

MARYLAND CENTER for SCHOOL SAFETY  
School Safety Subcabinet Meeting

February 10, 2025

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### Welcome of the Subcabinet

MARY GABLE: And so glad to see everyone here. And we will begin with Executive... now that I'm trying get my screen working.. we will begin with Executive Director Updates.

KATE BRYAN: I am. And before we get started I would like Jeaneen to confirm that we have a quorum?

JEANEEN: Yes, I was just getting ready to say that. Hello good morning, we do have a quorum. Thanks Kate.

KATE BRYAN: Excellent. Thank you. And Aaron, I'll just ask you to confirm that we're live-streaming?

AARON CHUISANO: Yes. We are live-streaming and recording.

### Executive Director Updates

KATE BRYAN: Fantastic. Alright, I will kick it off so just a couple of updates from the office before we get into some of our agenda items. So we had our budget hearings last week in the house in the Senate. There were no concerns and no issues raised at either of those hearings—they went very well. We will provide an update to the Subcabinet with an overview of the final fiscal year 26 budget at your May meeting. At that time we'll be able to provide some additional updates on the grants that'll be available in 2026 for our public private and non-public special education facilities. So the next thing I wanted to talk about is in your packet you received on Friday you received our comprehensive approach to school safety flyer. So earlier this year, our Communications team released the flyer. So we often talk about the need for a layered approach to school safety and this flyer that we shared with you and we actually sent out to all of our partners, is really the first step in beginning to describe what that actually means and that specifically there's not one thing that makes a school safe. It's really a combination of things—using a layered approach. So that includes safety and security measures so that might be equipment or personnel, school resource officers, security employees, personal connections—right so within the school the personal connections that students have to each other that students have to staff—how well staff may know individual students how comfortable students may feel in approaching an adult within the school. And then finally which is often overlooked—that connection of school staff to each other right. So they can provide each other support both professionally as well as personally.

Next we talk about the emergency preparedness efforts. So those are the plans that are necessary to ensure that schools are safe regardless of the hazard. Ensuring that those plans are reviewed and updated and that procedures are practiced on a regular basis. And then finally, the culture and climate of the school. So adults really responsible for creating that sense of community within the school. The adults are the ones that have to ensure that that building is well maintained and remains welcoming for the entire school community. And that adults as students are actively engaged to together in various bullying prevention efforts really throughout the year. So it's really the combination of all of those things that helps create a safe learning environment for our schools and our students. So we're really excited about the flyer. We're excited about the next sort of items that we're going to be developing which

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haven't all been worked out yet but that'll touch on each of these areas so we're really excited about that. So a big thank you to the communications team for putting that out.

Next, I just wanted to update you so last year House Bill 472 was enacted that was the bill that created the Digital School Facility Maps Grant. So that'll be a grant that we have in 2026. In addition to the grant funding not the funding but at least the creation of a grant program, there was also a requirement that the Interagency Commission on school construction develop digital standards for mapping schools so Jeyan, our Chief Information Officer, has been working very closely with the IAC in the development of those guidelines. The draft guidelines have been completed and the draft guidelines have been shared with partners including Public Safety Partners throughout the state to provide comments. And it looks like it's going to be about a May or June time frame for the final guidelines—is that correct Jeyan? I don't want to misspeak but I believe it's a June time frame Arabia or Jeyan. Is that correct?

ARABIA DAVIS: (Nods head)

KATE BRYAN: All right good, I want to make sure I didn't misspeak. Additionally, since the start of the school year, Jeyan has also been working closely with the Department of Emergency Management Cyber Preparedness Unit and the Department of Information Technology's Local Cyber Security team. So DoIT is working on a Statewide Cyber Response Plan so we've been providing input on how that plan could support school systems throughout the state. DoIT's also going to be creating some interim guidance for local education agencies while they're developing the master plan coupled with that, MDEM's Cyber Protection Unit is creating a guidance document and a template that's going to be able to be used by LEAs. So once the drafts are complete, they're going to conduct a full review with LEAs and we really believe the resources that they're putting together are going to be useful not just to our Public School Systems but our private and non-public schools throughout the state. So we're really excited about that work that they're doing. Once their all these products are complete, phase two is going to include the delivery of some tabletop exercises to allow systems to test those cyber plans and those exercises are really going to complement the exercises our team are already doing throughout the state. So again we're really excited about those efforts. We believe that at least the work plan or the master plan as well as the resources that MDEM developing should be better should be ready prior to the start of the next school year.

So talking about exercises a little bit so as you all know we talked about it last year we are in the process of hosting pretty regularly scheduled tabletop exercises for our public as well as our non-public special education facilities. So Brit and Ja are leading our Statewide tabletop exercise efforts. Last year we hosted two Public School System tabletop exercises and we hosted one for non-public schools. We're going to do the same this year so we have one that is currently scheduled for Wednesday, fingers crossed, although we suspect it's going to get postponed due to weather. But if it does, we are still on deck to get it delivered before the end of February. And then we'll host a non-public exercise—we believe August time frame and then our next public school exercise will be held in October. One of the great things the team is doing with these exercises is all of the materials that are developed in preparation for these exercises, the slides, the facilitator guides, the questions, the scenario, all of that material is posted on our website so our private schools our school systems that may could maybe couldn't participate at in the Statewide exercise, they all still have the opportunity to test their response to various scenarios. so really great work by the team on those exercises. Another new thing we launched this year so as you know we provide pretty comprehensive training for school resource officers and security employees in Maryland. Later today you're going to hear from Jim. He's going to be providing an update on the SRO and SSE Training Academy. However, over the last several years we've heard from school administrators that they would

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be interested in their own School Safety Training Academy. So I'm pleased to let you know that this year we launched our Pilot School Safety Leadership Academy. The pilot cohort includes public private and non-public special education school leaders. The Academy runs over three full days and it's spread out over three months—so it's one day... we did one day in January, we'll do another day in February, and then another in March. And then the information and input and evaluations that the cohort, the pilot cohort provides us, is going to allow us to help refine and improve the program for future deliveries. So we're again very excited about that new initiative and excited to be able to share with you in your May meeting or maybe your August meeting how that's coming along.

And then finally from my office is the reminder about PREPARE 2025. So July 16th and 17th at Turf Valley. As we have had in the past, we're going to have a kickoff event on Tuesday the 15th in the evening/dinner time. We're still working out what that's going to be but we're very excited to have this year's conference. We welcome each of you, we hope you can join us. Those of you who would love to give opening comments, we are happy to have you again. Our call for speakers closed last week and the team has a lot of proposals to look through and I'm gonna misstate—I think it was about 68 proposals for presentations this year. So a lot for them to review Jesika and Ja are leading the effort and I know all of you already know this, but I'm just going to say it again—this event that we put on every year really requires all of the team's hands on deck to put it on successfully. So each year, I'm incredibly proud of the work the team does to make this event a success. So a big thank you to them, big thank you to all of you for your support for the conference and for all of our efforts. So happy to answer any questions. I realize I went through a lot right there but happy answer any questions.

COLONEL BUTLER JR.: Hey Kate, Colonel Butler here. I have more of a comment than a question. I appreciate you being as kind as you were complimenting your team. You did an outstanding job on last year's conference and the fact that you have 68 people in-queue wishing to speak, it's a reflection on your leadership and everything you do to make this a success. So I am definitely looking forward to this year's conference. Thank you again.

KATE BRYAN: Thank you Colonel, I appreciate that.

### **Handle with Care Program Updates**

MARY GABLE: All right Kate. Are you good?

KATE BRYAN: I'm good.

MARY GABLE: Okay, just before we go on, I do want to apologize for the delay. Going from Google to a zoom meet meeting, my computer doesn't always do it quickly. But I do also want to say of course I'm representing Dr. Wright and I really appreciate it because what the Maryland Center for School Safety does certainly is incredible. And then number two, it also relates to a lot of the work in my division. And I want to call out Kate and the one pager because I think when you create things that are real succinct and as I was looking at it as you were speaking, it's that you captured really what's important and when we think school safety, we think you're only going to talk about necessarily emergency preparedness which is critical but it is also creating that environment where students feel comfortable and there's an adult and so on so forth. So kudos to you so hopefully everyone can use that one pager. So with that we'll go to Handle with Care and that's again Kate and then ultimately Don, but I assume Kate's on first.

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KATE BRYAN: Yes, so we've presented in front of you before about the Handle with Care Program which is a statewide program. I'm going to have Don sort of go through the details of what it is, but the big announcement is that prior to last year or last year and before, the Governor's Office of Crime Prevention and Policy was the lead for the Handle with Care program in Maryland. And as of January of this year, there's been a handoff of that program to our office and the State Department of Education. So we are both of our offices, the Department and our agency, are incredibly excited to take over this program. Britt from our team and Don from the Department are going to be incredible advocates for the program. and I know that they're going to take it to really the next level. So it is my pleasure to introduce Don Corbin to talk about Handle with Care in Maryland moving forward.

DONALD CORBIN: Good morning everyone. Hope that you can hear me. Thank you Executive Bryan for the warm hand-off and I would be remiss if I didn't mention that Mary Gable is my boss so I will be on my best behavior on this call as she sees me frequently in the office and will suddenly pull me to the side. Second opportunity to talk about Handle with Care with the broad audience so I appreciate the opportunity. As Executive Bryan mentioned and Mrs. Gable mentioned, we often partner maybe indirectly on a lot of things but this is one of the things that we are directly labeling between the two agencies. So we're excited to have this opportunity. Just to give you a little bit of context this actually started out in West Virginia and we kind of latched on to what they were doing there and it was originally housed in the and excuse me if I get this title wrong—the Governor Office of Crime Prevention and Policy is where it originally sat. And then we had this opportunity to bring it to our fold to move it forward. So as you see here, there's some supplies that I'll be talking about and I might go off script but not too much Kate. I promise I'll stay as close to the content as necessary. But as you see here on this slide, what I really want you to look at and highlight is that there are 60% of American children who are exposed to violence, crime, and abuse. And 40% of those are directly impacted with two or more with violent acts. And so how does that impact their education and their learning? If you're experiencing trauma, you know it will cause some children to lose the ability to focus, behave appropriately, learn, and it will often lead to other things that we're also combating which is truancy, suspension, and expulsion, dropping out, and entering that Juvenile Justice system. So Handle with Care is specifically around addressing some of those needs and really focusing on collaborating with a lot of key stakeholders to make this program happen. Key stakeholders that you may be aware of are law enforcement agencies, schools and school districts, mental health providers, community partners—these are all folks who play an instrumental role with Handle with Care as we are thinking of how this program is currently implemented and what we want to do beyond. So thank you for going to the next slide. So what would be a situation where a law enforcement officer would need to intervene. So if a child or student of any age were to experience an incident or have an impactful incident that happened or situation in which they were involved in that could impact their behavior or emotional well-being but does not necessarily need immediate intervention, the law enforcement officer has the ability now to send a message or some type of direct contact with the school district that simply just says Handle with Care. And what does that mean when that happen? So the officer will send a Handle with Care message notifying the school, the school district that the student may be experiencing some type of emotional distress. The school staff then will become aware of any potential behavioral challenges or emotional reactions and then they can notify the best appropriate



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staff in the school just to let them know hey the child is coming in, they may have experienced something traumatic and we need to handle them with care. There are no additional details with that in in terms of what actually happened but just so that the staff is prepared on hand to be able to work with and show some extra love tender love and care to this child as they enter into that space. And that could be for any grade level and you'll see on some next slides some programs that we have. So if we go to the next slide, it starts with the law enforcement office, and Kate and I when we first embarked on this journey spent some time meeting with various districts just to get a handle on how they were implementing the program, what sources and resources were they using, how was this information being disseminated. So it looks a little different, but the concept is the same across the districts that are participating. Typically, the law enforcement officer will send that message. It will hit a point of contact in that school district and then that point of contact will then file it out to the school—mainly could be the principal could be the school counselor. And then that person would then disseminate that information to any appropriate staff who are in that building primarily the teacher, school psychologist, a school counselor, or pupil personnel worker. Next slide. So this data goes through 2023, there's a reason for that. Of course you know we had COVID happen and so prior to MCSS and MSDE taking on this task, there was again the Governor's Office of Crime Prevention and a method of collecting that data came through the coordinators who reside either in the law enforcement side or on the school district side. And they are reporting the number of Handle with Care messages that are going out. So as you look at this data, just know that we're working to kind of backfill some of that information once we meet with our coordinators and also present you with the most up to-date data as we roll the program out in this new look. If you look closely at this screen you'll see that the participating districts who are currently involved or counties that are currently involved and our hope and goal is to make sure that all counties are involved in this program. Next slide. So some of the things that we've begun to do as we took in on this initiative, we have scheduled our first coordinators meeting. Britt and I will be meeting with the coordinators that we have contacts for and we have that schedule I believe at the end of this month and we will talk about what's currently happening with the program what resources they currently are in need of and then how can we assist in ensuring that this program is ongoing. And as Kate mentioned, enhancing it to make it go to another level. We also will be developing some presentations and materials to present to different audiences too to keep them aware of this of this program. But then we also want to engage those counties that are not currently implementing Handle with Care. Before COVID and when it was with the previous provider there were a number of counties who were in an implementing stage who were gearing up to launch Handle with Care but of course COVID happened and that may have gotten set aside. So we are re-engaging those counties as well as keeping the current counties engaged and our goal again is to have all 24 jurisdictions participating in this. We will be reaching out to law enforcement agencies, mental health providers, our community partners collectively to have them to be a part of this focus group as we move forward. That might be my last slide but you can go to the next slide. For more detailed information, you can see our website there [handlewithcaremd.org](https://handlewithcaremd.org). You'll see that there's all already been some changes with the updated logos and we're making more changes. You can also get more historical knowledge about Handle with Care if you're not familiar about going to that site. And if you have additional questions and you want to reach out my contact information there and then my partner in crime's contact information is there and you can reach out we can schedule one on-one meetings if you have questions. If you want to refer someone that you know will be good to

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be a part of this group, you can also do that as well. Open for questions but don't hammer me too hard—my boss is on the line and I gotta look good. Hearing none. Must mean I did a good job. I appreciate that but again our contact information is there and I'm sure these slides will be shared.

### Active Assailant Lockdown Drill Requirements

MARY GABLE: Good job Don, you're good to go. Thank you very much Don. Thank you Kate and Don. We're now gonna look at active assailant drill requirements, which I know there's some questions so we'll go to Kate and Kim.

KATE BRYAN: Sure, so I'll kick it off. So last year, House bill 416 which passed, put in a lot of requirements both for our office as well as our local education agencies. The biggest intent or the most important intent of the legislation, was to prevent the conducting of active assailant drills or lockdown drills using simulations using gunfire actors posing as active assailants within the school while students are there. So that was that was the major, excuse me, that was the major piece of the legislation, but in addition to that, it required a few things of our office. So the first is, it required us to do to develop some guidelines around active assailant drills and lockdown drills which we did. We published those in October, and we shared those back with you in November. So those are out there and they're available for our local education agencies. The second thing it required us to do, is partner with an Institute of higher education on some research. So we've partnered with the University of Maryland National Center for School Mental Health and we've been working very closely with them since July. They have done a couple of things. Kim's going to talk a little bit about what's just come out. But to start everything off, they did some research and literature review, which we have published on our website related to any information or research that could be found that talks about active assailant drills and lockdown drills and best practices on how to conduct those drills. So that is also published on our website. The next thing that was required is following all drills. School systems were required to survey students parents staff and administrators specific to how the drill was conducted and how they impact or how they felt the impact of the drill. So I'm gonna let Kim talk a little bit about that in a second. And then the last thing is our gun storage document which is coming out I believe in March right Kim? So Kim if you can touch on that too that would be great.

KIMBERLY BUCKHEIT: Yep, so yeah we were really fortunate to have a great partner with the National Center with Jerica Knox. And if you recall, I believe Jerica joined us the previous meeting to share some of this work. So we really had to develop a survey from scratch we looked to see what may be out there already nationally. And while there was one study—sort of similar the survey items weren't that robust to really get at what we were looking to try to sample. So, all of the surveys have been developed again from scratch. So unique nature for the parent survey if you're the parent of a kindergarten through fifth grade child you have questions related to sort of the impact of the lockdown drill potentially on you as a parent but then also you have items that speak to your child's reaction—so your child as they came home after having participated so we have parents that are providing that information for us to make sure we're sampling that Elementary age 6 through 12. The student survey is actually designed to be completed by 6th through 12th grade students. We had some of our student advocates for school safety—Foresight, some of you saw earlier

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maybe on the screen. She is one of our student Advocates who supports the Subcabinet. A number of students actually participated in some focus group conversations to help us look at those items and provided really great feedback that allowed us to make some adjustments for clarity to make sure we were getting at what we wanted parents for 6 through 12. Also have the opportunity to do the survey as well. Foresight says hello to everyone so we thank our students for that. And then there is a school staff. So school staff survey items are actually looking at sort of impact so from an emotional standpoint maybe a few items related to how students responded following the drill. But then also within the school staff survey we're also looking at effectiveness. So effectiveness of lockdown drills in addition to the potential emotional impact of those. The administrator survey... so the school administrator just one person within the school following a lockdown drill so again a lockdown drill is when individuals are actually practicing engaging in the actual procedure of a lockdown. So on the overhead announcement locks, Lights Out of Sight right. Students, staff, everyone stops what they're doing, they turn the lights out, they make sure the door is locked, they move to that area of the classroom that is away from the doorway away from visual sight of anyone. And so making sure that folks following that experience we need school staff to just do one survey so we know a lockdown occurred at that school on that day, and then we can attach kind of corresponding surveys we get from student staff and parents related to that lockdown drill. In the administrator survey, we're capturing some information really about how this how the drill occurred. so when we look back what we would be interested in is: were there some unique factors that occurred in the drill? So a good example of a unique factor that we want to try to capture is this a school that has recently had a violent incident over the course of the last maybe six years right. Is there some correlation between students being somewhat more fearful following a lockdown drill if they actually experienced something of violence within their school or within their community in a recent period of time? Or does the lockdown drill actually make them feel more prepared and safe right? This is all this survey information that we get is going to really provide a lot of information not just to Maryland but I think nationally, we're kind of excited to be able to sort of have this what I foresee is going to be a national study of interest to many people. So the last thing is with the survey. We have QR codes in the hot link—the National Center collects all that information. They will be citing it and providing to us at MCSS and to you as a Subcabinet what the what the survey results are showing us are demonstrating. So an interesting opportunity to probably have Jerica come back at least annually to this group to say this is what the data looks like at this point in time. So the last thing though that that QR code in the hot link is really--so the other requirement in House Bill 416 was that following a lockdown drill, parents had to be notified there has to be some notification to students in advance that this is a drill and there has to be notification to parents at the end of the day that a drill occurred at your child's school to allow parents to be able to talk to their kids right about the experience and to do a quick check-in. So what we really we have not prescribed how folks distribute the survey information but what just sort of makes sense to us is just the natural in that notification right you provide the link to those different stakeholder groups to fill out the survey. So we've already gotten results actually Jerica has been communicating with Kate and I in the last week about some survey results that are already coming in. the safe gun storage docent so we have completed that collaborated with our Maryland State Police Partners in making sure that all the information was correct. We've had that done for a while—I actually feel like you guys saw that also at the last meeting. What we plan to do in March is in the March Superintendent's notification so Dr. Wright sends a weekly memo that will provide the document to our local school



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systems in that way through that venue. They are not required by law to post it until the beginning of the 25-26 school year. So the beginning of next year but we have it ready and it's really important information that parents have. So if both folks want to release that sooner they of course are welcome to do so. any questions on survey or active assailant lockdown drill elements? All right seeing none.

MARY GABLE: No questions and then you're on to the next.

### 2025 Legislative Sessions Bills of Interest

KIIMBERLY BUCKHEIT: I am, it is. So the 2025 Legislative Session has been interesting. Very different than the 2024 session as those who've been following know. So just some of the bills...there's only a few that have really directly come to mcss for fiscal response. But there are others that we have been sort of watching closely to see how they move forward and what impact they may have. some direct impact this first one. So Senate Bill 136. The Safe Schools Fund Grant allocation. This bill is proposing that within a given year, so within the same fiscal year, when a system has not used their allocation and there is money remaining within that year, that it be redistributed to leas who did exhaust their funds who used all of their funds. We don't really anticipate this bill even if it were to pass that it's going to have that large of an impact on MCSS and that we see that with the Safe Schools Fund Grant, more schools are actually utilizing their funds. Because of the opportunity last year, the school security officials or employees can now be paid through Safe Schools Fund Grant in addition to some other adjustments that have occurred in the last few sessions. But we're again just keeping an eye on Senate Bill 136 and have interacted with folks related to that House Bill 200—the work group to study school bus safety. This is there's another School Bus Bill related to seat belts this one is interesting because it's really looking at Safety and Student Behavior. So behavior of students and bus drivers in particular and again this is a work group defines people that are to come together to really look at what's happening on our school buses, and what it is that we can do to identify those issues and some recommendations. There were a host of pre-files related to student cellular use. What they all sort of have in common is that locals will develop a policy that restricts and defines the use of cellular devices by students some of the bills include not just cellular devices but watches and laptops and all the other devices that kids have with them these days. Some of them define what is non-instructional time. One recommends actually a pilot within two systems so there's some there's some variety in each one of the bills but all of them are looking at really restricting use for students during the school day. The House Bill 141 is one that is going to have an interesting and by impact when it's really going to that concept of school safety and student who are socially isolated who are finding opportunities to socialize in the internet honestly on the web through ChatGPT now right... character AI, all of these new emerging technologies really creates this opportunity for kids to be that much more radicalized honestly through some of these things. So the task force on loneliness and isolation does two things so puts together this group of people to evaluate the causes contributing factors to loneliness and isolation methods of preventing and eliminating and then recommendations so that the work of that task force if this comes to pass will be something that will have a real hopefully positive impact on our students and student well-being. House Bill 694—so these two on this has been a good opportunity for us we always as you can as we've spoken to already work really closely with our State Department of Education Partners. These two in particular have been a good collaborative opportunity so 694 is looking it specifically touches emergency plans there's language in there related to emergency plan submission analysis by the department and a

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report that more than likely Mary's office would be generating related to this. But the beginning part of this and Secretary Beatty, we were working with Cecilia as well from our Department of Disabilities related to compliance of main entrances to be ADA compliant and accessible. So that's been a that will continue to monitor closely and work with our state partners, state agency partners. and then House Bill 782 most recently, is a study on weapons detection systems in public middle, high schools requires the department to do a host of things to actually conduct a study to determine which systems are most effective in detection and rapid deployment of law enforcement officers. As well as then to do an audit of what is currently available within our local school systems and then some recommendations and evaluative components. So this is a very robust bill with a lot of asks inside of it that will keep a close eye on and again working really closely with our Department of Education Partners on this one. And that is it for legislative overview and if Kate wants to share any others or if folks have questions or hey can you keep an eye on this bill... always also let us know.

MARY GABLE: Kate do you have any additional comments.

KATE BRYAN: No I was just I'm just gonna echo what Kim said. We you know the partnership with the Department as well as the Department of Disabilities. Some of our other Department of Emergency Management partners—we had communication with on several of these. It it's really been helpful right especially the last couple of years as this sort of bills come out where it it's clear that maybe the bill sponsor or sponsors are not clear on what's already happening right. So there's definitely some efforts already taking place both with our office as well as some of the others so I think it's you know an effort for it's an opportunity for us to provide them with information that will help them meet sort of the what the intent of what they're trying to do. But in a manner that doesn't duplicate efforts or put responsibility on organizations where other organizations are already doing it so. That that's our hope for this year so we'll see how it goes. So we really do appreciate Mary, the partnership with your team, as well as Secretary Beatty and several of the others. So Colonel we've been working with some of the folks at State Police as well so it's really been a very collaborative year so.

COLONEL BUTLER: Awesome, that's great to hear.

MARY GABLE: I do want to echo that in terms of the collaboration—it's really critical and just the other comments. Some of these bills have a pretty hefty financial implication on them and we're certainly sensitive to the budget deficit that we are hearing about. So it'll be interesting to follow some of the bills which have been part of the meetings and discussions. But we can't do it alone and we will continue to work together so we appreciate that Kate and Kim and the team. So school resource officer of the year award program and training update. Kate are you starting it or just going to Jim.

### **School Resource Officer of the Year Program**

KATE BRYAN: No I think Jim's here.

JAMES HOTT: I am here, good morning everyone. Morning, I'm happy to be here today. And I get to talk about my favorite topic which is our SRO training academy, SRO/SSE Training Academy as well as the SRO of the Year award. I'm going to start out really quickly with the SRO/SSE training academy, we've gone through an extensive curriculum update this year. It has been going on for six years now the last three years was certified through MPCTC and we just recertified it for '25 and beyond. We have some exciting new materials I wanted

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to share with you today. We have a one of our most notable additions is a bullying in schools class. this used to be a required precourse video but we actually expanded it and updated it and it's now part of the virtual curriculum of our of our two week course. It does also include some hate bias prevention material there. As we know that's very important in our schools. A couple other classes we have we have multicultural and generational differences class which focuses on celebrating differences in our schools and how to how to allow students and staff of the schools to appreciate the differences of one. Another one I'm really excited about is a self-care class for SROs and SSEs. Being a former SRO myself, I know that the people that go into our schools as School Resource Officers or Security Officers. They really get drawn in to these students and helping these students and I know sometimes their families suffer for it because they're involved so much with their schools and the families of these students and trying to take care of them, making sure they're safe. So it's important for them to also realize it's important to take care of themselves. So we do have a class from the Harbor of Grace who they come in and they help us with that self-care class. Another exciting addition is our Tabletop in schools classes. We describe that tabletops are the reasons for them the importance of them and the importance of SRO and SSEs being involved in in those in their schools. so that's going to be a hands-on class, in-person. And we're going to go through several different exercises and examples so we're really looking forward to that one. as well another one we added was our current trends in Maryland schools and this is one that is taught by our School Safety Analyst, Sandy Caldwell. Sandy keeps up to date with United States. She's on a call with all the trends that are happening not only in the Maryland schools but as best we can across the United States. And Sandy constantly updates this presentation to include internet sensations, internet trends, Tik Tok videos, things like that—trends that are going around the country to keep our SRO and SSEs on the front lines letting them know what's going on. As I said before, the course was recertified through the Maryland Police Correctional Training Center for the next 3 years. We add, or we changed the course a little bit in how we provide it. We actually added one day of in-person training because with the comments that we received in the past, they wanted more in-person training. So our format now is one precourse video kind of an introduction to what the roles of an SRO and SSE are. Followed by four days of virtual training and five days of in-person training. And we do open the class to active SROs and SSEs in the state of Maryland. I'm here with you today because for the first time in our six years, we've had to postpone an in-person class. We always thought it was pretty safe to have our first class in February on the Eastern part of the state. Well you see what's going to happen this week with the weather. We decided to err on the side of caution and we postponed that in-person class for a couple weeks but we'll be into that class here by the end of this month. I did want to just touch on we have great partnerships with our subject matter experts. We continue to have partnerships with the Pathfinders for Autism, Anne Arundel County Public Schools, Greater Baltimore Medical Center, Maryland Human Trafficking Task Force, the Maryland Police Correctional Training Center, Harbor of Grace. We added this year the Anne Arundel County Health Department, Howard County Public Schools, as well as University of Maryland School of Law. So that's kind of an overview on the Academy. I would like to just add one more thing we are by mandate required to recertify SROs and SSEs across the state on an in-service training. And we started that process in November and have been working on it on a daily basis. We have over 1200 people that we need to have inservice training, it's a 4-Hour online course that they have to take. Since November 1<sup>st</sup>, we've had 1136 register and I'm proud to say 78% of them have completed the course. And it's due the end of March so if you have any questions I'll take any questions on the training before we go into the SRO of the year.

Okay hearing none I'm happy to move on to our SRO of the Year Award. This was something

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that that we talked about at the conference last year. It's important to recognize our School Resource Officers across the state and the good jobs that they do. And we came up with they having an SRO of the Year Award at our at our conference in the summer. And we're going to outline we want to kind of emphasize the good jobs that they do. So it's going to be an outstanding SRO and they're going to be nominated by their law enforcement agency or the Local Education Agency. SROs that have a positive impact on the school climate building relationships with those students and being a part of the school system. They have a commitment to their activities involving the schools in the communities and the requirements to be nominated for this is they have to be an SRO which means they have to be assigned to a school via MOU according to our statutory mandate as well as completed our MCSS SRO/SSE Training Academy. A couple other things is no sustained disciplinary action in the last two years and we will screen the applicants and we're going to reach out to their SRO supervisors and those that nominated them just to get back a little bit further background on these SROs. We do have a Review Committee consisting of myself my partner Jeff Smith with the Center, Zaria from the Advisory Board, a student, and Tom Alban and Pam Gaddy from the Advisory Board as well. And we are hoping to present this award at the conference. I can say right now we already have a few submissions and we're starting to look into those. So we're very excited about that so I will take any other questions if you have any on that.

COLONEL BUTLER: Hey Jim, Colonel Butler here. Not a suggestion but an acknowledgement—I think that's long overdue to honor that SRO of the year. For those of you all that may not be aware sometimes there's a bit of a separation between the SRO and the department they work for. And it's not until there's an award given that people stop and take a look at what an SRO does all day every day and what an integral part of the schools that they are. Not only for the kids but for the parents that are dropping off and picking up kids. So again thank you.

JAMES HOTT: Yes thank you for pointing that out because yeah that definitely happens. There is a disconnect but hopefully this will open that up. And I want to say that we're also entertaining the idea of maybe a school safety employee. so with the Security Employee of the Year for next year at the next conference. We're kind of play out how this would work out and then if it works out pretty well, we can move on to maybe School Safety Employee of the Year as well. Any questions? Wow I either explained everything really well or you guys are ready to get off this call. So I thank you for your attention and wish you all a great day.

KATE BRYAN: Thanks Jim. Mary do you mind if I just add a couple of things so Jim's been working on the SRO/SSE Training Academy since its inception. He has been an incredible advocate for school resource officers and security employees across the state. Our program continues to be nationally recognized. So I think that's really important for our leadership in Maryland, our leadership in the Subcabinet, as well as Statewide to realize that this team that has presented in front of you for the last six years has really built programs that are again nationally recognized, are a resource, and the entire team has become resources within their areas of subject matter expertise. So I just really want to applaud the team all of their effort, every single individual on the team and I'll remind everyone again there's 16 people that do all the work that we talk about every day. So I'm really proud of them really proud to be a part of this team and I'm really looking forward to seeing what we do in 2025. So thank you.

KIMBERLY BUCKEHT: And so Mary actually too, this is Kim, before we close out I wanted to give an opportunity just for a minute or two for Foresight to introduce herself. So Foresight is again the student member of the board related to Subcabinet. If you all remember, those

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who have been here for a while, it was Henry who graduated a couple of years ago and left us. So Foresight is now in that position and although she's generally silent, I wanted to give her the opportunity to say hello and who she is, maybe where you go to school Foresight, and a little about yourself. How's that?

FORESIGHT OGUNGBE: So hi everyone. I'm Foresight like Kim said I go to school at Eastern Technical High School. I'm a junior and then for the Maryland Association of Student Councils, I am the school safety liaison the Maryland Center for School Safety Subcabinet. So pretty much my job is to kind of just sit back and take note on everything that you guys are discussing over here and kind of bring that back to MASC and kind of just share all of that with them so we're just in the loop of what's going on with MCSS. And I'm really excited to be here and working with all of you guys. So yeah it's really interesting meeting you and thank you for everything you guys shared. I love hearing about like the legislation and I even think some of the things that you guys are talking about we had talked about in MASC. I know we had mentioned the school bus safety there was like a school bus safety bill and I think I remember talking about this in MASC so it was just really interesting to see that crossover as well. But I'm very excited to be here working with you all.

KIMBERLY BUCKHEIT: Thanks Foresight. And she's been incredibly helpful when we reach out for advice and support so we appreciate her. All right I think that's all we have Mary thank you.

MARY GABLE: That's good thanks Kim and thanks Foresight. It's nice to meet you and we look forward to your participation in meetings, in the work in the future. So thank you all for the meeting and the presentations today and the discussions as you said of the legislation. It's a very busy time for all of you and us that are involved in legislation. So with that just a reminder that the next Advisory board meeting will be on, as you see in front of you May 12<sup>th</sup>, and that is our standard time from 10 to 12. But this one will be back to being in person at the Maryland Center of School Safety Office. More information on the meeting will be forthcoming from Kate and Kim and others. Certainly as we move forward and if there are any questions, please do not hesitate to contact Mrs. Bryan with any questions or items that need attention prior to the May meetings. As you know, Kate is certainly open to any questions or issues that might be needed so do I have a motion to adjourn the meeting.

### **Closing Items**

COLONEL BUTLER JR.: Motion to adjourn the meeting, it's Colonel Butler.

MARY GABLE: Thank you Colonel Butler and do I have a second?

KARL POTHIER: (Raises hand)

MARY GABLE: Thank you for the second. So with that, we will I think, all in favor of adjourning the meeting? Any opposed? I think this is one where we always get a unanimous vote so but it's been a very good meeting and so we appreciate the discussion and your input and thoughts into all the work that the team does. So thank you all, thank you Kate, thank you Kim, thank you to all presented and we look forward to seeing you all in May.

KATE BRYAN: Bye everyone.