with each other to figure out how and what's happened in the past, how they've been mitigated to get to the use of force. We've also created guidelines for them. So step by step in the form that Jeyan created for us, it just walks them right through how to report, what to report. And the guidelines also give them when to report also. We like at least quarterly. But a lot of systems are now doing it as an incident happens. They've changed the name use of two incidents of because law enforcement, as you know, also has to report uses of force that they do in general. So this was kind of creating a confusion among some of the SRO supervisors. So we've changed the name of ours to incidents of force just on the back end here, the tail end here, just so it doesn't conflict with their use of most reporting requirements in their local law enforcement agencies. Questions?

KIM BUCKHEIT: And just a reminder, that data is available in the annual report every year. If you have not looked at the annual report or recommended others do so, know that that's there.

Guidelines: Critical Life-Threatening Incident After-Action Reporting

KIM BUCKHEIT: So guidelines for critical life-threatening incident, this after-action reporting. So we're going to have the opportunity now, take the opportunity to demonstrate for you a resource that we have just published. So in January, it has gone live on the website. So a couple of reasons for this, as we show, yes, to Aaron, you're welcome to go ahead and move to that. So conducting an after-action review is, is something that is required for our locals to do following a critical life-threatening incident. That being said, it is also a really valuable practice for any school to do following any type of event drill. I would even say following things like graduation and open house night. It's practice that we do as building leaders in general, right? To talk what went well, what didn't go well, right? What population of students didn't or parents didn't show up. So we've developed a tool to

do a couple of things. So to number one, kind of increase knowledge across the state with all of our school-based leaders, related to how to do an after-action review, what it is and how to do one well. And to then increase kind of their skill in engaging in the process procedures. So ultimately engaging in the process under non-stressful circumstances allows them to be that much more ready, right? Following maybe an incident that is much more stressful. And then really kind of the last purpose is that we also kind of in the very beginning, this was about making it easier for our locals to conduct this after-action review meeting after a critical life-threatening incident and then to create the report. So this (Jot) form... So ultimately, this is available and Jeyan's going to kind of jump in and talk through some of this a little bit. The job form is available online. And what we've done is we've defined three tiers of event. So I'll use the word event rather than incident. So tier one event could be those that I was talking about, open house, graduation, some type of planned event that happened at a school that we want to talk through and really document, right? Document what went well, what were some lessons of things that we need to make sure we do next year to make this better. I think the other thing that is really important to that when we talk with building leaders as we've rolled this out, is that in reality, it's not always the same building leader that's in that building next year. So you do graduation one year and you know you needed to, you know, traffic flow coming in this one side street was really tough. We need to add additional resources there. But it's a new principle next year, right? Where does that information, how does that information get moved forward? So this creates the opportunity that you document and have that to be able to share. The tier two event are unplanned. So an unplanned event, but doesn't rise to the level of a critical life-threatening incident. So maybe a weather-related event, the school had to go into a hold procedure because of something happening in the community, could be used for any type of, we weren't anticipating this, it happened, we handled it, but let's talk about how well we handle it. What are some ways we could do better following that? And then the tier three are the critical life-threatening incidents. So a significant event that requires our locals to be going through this process. So I'm going to have Jeyan talk a little bit. So we've been clear about how this lives on our website so that we are not owning this though too at MCSS. So go ahead.

JEYAN JEBARAJ: So unlike our other forms, like the incidents of report forms and all that, which collects data from the local education agencies to us. This is completely different because this we are providing as a tool rather than as an intake form. So that's a big difference in terms of how it's offered. So we bring it in a completely different platform so we can manage it separately. And the tool is not only intended for our local education agencies, but also it can be universally used for our private schools as well as other states can opt in. What it does is once someone goes in, let's say, select tier three there and each section is populated based on selection to expand on that. So each one just goes through multiple details about that incident and during and after reporting, they could use this form to actually guide that meeting itself, you know, the discussions and everything. There's clear instructions on what to discuss as well as what to put down under each question. So once they do that, all of them at the end, scroll down to the fourth one instead of review and

submission. If you expand that and scroll down all the way, the final, keep scrolling, the final submission is basically to generate a report. And the report is emailed to whoever is creating that report. We have auto deletion set on our site, so we don't maintain this data or we don't have to back up or anything of that sort. It doesn't reside within our servers. It's clearly a tool to produce a report that anyone can utilize to produce a full-fledged standardized report for their appropriate branch. And the safer now is they fill up some stuff, they can come back using a link, and it will remain active till they hit the submit button. The submit button triggers the email with the PDF attachment of everything they submitted. The PDF is formatted so that a lot of the extractives and all those instructions are not within the PDF. So it's in a format that can be submitted or go up the chain for everyone to review, you know, change the language within that, put their logo, and they can use it as an official report from that point on. So it's standardizing information, guiding the after-action meeting, using the proper topics that are to discuss, as well as data not being retained on our side, but as a tool for them to create a form that they can utilize.

KIM BUCKHEIT: So Aaron, can you scroll? Thank you. You're doing a great job scrolling. So scroll back up to the successes piece. So one of the elements that we really want folks, and this kind of goes to our priorities as well, we really want our locals to start... So conducting the after-action review is about learning, right? It's about improvement. And so a really kind of important element of this is people defining, right? What did we do well? What were some things that happened well that we may want to make sure we expand and grow across the system? Go ahead down to the detriment. But also, what were some things that we didn't do so well, right? What things didn't go well that we need to make sure we take steps to so keep going so. What you go down to the action items. So ultimately what we want to start prompting folks actually is to identify action steps, right? So imagine an improvement plan based off of this incident. So we identify that, you know, lighting in the parking lot was inadequate, right? Which led to potentially this incident occurring. So they actually identify this is something we need to fix. And then the pop-downs guide them in terms of defining when we're going to get it fixed by, who's responsible for making sure that that happens, any resources that need to be. So ultimately what a nice improvement plan kind of has the information embedded inside of. You can, so Jeyan, you can indicate where this could then send an email to somebody, right? To say, did you get that fixed on time too, right?

JEYAN JEBARAJ: Yeah, but we don't retain...

KIM BUCKHEIT: Right, we're not.

JEYAN JEBARAJ: So the idea, initially, we thought of doing that the whole process, but currently we limited ourselves to just a probate of two. So they can take the PDF and do whatever they want in an edit and put it in their private system to accomplish that.

KIM BUCKHEIT: So the other, so the last piece, and then I'll let you guys ask us some questions, is that locals could really take this form and make it their own. Right? So let's say Talbot County wanted to actually have their own internal after-action review form that lives on their server where they could track action items like this internally. Easy, easy kind of next step for us to give ownership, not of this whole thing, but to share the ownership to them so that they can actually be running it internally on their own as well.

MARY GABLE: What platform can we use it?

JEYAN JEBARAJ: This is in JotForm.

MARY GABLE: What?

JEYAN JEBARAJ: JotForm. Similar to Smartsheet, but different.

KATE BRYAN: And when we, do you want to talk a little bit about how you sort of rolled it out and the testing and the piloting with the system?

KIM BUCKHEIT: So we've had kind of a couple of different roll-out elements which have been very helpful. So initially when it was built, Kate and myself were sort of the first to problem around words, kind of semantics. And then when we School Safety Coordinators came together in December, we shared it with them. Literally kind of went through and gave them the opportunity to brainstorm how they may use it. I found it exciting because they were all very receptive and were very much thinking about ways they potentially look at using this internally. Athletic directors following a football game, an athletic event. Something occurred prompting them to do and AAR that then goes to SSE then. And so based on their feedback, that is where we got to it not living on our platform. That's all information they don't necessarily want to share all those details and we don't really want to either, right? solve

MARY GABLE: And if they asked, you'd have to.

KIM BUCKHEIT: Yes, Exactly. Public information. Exactly. Yes. And but it also, I think, made them feel better about, again, the intent is that people are using after-action review meetings in a positive way that moves them forward. And so some tweaks were made there. Then actually at our last non-public private call last week, we shared it with them as well and received all positive feedback again as a tool for those schools to be able to utilize as well. So kind of where we are right now.

MARY GABLE: We should talk about the use of these forms. We are doing an after-action. So they have a whole incident report that they have to do to be interested to see if they are paying taxes because of the need to make a loan. Right, so we're saying, well, we are not

using JotForms. I think we're using smart sheets, but we need it.

JEYAN JEBARAJ: Well, different, the reason we went with job form is smartsheet does not have the capability to purge the records on demand. And that was one of the challenges too. We don't want to be retaining, smartsheet automating retains maximum and everything. JotForm has the ability to individually keep criteria for each form to set the purging record metrics. So we can even just, for us, we can keep approximately an hour to process, send notification, compile the PDF and all that. And also it sends a notification record that one submission has happened without actually indicating what's in that. So we have a track of how many people have used it, but not the actual data that it comes to.

KATE BRYAN: And one of the, some of the feedback that we've had over the last couple of years, especially related to reporting these critical and the after-action appointments they have to submit, is they were asking for a template. So give me a template so I can submit this, and I'm giving you all the information that you requested. So this helps them do that, makes it a little easier, but still gives them the ability internally to run it up any change they need to, get them signed off, approved, without submitting it to us, without having somebody take it and send it.

KIM BUCKHEIT: So actually last thing, so Aaron, if you could just scroll down to like the incident, go to the incident dropdown. So like, yeah, incident overview. So if you scroll, go down through, actually it might be the next one, I'm sorry. Go to the dropdown right below that, the after-action review information, right? So right, so about there, don't go any, so you see a list of questions, looking for the list of questions. So the part of it is prompting the team to be asking the right questions, right? And while the MCSS, in the tier three, MCSS staff members are there, right? And can kind of help with that. But for those tier one, tier two, right? Like making sure that you're having a robust conversation. So embedded in the form are things to consider, right? Consider these, there's lists. So it's a rather extensive list, which isn't all inclusive, but if I'm facilitating the meeting, it gives me a nice jumping off point, right? To get people to be thinking and talking and really, really digging into what went well and what didn't go well. So it's really all embedded within this form.

KATE BRYAN: And again, it's available on our website. So it's available all public, non-public, as I think Jeyan had mentioned, other states, other state agencies are welcome to use it for any of their own work if they want. So it's there and available.

ARABIA DAVIS: Yeah. So I understand it goes up the ladder or can go up the chain of command. Is there a sign-off by the superintendent for the school, for the Board of A? Does it get up to that level?

KATE BRYAN: No. So what happens is once you hit submit, whoever's email address who completed the form, they'll get an email to them with a PDF of the answers to all these

questions, right? Formatted a little easier to read. It's then their responsibility to do whatever with that document. So they can forward it up to their supervisor. They can forward it up to their own, to their superintendents or their agency head. And sort of work through any process that they have in terms.

ARABIA DAVIS: Would it be beneficial for it to be a requirement that they make sure that there's leadership knows about incidents, especially if it's a two.

KATE BRYAN: Critical life-threatening? Yeah, so what happens, so the critical life-threatening incidents come to us and every year at the end of the year, we provide local superintendents details about everything that they've submitted. So every incident that's come to us, as well as lessons learned and recommendations out of those, every Sandy was talking about Safe Schools Maryland, their Safe Schools Maryland data. We include new support or incidents of forest data, their SRO data, their SRO training data that Ron's going to talk a little bit about. So all of that data that we collect, Arabia Davis sends them back at the end of the year, so they have a very good overview of everything that occurred in school safety related to the grant funding that they've applied for and used.

ARABIA DAVIS: I guess what the thought of process is that they should know if it was a type of injury that there was.

KATE BRYAN: I mean, those are the most severe instances.

KIM BUCKHEIT: Thank you. Thanks, Aaron. Thank you, Jeyan.

RON PIERCE: Sorry. You can skip me.

KIM BUCKHEIT: Nope, I'm not skipping it. Sorry. There you go.

RON PIERCE: So last but not least, I'm Ron Pierce. I'm the training administrator for MCSS. As you all probably know, every year we train hundreds of school resource officers and school security employees around the state. We have a total of seven courses we offer each year. We have trained thousands of sense of beginning well every three years that training program needs to be very certified required. It's required by the Safe to Learn Act. So that gives us an opportunity to kind of reimagine some stuff. Re-read, you know, update some of the existing categories that are required by the Safe to Learn Act and then we listen carefully to legislators, to the folks to meet with, and all the LEAs. We also take feedback from all of the school resource officers and security employees who get trained through the program and ask them, well, how'd you like the program? And then you've been doing this a while. Or is it something we left out? Is there something we didn't? So 2025 will be the second time we've re-certified. We went initially with a 40-hour program. We first started in 2019. It went to 72. That's our current program. In 2025, we're anticipating

keeping it around the same number of hours. Because that's about the, that's about the satiation period for folks. Yeah, they can't really part, the agencies can't part with them longer than that. And that's about the best we can do in terms of time frame. So we still are going to keep it in three sections. There's 10, actually about eight hours of on-demand video and 32-week Zoom class and 32-week in person. And there's some new, we met with all these folks and said, what can we do? How can we tweak this? looking at legislation, some of what's been offered in previous years, you know, how these folks should be trained more in or less than. We came up with a few things. We're going to kind of recreate our de-escalation in crisis intervention course that's offered during the class, focusing a little bit more on some of the verbal skills involved in de-escalation. The program we modeled this after was CPI. That's kind of a model for crisis intervention. It does focus a bit on the physical side, which we're not going to teach. That's up to individual school systems. But we're going to focus more on the verbal side. And that's something that a couple of new models, including TACT2 and Ukeru, also focus on. So we're going to build some other models into this, make it a bit longer, make it a bit more substantive. We're also going to have a new course on Pathways to Violence, which is a piece of our behavioral threat assessment training. That athlete of violence is something that Drew teaches. Drew Turner is one of our staff. Work for those scientists to recognize if you're working in a school that someone might be on that path. The role of the school security employees. So initially, our program, because it was a police training tuition certified program, focused on school resource officers a lot. And we teach more school security employees now than we ever did. And each school system seems to be adding more and more each year. but it'll flush out a piece just for their role and what they can do inside that school, both as a second former counselor and other things, but they have other role other than just security and what kind of things they can do within the school community to kind of help. It'll kind of make them feel more a part of it.

LAURA TORRES: We care. Is the one that Blackton was using hands-off security like that and stuff?

RON PIERCE: There are several school systems in Maryland that use it for certain populations. I know it from the residential side, so it's always the same thing. Yeah, and TACT22 is another one we identified as being used by several students. It's kind of along the same lines. It covers a lot of trauma-informed care and other things that's background to what causes some vasal issues. So it focuses on that more than just dealing with what causes it. It's important. Suicide prevention. Both the end, and this goes into the next topic as well, but suicide prevention. We have a portion of it in a couple of the other courses we teach, but we're going to flesh that out as its own program. And we'll be relying, as we have in the past, on subject matter experts to help write and teach that. So from 988, some other folks, some other partnerships that we've made. Next up, we're also going to teach a course on School resource officer and school security employee mental wellness. He's this, well, the career, and I can speak from experience, does take its toll on public safety. But, you know, employee wellness is something a lot of school systems and, of course, our law enforcement

agencies are focusing on, too. I want to include a piece on that. We're going to be updating our bullying courses, internet safety, current drugs in schools. That's a program we teach now every year, those new drugs. And there's new ways to administer them. There's new threats. Every time we can. Managing gangs at schools. It has evolved and continues to evolve quite a bit. Different places, different groups. So those are the things we're going to work on. Any questions?

KATE BRYAN: Dino, do you want to just mention the...

JOSEPH PIGNATARO: Yes. Louisiana State Legislature created their own office of Center for School Safety recently under their Homeland Security office in the governor's office. They've been doing their research. They hired at Louisiana State University to help them write a strategic plan and get their center up and running. They contacted us and we'll be meeting with them tomorrow here going over kind of crosswalk their legislation and the Safe to Learn Act, so several areas that they intersect. So we'll be assisting them with hopefully getting baseline for their school center of safety up and running. But they already hired a director. I mean, Sandy knows that individual because they used to work when they're trying to get their tip line up and running. So we're excited about the visit and hoping that they can walk away from here with a lot of information that they need to help them get their center running, but they'll be here to follow.

KATE BRYAN: People have been contacting us for the last several years, not just our SRO training, our Safe Schools Maryland administration, some of the programs we have. So that's the other reason a lot of the things that we do, we've been posting publicly on our website so that they could be used across the nation and not just Right, I'm not a huge fan of reinventing the wheel if it already exists somewhere, right? So we are huge proponents of collaboration, sharing information, and hopefully not duplicating. These are your next meetings, and you're now at the conclusion.

MARY GABLE: Thank you.

KIM BUCKHEIT: You're welcome.

MARY GABLE: Okay. Bye. I just want to thank you for all the briefings because I think it's really, really valuable. Certainly valuable for me personally in terms of what we do at MSDE to have as a partner. There is a lot of legislation happening right now, but there's a lot of things that I think dovetail together. Ron, you've been talking about you a lot.

RON PIERCE: Is it good or?

MARY GABLE: It's fine. Because of things we want to do with behavioral health. And, you know, in that area, we co-chair with April. So that's fine. But I do, I know it's really valuable

and appreciated. You know when your ears might be burning so.

KIM BUCKHEIT: What's going on.

MARY GABLE: So. Next meetings, they're all in person except for October. Is that right, Katie?

KATE BRYAN: Yeah, October is the as needed. So if we have a bunch of grant applications that need to be reviewed in October, we just keep that as a placeholder.

MARY GABLE: All right. Well, thank you again. Thank you all for coming. And thank you for the updates. Is there a motion to adjourn?

RON PIERCE: So moved.

RODOWSKI-STANCO: Second.

MARY GABLE: Thank you all for coming.

KIM BUCKHEIT: Thank you for being here, Mary. We appreciate it. Send our best to Dr. Wright.