

# MARYLAND CENTER for SCHOOL SAFETY

## School Safety Subcabinet Meeting

May 8, 2023

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### Welcome of the Subcabinet

Carol Beatty: All right. This is not on your agenda. I don't think, but I was thinking that we could do introductions because we have one new person here who is going to be assisting us, but also, we have a member and so, maybe if we could go around and introduce ourselves and those are for the members of the Subcabinet. So, Butler, can you introduce yourself?

Roland Butler: Just start right with me. Okay. Colonel Roland Butler, secretary of the Maryland State Police. And I'm thrilled to be here today and meet all of you.

Carol Beatty: Welcome.

Maria Rodowski-Stanco: I am Maria Rodowski-Stanco. I am from the Child Adolescent Young Adult Services of Behavioral Health Authority. We're the House Department.

Carol Beatty: Carol Beatty, I am the Secretary of the Department of Disabilities.

Karl Pothier: I'm Karl Pothier, I'm an Assistant Attorney General, and I'm here on behalf of Attorney General Brewer.

Carol Beatty: And we want to welcome Jeanine. And so, Kate, could you introduce her?

Kate Bryan: I would love to. So, Jeanine Johnson joined us two months ago?

Jeanine Johnson: Yeah.

Kate Bryan: Two months ago, as our assistant Attorney General. So, we're very excited to have Kate on board. And she's been a great addition so far. This is her first Subcabinet.

Jeanine Johnson: Yes.

Carol Beatty: Thank you for joining us. Ms. Johnson. So, we're going to take it right to you. Please confirm that we have a quorum.

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Jeanine Johnson: Yes, ma'am. We do have a quorum.

### 2023 Legislative Session Recap

Carol Beatty: All right. So, the last meeting of the Subcabinet was in February, and this February meeting was recorded. And that recording is available on the MCSS website. As such, there are no meeting minutes to be approved today. Are there any additions to the agenda? I'm seeing none. So, there are no additions. And the agenda approval requires a motion, a second, and a vote. Do I have a motion to approve?

Karl Pothier: So, move. Move to approve.

Carol Beatty: Thank you, Karl. Second?

Roland Butler: Second.

Carol Beatty: Thank you. And I'm going to call a vote. All in favor say aye.

Members: Aye.

Carol Beatty: Thank you. Great. So, we're going to begin our meeting with an update on the 2023 legislative session. And Kim Buckheit, our Policy, Communications, and Engagement Manager from MCSS is going to lead us in that discussion.

Kimberly Buckheit: Thank you. Okay. So, yes, we were following a number of bills and pretty actively working with our legislators. The three that did move forward passed for the signature of the governor. House Bill 185. The banning of corporal punishment in all settings. So, childcare, as well as non-public, passed. So, corporal punishment is banned everywhere in the state of Maryland.

House Bill 1066 was actually the establishment of the Commission for Hate Crimes. And MCSS is specifically identified in that as having a representative. So, we look forward to the opportunity to collaborate with folks on that commission.

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And the final one that moved forward in the past was Senate Bill 340, House Bill 745, the Anti-Swatting Act of 2023.

We're really consulting with our partners to see how that's going to specifically impact our local school systems to be able to provide some guidance and oversight for that. So, the ones that did not pass but bills that we, again, were really active in working with some folks and allowed us the opportunity to have some collaborative dialogue.

So, even though the bills did not pass, we anticipate doing some of the elements inside of those in collaboration with our partners. So, House Bill 515 was the Active Shooter Safety Drill Requirements. And that really looked at some training. So, some opportunity for us to develop some best practices for our locals regarding safety drills as well as training. And really what will help them in being prepared for the potential of an active shooter incident?

Senate Bill 677 was the Emergency Response. So, this was really an establishing, it was a very large in-scope bill looking at the 911 Board. So, this is something that we're continuing to actually work with the Department of Emergency Management, and they'll be pulling together really a kind of fact-finding sort of stakeholder group to really assess, what is the current climate and what makes sense.

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So, we'll be collaborating with the Department of Emergency Management and the 911 Boards on that more than likely in the very near future. Senate Bill 799 Cyber Safety Guide. So, again looking to be able to collaborate with partners to actually have some elements of that come to volition without necessarily the bill's requirement.

And the last one there, Senate Bill 938 was the School Safety Student Wellbeing. So, the examination of policies was continuing to actually look at advancing the element that gets into the physical security assessments. So, really looking to be able to advance the requirement in some other ways related to physical building assessments happening every two years.

So, although they didn't pass, MCSS is really looking at elements of those that were very advantageous for us to be able to continue to do. Questions on any of those bills?

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Carol Beatty: For me, none.

### **FY24 Grants**

Carol Beatty: Are there any other bills that the Subcabinet would like to discuss? Okay. Thank you. Thank you very much, then we will go ahead with that presentation. And we're going to move on to the Fiscal Year 2024 Grant Outlook. Is Gifty? There she is.

Gifty Quarshie: Hi, good morning. I missed the Subcabinet. My name again is Gifty Quarshie. So, I just wanted to provide you with a general overview of the Fiscal Year 2024 grants. Please note that the amounts that you see are based on the governor's allowance. We have not yet been offered the legislative appropriations for 2024.

So, the general outlook is looking like we will be offering five grants in Fiscal Year 2024. The total amount of grants is about 26.6 million. The SR Grant, of course, we've been administrative since Fiscal Year 2020. So, we still have the \$10 million in appropriations for Fiscal Year 2024 for the SR Grant. The School Safety Grant Program, which is an IC grant that we took over in Fiscal Year 2022, is also still available. It will be offered in Fiscal Year 2024.

And the Governor's Allowance appropriation of course is \$10 million. The School Safety Evaluation Grant, which is a not-so-new, but new grant in Fiscal Year 2024. The allowance that we got is \$3 million. And this is a grant that we had in Fiscal Year 2019 where the school systems were provided \$2.5 million to perform safety assessments at their school.

So, we believe, it's been some time since funding was provided for that to happen. So, we've been able to request and secure funding. Again, it's in the governor's allowance, you have to wait for the legislative appropriation to finalize all of this, but we have been able to secure the \$3 million in funding, which will allow us to, again, offer the School Safety LSU Grant in Fiscal Year 2024.

We also are still going to offer the Hate Crime Grant. Again, for Fiscal Year 2024. We were able to secure an additional \$1 million in the Hate Crime Grant.

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Over the last four or five years that we've administered this grant, we have consistently received more applications than we've had funding for. So, this is going to help us expand the offering and hopefully, be able to provide funds for our non-public schools and public schools alike, and of course, childcare centers.

And then, the last grant is the Safe Schools Fund Grant. It's still \$600,000. This is a grant that we bring before the Subcabinet every year to review and approve. The goal again is to do the same \$25,000 on allocation for each school system.

And we have seen that over the last few years that we've administered this grant. School systems have consistently come up with different projects that are, of course, within the 10 categories that are in the Safe to Learn Act. So, that has been successful over the last few years.

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The one thing that I wanted to mention is one of the grants that we received from the IAC, or we've been administering on behalf of the IAC, is the Non-Public Safety Improvement Grant. So, we've done that for the last two years. But based on the governor's allowance, we have not received funding to be able to administer that grant in Fiscal Year 2024.

It has been 3.5 million per year over the last two years. So, that's something that obviously has been likely to impact the recipients of that grant in the past. The funding for the IAC Grants has always remained in the IAC's budget. And CSS has only administered these grants over the last two years.

So, questions in terms of why it's not funded, unfortunately, we'll not be able to answer, but we are making ourselves available in case we get questions from the non-public schools related to those questions. And that is all I have for you. Okay. Any questions?

### **School Safety Spotlight: Charles County Public Schools**

Carol Beatty: No questions. Thank you so much. So, moving on to the agenda, we are going to welcome a guest from Charles County, Mr. Jason's Stoddard, who's the Director of School Safety and Security in the Charles County Support System.

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He's here to discuss proactive collaboration in Charles County. So, we're really very pleased to have him here. Thank you.

Jason Stoddard: Good morning. And thank you for the opportunity. It's an honor and privilege to be here and to be invited to sit with you and to present to you. As you said, my name is Jason Stoddard. I'm the Director of Safety and Security for the Charles County Public Schools.

Lieutenant Clarence Black from the Charles County Sheriff's Office sends his regards, he was unable to make it this morning. So, I will do the song and dance by myself this morning.

My history is I spent a little over 20 years with the Charles County Sheriff's Office, I retired as a lieutenant. Came to the Charles County Public Schools in 2018 as their first-ever director of Safety and Security as a result of the Safe to Learn Act in 2018.

Since then, we built a pretty robust safety and security strategy that I think I would put up against anybody nationally. With a great deal of help from the Maryland Center for School Safety and the grant programs that Gifty just went over.

Kim asked me today to come up and talk to you about some of the collaborations that we have done over the last four years and the relationships that we have built. Unfortunately, in my law enforcement career, I had the opportunity to respond to a number of different tragedies including the shooting at Great Mills High School.

So, we learned a lot of lessons. I learned a lot of lessons throughout my career. I'm also a huge proponent of the Instant Command system and have run sit on Maryland's Incident Management Team, as well as the NCR Instant Management Team when I started at the Charles County Instant Management Team.

So, it's important to me that we all work together because it's the only way government really, really works. So, we spend a great deal of time in a preventive posture and a proactive posture, trying to build as many relationships as we can, because the last thing that I want is for a tragedy to occur in one of our 39 schools or centers.

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And for it to be the first time that I meet somebody in the parking lot, I want them to know me as Jason, not as, Hey, Colonel, how are you? And now, we have to go through the pleasantries. We just need to keep down in business because we know what those relationships are.

So, we actually have presented this. Me and a friend of mine have presented some of this presentation to a national audience because this is something that I think makes so much common sense, but it is so difficult to do.

Fortunately, I think it can serve as a model for not only us but for nationally, how to build these relationships because as we see, even in light of the tragedy in Nashville, these things continue to occur. There continue to be issues with inside of our schools that we have to deal with, whether it's behaviors or whether it's weapons, or whether it's active assailants, or community gun violence, which is something that is very new to public schools, I'd say since 2017.

We worried from 1999, after Columbine about active assailants. We've done a really good job of preventing those and responding to those and things like that. Long about 2017 is when we started to see community gun violence becoming an issue in schools.

Prior to that, schools were kind of off-limits. You didn't do your dirt at schools, not anymore. So, we're facing a plethora of different things. And when we talk about safety and security to most people, oh, you're just talking about active shooter events, absolutely not.

Safety and security with inside of schools is an enormous project that has tentacles everywhere. So, I think this phrase should be on the wall of every organization, not just government organizations, but every organization in general. The most dangerous phrase in English is it's always done that way or this way.

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This is famous, especially in my history in law enforcement. Or why does a policy book say that? Because it's always said that. We don't know, but that's why it's always been there. The threats in 2023 that we faced are far different from the threats that we faced even in 2018.



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So, we have to learn to evolve. Things aren't going to evolve for us. We have to evolve to them. And that's what this presentation is built on. So, a little bit about Charles County. We have 47 facilities, 39 of which are schools and centers. We have about 27,500 students, I believe we're the ninth-largest school system in the state of Maryland. Nothing to really brag about, but we are growing.

If you've been to Charles County, you will find that there are about half as many trees there as there ever were because we are paving and putting houses everywhere. Just next year, we will open two additional facilities, one for pre-K and K as well as our first-ever charter school.

And then, the year after that, we'll open another elementary school. And then, two years after that, we will open probably another middle school, and we have five schools on the line for the next 10 years. That's the growth that we're facing right now.

We have about 4,000 staff members. There are about 6,000 people that help us. So, our office does access control as well. So, that's a lot of people moving in and out of our buildings. In the end, we have about 32,000 people a day that are inside our schools in centers. That's about one-fifth of the Charles County population.

So, that is a lot of people moving in and out that we're responsible to make sure that we're fostering the best learning environment, working environment that we possibly can. This year, we've seen about \$410 million budget. What most people don't know, and this number is actually incorrect. I just figured it out for a presentation that I did with Mr. Meiser back there this weekend. Charles County is actually 80% of color.

Most people don't know that, but recently as of last year, Charles County was determined to be the richest minority-majority county in the nation. But you see right there, we have 36% of our students that are on free and reduced lunch.

So, the wealth gap within Charles County is enormous. The largest growing population in Charles County and our public schools are our Special Ed. We have about 12% of our population that have 504s or IPS and receive extra services.

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The Charles County Sheriff's Office has about 313 sworn members and about 153 correctional officers. They are full-time sheriff's offices. One of the few in the I95 corridor, I guess you could say, that's still a full-time sheriff's office.

The Maryland State Police and the La Plato Police Department are the three main law enforcement agencies in Charles County. With about a hundred million budget, they average about 235,000 calls a year. Specifically for our purposes, we have a rather robust SRO unit. We have 19 school resource officers plus two sergeants and then, and they also, have a criminal justice instructor assigned to North Point High School.

So, we have the sheriff's office provide us with an in-kind service. We do not pay for our SROs in Charles County. The SRO program's been around since 2000. It was in the mid-2000, the Department of Justice came down and identified our program as being a model SRO program early on in the SRO battle over the last 20 years that we've seen. And we continue to build upon that.

The Homeland Security portion is just kind of because of some of the things that we'll get into a little bit later, but prior to leaving the sheriff's office, I actually started their Homeland Security and Intelligence section, which has continued to grow, which is another piece of why we have this integration because of my past history in law enforcement.

So, a couple of questions for you as we go through these. Just think to yourself, or you can answer them, if your school is on fire, who would you need? Who would be coming? Interestingly enough, there was a study that was just put out. You are 1200 times more likely to experience a fire inside of a public school than you are an active shooter. Isn't that interesting?

And believe it or not, we haven't lost a kid in a fire in a public school since 1958. That was a result of a wooden staircase in Chicago, Illinois, at a church there that had a school fire. So, it pays to why we do drills and think about that.

But if your school is on fire, who would you need? This is what I classify as the number one threat to public education right now as cybercrime. It's not thought about very often. And my mental midgetry does not allow me to understand how this works.

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So, we have some amazing IT professionals that keep us from this, but we have seen a number of organizations in the state of Maryland who have lost money for ransomware as a result of this and how active this is. But again, this is a huge operation if something happens. Our data is pretty much useless to anybody else, but it's priceless to us. So, just think of the partners that you need for that.

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Unfortunately, something that we all face on a regular basis. Whom do you need as it relates to this? Not only from the point of view of the law enforcement response but the recovery services that need to be provided, the prosecution services that need to be provided, the PR services that have to be provided as you deal with this and as you talk about these things. And unfortunately, this is growing. However, on the opposite side of that, what I will say is an organization that has made international news for a predator that we had one of the things that I can gladly say is the fact that we're catching these people is proof that our system is working.

If you ever have a system that says, oh, we don't have this problem, your system of relationship building is not working very well because it's going on, you just need to find it.

Sandy Hook. Think about the partners that were needed as an initial response to that. And all the lessons that we learned from that, all the way from the initial response to dealing with the misinformation that was put out to dealing with the disastrous way that ramifications of passings were done by a bureaucrat. All the different things that we have to all get together and we all have to be on the same page. And the last place that we want to be is just learning about people who they are while we're dealing with these things.

Something we never thought about, a rabies outbreak. If you have a rabbit raccoon and a playground that's an emergency in the afternoon. One of the things we had to deal with that was more humorous is one of our local law enforcement affiliates lost during a school day. And if you can imagine having to call home if we did not take operational changes a foot having to call a parent and say, Cujo attacked your kid on the playground because we failed to do something, right? That's an emergency. All right.

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And then mental health crisis, which we see at an ever-increasing rate right now. And you can see those studies that are coming out post-pandemic of all the mental health crises that are going on, on a regular basis with our children, up to 20% of our kids experiencing regular mental health issues and needing counseling with a lack thereof in the community.

And you'll see a little bit later my intimate work with our student services unit. And I think what strikes me the most is the misinformation that's out there that the mental health providers inside our school do therapy sessions. If you go out and you ask a standard member of the public, what do your school psychologists do? They think that there's a couch in their office and that they're providing mental health services, and that is absolutely not what they're there for.

So, I think we have some other issues. So, as we talk about this, we need to make sure that one of the things that I think in public education, my experience has been one of the most disastrous things that schools ever did was to turn over safety and security to law enforcement. In many places across the country, you ask who's in charge of your safety and security. They'll say the police are SRO. And that is the last place that we need.

The police don't want that responsibility. That is a responsibility that must be maintained by the school system. The police have so many other things to deal with. They don't know our kids. They don't know our staff, and no one cares about our kids and our staff like we do. So, we have to maintain that control, that drives the accountability, it drives the responsibility. We also know that we must maintain our relationships not only internally. The foundational principles of school safety include positive relationship-building school culture in a well-trained staff and student body.

Nothing that we can do will ever replace those three things that we always must make sure that we are building on those three things. However, we also have to make sure that we are relationship focused externally. It is amazing to me the number of people. I even have at the United Way that comes to some of our meetings. Why? Because they're going to show up and want the help and I need to know those folks as well.

Collaboration, transparency. We have to have tough conversations. Recently, we had a situation in which we had a, believe it or not, it was a feral cat box that a police officer saw, and he thought it was a suspicious

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package. Once you start that ball rolling, you don't stop that ball from rolling until proven otherwise. We ended up having the bomb squad come down. We flew our drones, and we had all kinds of things to try and identify this stuff, but we had to make sure that we had an open line of communication because there were some protocols that were not followed because we hadn't talked. For example, Charles County Public Schools has not evacuated schools as a result of a bomb threat for 30 years.

And the reason that we do that is a little bit counterintuitive because they're safer inside our buildings and because our buildings are built like bomb shelters. So, why would we want to take them outside? And the only time that we're ever going to take them outside is if we have cleared the area where they're going. We've done secondary searches and we have law enforcement standing on the perimeter. Well, that's a very difficult job. So, in the midst of this event, the fire department evacuated one of my schools. When I got there, we brought them right back inside. And then, we had a subsequent tough conversation.

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Look, these are our kids. You need to make sure that we're following each other's protocols. And that's what we'll talk about a little bit later. We've also found that having a single point of contact is highly important as we have these discussions. In far too many places that you go here for this in the school system and school systems are gigantic bureaucracies just like everything else.

So, oh, wait, we go over here for the facilities person. We go over here for security; we go over here for mental health. If there's one person inside the organization that they can contact, it's the easiest way to do that. So, one of the things that we started about four years ago was what I call all hazards meetings and our gang intervention meetings. We hold these about quarterly. And this is an event that we host where we bring in as many of our different partners as we possibly can. And we sit down, and we have discussions.

We will talk about our policies; we'll talk about what we've added to our safety and security strategies. For example, recently as a result of the IAC Grant and Ron's great discussion points, we were able to add, be the first school in

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the state to add artificial intelligence to our cameras for a gun detection program.

And as a result of that, we need to make sure that we pass that information on to our local police because that's working 24 hours a day, seven days a week. And we're going to get community gun alerts as well for robberies that occur on our school property, things like that. So, we sit down, we have these discussions. We've had members of the FBI and the ATF because they're coming during any type of critical event, especially an active shooter event, they're going to show up.

At Great Mills, it was like helicopters were landing on roofs with teams that we don't talk about from Quantico that were coming to respond to that event until they proved otherwise of what it was. These people are going to show up, especially in the DMV, in droves, and it's important that I have one-on-one contact with that individual because what we've seen in every one of these major events is until you have a very good incident, command and unified command structure set up, everybody's kind of running around like a chicken with their head cut off.

And we have to devote time to setting up that unified command system at any critical event so that the Maryland State Police isn't operating over here. And then you have the local police operating over here. Unfortunately, I was at Charlottesville when the Charlottesville riots occurred, there were four buses sitting in a parking lot.

Police, Fire, Maryland State, or Virginia State Police, and a few others, that's what they called unified command, just because the buses were there. This was 2023. We got to do better than that. So, that's what we're trying to do. The schools have to have a decision-maker inside of unified command.

They have to have a representative. And the only way that you're able to do that is proactive work before building a relationship. So, when we show up or I show up or somebody from my team shows up, I'm the member, I'm going to be your decision-maker.

One of the other things that we've seen in schools is bureaucratic titling. People show up. Well, I'm the superintendent, I'm the deputy superintendent, I'm the ops guy. They're all in charge. If nobody's appointed

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in charge, everybody thinks it's the boss that's in charge. And usually, the boss doesn't want to be in charge because they want to wander around.

So, that's the beauty of the unified command system, and that's the way that we do this, is through these meetings. So, some of the topics that we may discuss briefing on critical incidents, we always, for years, school systems have failed, they're not very transparent. Well, we had an event, but we're not going to talk about it. Well, we've busted through that door. We want to talk about everything. Why? Because we can all learn from it.

And that's what we're after, is for everybody to learn from it. Emergency protocols, our floor plans, which we share through an app, technologies that we're putting into place, and we've even had guest speakers. One of the more inventive things that I think we do outside of these meetings is we took this in 2010, the governor signed a bill that was the Safe Schools Act of 2010, which is prohibiting gang violence on school grounds. It requires a model policy between the state's attorney and the school system and local law enforcement. But more importantly, which I think everybody misses, is it requires regular information sharing hosted by the public schools, that's in the law.

So, we're supposed to host a gang intervention meeting, and to my knowledge, I'm not sure if anybody else is. And this is a meeting where we host the all-hazard meeting for an hour, and then right afterward we do the gang intervention meeting, where we bring in representatives from our high schools and our middle schools.

And we sit down with local law enforcement, the gang unit, and we talk about names because as we're dealing with 92% of our kids in Charles County, we get three or few referrals every year, that means we're dealing with roughly 8% of our population at our problem job. What do you think our local law enforcement's dealing with? Five to 10% of the population? 90 to 95% of the time, it's the exact same thing and schools are fed by the communities that surround them.

So, we're all talking about the same kids. It is another way to collaborate. We've even had it where we've shown gang videos. They've shown YouTube videos that show up. The police will come in, they'll show them, and we'll go, oh yeah, we know that kid. We know that kid. We know that kid. And that's the beauty of this.



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It took us a while because schools really don't want to tell the police this. Yes, you do. They're not labeling kids gang members. They're simply trying to keep our schools and their community safe. And we have a duty and an obligation to help with that.

So, these are some of the other things. We host them every six to eight weeks. The intelligence sharing, which I just talked about, so I don't want to rehash that. And for some of the internal collaboration, our unit is set up a little bit differently. We work hand in hand with a number of different units with inside our organization.

I oversee not only safety and security but also badging and entry control, our background checks as well as our staff investigators. So, that puts me with fingers just all over the place. So, working with our Director of Student Services, we help with the reportable offenses, which I know is a challenge for most law enforcement organizations across the country or across the state.

There are roughly 72 reportable offenses currently listed in our own law that schools are supposed to be notified anyone under the age of 21, not just 18 when there's an arrest that is made by law codified that we're supposed to be told. But it is a challenge across the state, which we don't know what we don't know. And it's just another block for most law enforcement officers to fill out.

And there's usually no way to share that information. But we have found it to be very, very helpful. We also help with the tragedy response. We have the Hannibal Care program. We were one of the early adopters of the Hannibal Care Program under Governor Hogan, which we greatly appreciate and then our investigators, our staff investigators also, do all of our Title IX investigations, which as you know, are very complex and complicated within the K212 environment and far-reaching.

Our Human Resources. We work hand in hand with our human resources on our policy creation, lots and lots of training, staff misconduct investigations and we also do the EEO. Special Ed. One of the things that we have done



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this year is because special education and the requirements of 504s and IEPs are very, very large and very, very intertwined with a lot of restrictions.

And what we found is a lot of bruised relationships even within inside of our organization because Special Ed is running their program over here. The schools are trying to keep things safe, and many times it's very difficult to cross. So, what we've started is we've started a ThinkTech where we sit down with Special Education. We're trying to rebuild that relationship at the central office level by providing some clear-cut documentation of things that are supposed to be done as well as trying to rebuild that legitimacy with our Special Education Program at our individual schools, which is much needed because we're all supposed to be there for the kids.

And then we also work with our school administration, one of the most important things that I think that we do unfortunately, I ran the COVID Response for the Charles County Public Schools. I was Mr. COVID. I have the scars and the bourbon-drinking problem to prove it. And as a result of the continuously changing guidance, we started doing weekly town halls. And after COVID was over, we continued with that. So, now we do a safety and security town hall once a week on Thursdays at one o'clock in the afternoon. So, I'm in front of all administrators every week talking about safety and security. It is that important to our organization. We are reminding people to go over events that have happened. We did it debriefing last week that the near tragedy that occurred on a PG County school bus where a kid was almost assassinated and that is very, very scary.

So, those are things that we see in the news that we need to be talking about to put at the forefront of our schools. So, that pretty much ends. As I teach around the country, I think that I do some equations to keep in mind, to remember things that people ask all the time. Well, what is trust? How do you define it? And these are the things that drive us to do what we do in trying to build all of our relationships and to maintain those relationships and to ensure that we're being leaders in the country at being proactive to keep our kids and our students safe.

So, with that, what questions do you have for me?

Karl Pothier: I have a couple of questions. In your first slide, you reference badge 6,000. What is that? You probably know that, right?

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Jason Stoddard: So, every one of our employees are required to carry an access badge or a badge that shows that they're currently employed. And we have about 4,000 employees, but, on top of that, we have a number of different contractors that go in and out of our schools. We have coaches that are not employees of ours. So, we have about 6,000 people that have access to either one or more of our buildings at any given time.

Karl Pothier: Okay. And then just broadly, you were talking about the unified command center.

**00:35:00**

I'm just wondering, generally speaking, if something goes down, how do you manage all the stakeholders showing up, and trying to take control of the situation? You talked about communication beforehand, do you do MOUs with all these guys? How do you arrange them?

Jason Stoddard: So, we have longstanding MOUs with the sheriff's office, let's say we've got a longstanding MOUs with the Sheriff's office, but they're not going to be the only partner that shows up. Charles County is a volunteer fire department. So, we have 16 volunteer fire departments and it's 16 different people. And it's so no, we don't have MOUs with them through this work and through the understanding, and I guess for lack of a better way to get the respect that we've created with each other it is imperative.

And we all know that when we get together, we have to run a unified command. No one person is in charge of any event at a school. It's a group of us that are in charge. You may be the primary spokesperson because, during the initial response, it's going to be law enforcement.

And then as we transition from law enforcement, it very well could be EMS because now we're having to pull people out. And then, as we transition through those phases, but we must have a representative from the school system that is a decision-maker. We can't have somebody sitting there and far too often, what you see across the country in these events, they'll have somebody just sitting there that's more of a scribe for the school system instead of a decision-maker.

My superintendent and my previous superintendent have provided me with the opportunity during the middle of the crisis that I'm the decision-maker

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for the school system as it relates to that crisis. Now, as it relates to reunification, as it relates to how we are going to deal with the other schools, there's still some maintaining of that, but we're not fighting over titles.

And that comes from relationships, exercising, sitting down, and having those hard conversations. One of the things that we have, I have a police radio, so I can communicate immediately with all the public safety on the scene with a call sign and listen to their responses. We have complete interoperability which allows that to happen.

Karl Pothier: Sorry to interrupt you, but who has the actual authority in the chain of command? I mean, for instance, the police are responding. Are you the top or is it the law enforcement that is on-site, you seated control to law enforcement. Your relationships have established the notion that they're going to consult with you during the process. But when it comes to making the call whatever it might be, is it law enforcement?

Jason Stoddard: It all depends on the situation. If we're talking about an active shooter event, I'm not asking law enforcement to stand by until we can establish an unified command system before they make entry and go hunt the bad guy. They're just going to do that because they're trained.

However, that event is not going to be over in 10 minutes. That event is going to continue to do the things that they do. The first responding officers are going to show up, then the next group of responding officers are going to establish unified incident command at that point. And then as more public safety partners begin to arrive, the unified command structure is going to be built.

For example, if it's a hazmat, we've had that before. We've had a hazmat situation where we had a chlorine leak inside of a school that's just as dangerous and just as devastating. So, the fire department's going to be the lead for that. But inside of that unified command, I'm going to be sitting there because those are my kids, that's my staff, and I am there to represent their best interests. And without a school system representative sitting on that unified command, they will be forgotten. And we've seen that in responses in the state where we've had law enforcement over here, fire over here, and the school system over here, nobody's talking.

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And we end up having kids sitting in a school for six hours when they should have been released in an hour. And we're all trying to avoid that because again, we're here for the kids, we're here for the safety and security of the kids. And we all understand one of the topics that we talk about all the time. Schools run on schedules. It's much like being when you're directing traffic at a stoplight. If you ever see a cop directing traffic at a stoplight over the last 20 years, they have gone from I'm the police standing in the middle of the road waving traffic to, there's a stoplight there. I'm going to use it. Because that's what people recognize.

They recognize that red light and they know what to do with it all the time. So, as fast as a police officer can get back to utilizing the stoplight instead of waving traffic, that's what they're going to do. It's safer for them. School is no different. We run on schedules. We know that that schedule, even if it's a minute off, screws up our entire day. So, we want to get back on schedule as fast as we can. So, we're trying to figure out if we don't have to hold dismissal or we can dismiss out of a second door when law enforcement shows up, they're going to shut down the whole school.

**00:40:00**

If everything is safe, there's no reason we couldn't work out a plan to dismiss out of a different door that doesn't take the kids by the crime scene, that doesn't affect the crime scene. There's no reason that we can't do that.

One of the things that we learned after the Great Mills shooting occurred rightfully so, when the police show up at any event, they want to do interviews. So, when there's a shooting in a school, there are potentially 1200 witnesses, depending on how large the high school is. What do the police want to do, 1200 interviews?

Well, our priority is to get those babies back to their families because that's where they need to be. When can law enforcement do those interviews later? We did attendance. We know who was at school. If you need to interview those people, we can interview them later, and that caused a conflict at the Family Unification Center, which we can avoid as long as law enforcement understands we have attendance, you can interview the people that saw the event that was right there, but do you really need to interview the person that was in PE? Those people need to go back to their families, and they can be interviewed later.

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But those are those tough conversations that you must have before you.

Carol Beatty: Any other questions?

Colonel Roland Butler: Jason, I think you did a great job in describing more of the organized chaos that is the ICS system. You have to put your ego aside and start problem-solving. Can you talk a little bit about your interaction with the SMIC, Southern Maryland Information Center?

Jason Stoddard: So, as a matter of fact, I was on the phone with them this weekend. So, the Southern Maryland Information Center was established many, many years ago with Calvert St. Mary's in Charles County, having representatives. They are a clearing house and an investigative body to help law enforcement collect information, and intelligence, and investigate incidents that occur in Southern Maryland.

I believe they're listed on our slide. They are a priceless member of our quarterly meetings where we sit down, they sit through our gang intelligence presentations as well. And we work together to share intelligence. So, one of the things that I think is we established an intelligence unit in our unit as well.

And my person who runs intelligence, we send out safety bulletins just like the police do. It's imperative that we can have that non-classified information shared with us as well. And I still have tentacles in DHS and it's SMIC and a bunch of other places where we're sucking in as much information as we can to hopefully process that and create that into intelligence. And SMIC plays a key role in that.

I think that we always can improve on what we can share because just like the federal government, we over-classify everything, vetting threats existing, exactly. And we have a longstanding commitment from local law enforcement that will put boots on the ground anytime that we have a threat of mass violence.

So, if we have a threat that comes in on a Friday night, we immediately contact local law enforcement, and local law enforcement well, at two o'clock in the morning, go knock on some kid's door who was playing Call of Duty

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and screamed into the thing bringing a gun to school on Monday. And we have used SMIC for that as well.

And also, to make sure that we have access. Links is a huge law enforcement program inside of the DMV. And SMIC has helped us with, Hey, can you look this person up to see if they've made threats in Montgomery County or if they've made threats in other places? So, we do have some unofficial access that is within the rules of those programs in order to share the intelligence.

Maria R. Stanko: So, two questions in one place to make sure that you're connected, if you think it is an alliance, and I think it would be, to the latter point, you're dealing with a crisis, big picture school shooters down to the lower level.

The behavioral health authority has been dealing with the individual-level crisis. And there's often a connection between the two and you presumably need to be responding. So, St. Mary's County has a contract and it got awarded to be awarded recipient for a mobile crisis team that should be responding to everybody regardless of age, regardless of insurance, blah, blah, blah.

So, I want to make sure that you are aware both that St. Mary's is covering Charles and that that team knows how to interact with you because they envision should have the ability to come in and respond in the schools as well. It varies across the state what districts are allowed, but we just wanted to open that conversation up. And that also goes to the 988 resource, potentially how that responds to 911, presuming 911 interacts with you.

**00:45:00**

So, are you, are you familiar with that? And if not, we need to get your team aware of what's going on in that space.

Jason Stoddard: So, I am specifically not familiar with that. I am familiar with the Charles County CISM team that was built off of the model from Anne Arundel County's Police Department, CISM team that they have, but at the same time, the tragedy response portion, the mental healthcare portion is spearheaded by our Director of Student Services.

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So, I am more than willing to take the information and ensure that Ms. Keesling has that information to ensure that the crisis team out of St. Mary's is included in our response plans and our tragedy response manuals.

Maria R. Stanco: Well, and there are two parallel systems that I think we are having to work at a state to align that is that Medicaid funding, Samson model, blah, blah, blah, not police co-responder, police can be around, they should be an additional member if needed, but the people that are directly engaging should not be the police officer in an ideal world; handcuffs, police officers, and six-year-olds, not ideal. And, so I think that's some of what we're having to work through as a state as to how different counties are doing that. The CIT teams are a little bit different from these mobile response teams.

Jason Stoddard: So, you mentioned, and I know I've had this conversation with Ms. Bryan. When we talk about, especially small babies 5, 6, 7-year-olds that are in crisis, I think that it would behoove us to have conversations that understand there is no police officer ever that wants to go and throw handcuffs on a six-year-old. That is a misnomer. But what I will say on the opposite side of that as legislation continues to work, the more tools that are taken away from public schools, the least effective we're going to be.

And it's much like I asked Ms. Bryan earlier in the year, if you ever get the opportunity, ask the Maryland legislature what we can do. That's what we need. We need guidance on what we can do. We keep getting told really well about what we can't.

But public schools are struggling with behaviors. They're struggling with mental health services. They're struggling with the ability to deal with situations because we can't deal with them in a way that we had in the past that nobody likes to. And it's grown. We're seeing 20% of our population that is reporting having mental health issues, and probably likely a 20% to 25% reduction in providers on the outside with insurance, with issues like that where people are waiting months to deal with crisis.

Maria: I would Google on the latter point, but that's a whole separate discussion, but what can you do? That's where you should be able to access this team to come in and help and deal with this. We need to ramp up volumes, but that's why I'm saying, you will have a shared contract with St. Mary's to be able to be that response.



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The expectation is that the response is within an hour. And there needs to be a plan of how the existing school resources kind of bridge that timeframe. We're trying to stop the pathway of emergency petitioning these kids to an ER because picking them up and plopping them in the ER is not a good solution. We've all seen the papers where that's gone. And to engage families, guardians, and whoever is around these kids so that there is a longer-term tail plan of what do we do so that it's not deal with it today and we're back to the same place two days later.

So, that framework is there for the resources available for schools. In addition to that, I think that becomes the work of the consortium for coordinated community supports and the large bucket that's there and the money that's going to be coming out, which is how do we provide more resources to communities to address some of these issues?

That's an evolving process that should be moving forward pretty quickly. To your point of the tools being taken away, was another question I did want to ask, which was, how have you been impacted by the change in the law, I'm not a police forensics person, so my language may be wrong, but what is a misdemeanor, the under 13 rule, the reduction in the ability to use residential placement pathways within DJS, et cetera, et cetera, et cetera. Your facial expression says a lot.

Jason Stoddard: Yeah. So, I'll rather frankly.

**00:50:00**

I think that whenever you take a tool away and create nothing but a vacuum with nothing to fill that vacuum, it is disastrous. It is much like the argument of let's take SROs out of the building, but not replace them with anything. It's just, we're going to take them out of the building. And I think that's what happened, working in local law enforcement for a number of years that I did. The Department of Juvenile Services' name was changed decades ago from Juvenile Justice to Juvenile Services.

They were a deferral organization that provided referrals for kids who needed help due to criminal activity. And now, there's nobody doing it. It is my understanding, and I'm not local law enforcement anymore, but in speaking with this police department, that there's supposed to be a Sins Report that's



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done, a child in need of services anytime that there's a kid that's under 13 that can't be charged with criminal activity or whatever else.

And that goes to the Department of Health and Human Services, I believe it goes, we don't have any jurisdiction over this. We don't have the time or the effort. We take it to the Department of Juvenile Services for an assault, a threat of mass violence, or something along those lines for a 12-year-old who did something like that, we don't have any jurisdiction over this. There's nothing that we can do.

So, we created a huge vacuum. I think that there were lots of advocacies that talked about charging students. The Department of Social Juvenile Services had not been a punishment or punitive organization in a number of years. They had an ever decreasing the amount of placements from Boys Village to Waxers to the camps up in Western Maryland. Very few students or children ever ended up there.

When we use words like charged that means to the average everyday citizen, they think that we're throwing away the key. They teach at a local school or at a local college. And I ask this exact question to my students who are in the College of Southern Maryland, and every one of them were like, kids shouldn't be arrested. They shouldn't go to jail for an assault, that hasn't happened in Maryland in decades, if ever.

So, we use these luminous terms in order to make a change in the legislature that, in my opinion, and I think in most people's opinion, has done no good for not only society but also for these kids. There's nothing holding things over these families to get help for these students. You mentioned it earlier as you were speaking about healthcare.

One of the things that we find is when we don't have anything to force families to get help, that self-recognition is one of the first steps that we must have in order to get these students the help that they need for mental health. And when you have a family that either refuses to acknowledge that there's something there and blames everything on everything else, whether it's the system or whatever else, and without anything to say, no, you're going to go to this, it makes it very difficult.

We have an amazing community; I think it's a Community Coordination Council that has some amazing resources that can be offered to families and

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we are about 97% of families that refuse it. So, to circle back, I really think that there needs to be a look at what happened with the vacuum that was created. Because in essence, a 12-year-old can go steal a candy bar local 7-Eleven every day, or damage your property, or steal your car, which we've seen over and over and over again.

And then when you look at only threats, only major events and only the crime of violence can be charged is as possession of a handgun by a 12-year-old even something that can be charged under the 12-year-old statute.

Now, if they pull the trigger on somebody, that's a whole different story. But when we look at it, I think there was some good intent there, but the results have not been good for our kids or our state.

Carol Beatty: Mr. Stoddard, I have a question. Obviously, I am interested in the special education piece that you talked about and the ThinkTech. And I'm assuming that what you're experiencing in Charles County is similar in other counties, other local school systems. So, when I think about a ThinkTech, I think people come together to problem solve and who's involved in that in your town?

Jason Stoddard: So, this was an idea that our office came up with, along with our Office of School Administration and Leadership because we had such fractured relationships between our Special Ed Department at the central office and our schools. There are not enough people with special ed to go around. There's not enough IS. And the individual services folks, there's not enough case managers. And one of the things that we found early on as we started looking at human resources data was the largest percentage of our teachers that were leaving with prejudice were our special educators.

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And they're one of the smallest representatives of overall employees of ours. So, we tried to dissect a lot of that. And what we were finding in our exit interviews was the fact that lack of support, increased workload, and things like that. So, we have a problem, as we all know, we're facing a teacher shortage and a retention problem. So, anything that we could do to identify how we can make it better? So, we brought members of Human Resources in. We brought members of course of our Special Ed Department in, we brought members of our Office of School Safety and our office involved.

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We brought principals in because those are the boots on the ground that are like, wait, how come everything is a manifestation? And then you begin to have these discussions. Well, our data only says that 53% of these cases are manifestations, but the perception is every time a child does something that has a 504 and IEP, it's a manifestation of their disability.

Thus, the consequences are less. Well, we have a perceptual problem, but we also have a processing problem. The other thing is that when you look at trust and legitimacy across our organization, had to do something to build that, one of the things that we found early on in speaking with the schools was it felt from them, like it was a shadow campaign of what we had to do to jump through hoops to have a child be held responsible or have consequences given to a student who had the special education protections.

So, one of the first orders of business was to create a checklist, something as simple as a checklist of what needs to be done. Some of the amazing conversations that came out of that were an introduction of a concept that apparently Montgomery County knows about we didn't, which is called 11th Day Services. And we've been able to implement that. We're working on a process to implement that.

We've been able to review for many, many years in the Charles County public schools that if you suspended a student that had a special education, IEP, or something like that off the school bus, that was considered a suspension day. Well, apparently that's not in the law.

So, there needed to be some changes. There needed to be some evolution as those laws continued to change and move around. So, by just sitting down and having those tough conversations, I believe it's helping and we're starting to see wait, we're all on the same team. And I think that's what's so important. And if you dig down into many organizations, you'll see, well, it feels like Special Ed runs this whole organization.

Well, no, not necessarily. That's the perception. But we have to have those conversations. And far too often, we deal in silos, not only at the schools but also, at the central office. Well, this is my silo. I'm not going to tell anybody. And this in 2023, and we take a lot of taxpayer money.

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Our taxpayers deserve better, and they need better. So, we're trying to break down those silos as best we can.

Carol Beatty: Any other questions? We so appreciate you coming in and sharing this really important information with us. Okay. This is a great opportunity for us to learn a lot more about what is going on in the system. So, thank you very much.

Jason Stoddard: I would be remiss if I do not thank Gifty, and please beg you to continue to give us the maintenance of the effort money because then we can have a whole another conversation about the grants. But is highly important that we continue to see even like the IAC money, which dries up in FY2026 that could be disastrous if we don't see that continue, or the change of the SRO Adequate Coverage Grant or changes to that whole school safety grant, which has dropped from \$10 million to \$600,000 that have been a huge hit on us locally. So, if there is anything that you could do to help, we would greatly have help with that.

Carol Beatty: Thank you so much.

Jason Stoddard: Thank you.

Carol Beatty: Thank you. And now turn it over to Kate at her stack. So, we have the clicker. All right.

Kate: All right. So, if we can get this to click. I want to officially welcome to MCSS two new members of the team. So, Shale Mathis is in the back, so she's joined our administrative team. She is doing a lot of support on the office side as well as really just keeping us going and moving in a positive direction. And then I introduced Jeanine earlier. Jeanine is our Council. And we're very excited to have her as well.

### **Agency Updates**

So, next, I'm going to pass it to Kim, who's going to talk through some of the updates that are happening at the Advisory Board.

Kim Buckheit: Thank you, Kate. So, the Advisory Board this past year focused on two particulars, what we call workgroups.

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So, they did some breakout groups from the full session and looked at the Behaviors of Concern, Threats, and Swatting were the two areas that they chose to focus on. The intent of those workgroups was to really kind of identify the scope of the problem, and then what would be some proposed recommendations to MCSS related to that.

So, the first one was the Behaviors of Concern workgroup where we had three to four meetings that were really well attended, by very dedicated individuals who were very poignant in their thinking. And Tia McKinnon actually from Charles County is a member of that. And in Tia's words to not admire the problem, but to really focus on solutions and what are ways that we look to advance pro-social behaviors within our school environments that advance learning.

And to that end, the recommendation by the group that is still to be voted on in the next June meeting was to look at really assessing across the state of Maryland what is working. So, there are some highly effective programs and strategies being used in many of our Maryland schools and elevating those.

So, being able to identify some appropriate and effective strategies that we have been at MCSS developed a three to four webinar series. So, we look at a variety of opportunities to be able to advance these approaches across the state to others that are in need of some support.

The Threats and Swatting workgroup, again, met several times. And really kind of an overview of that conversation was that the way in which threats come to locals varies substantially and that it is critical that what we do at MCSS is equally varied. So, we are conscious of thinking about that variety and the importance of and I think Jason has illustrated this very well, the importance of collaboration between law enforcement and school personnel, in responding to those incidents when they occur.

And then how we communicate with the public. So, the recommendation to MCSS is for us to really look at developing kind of some simple infographic documents that can be delivered and used by local, both law enforcement as well as school-based personnel and other partners that help folks to have sort of a checklist of what to do, right?

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So, when a threat is received in this method, here are some of the recommended steps as well as then some boilerplate communication. So, creating some kind of boilerplate communication statements that folks can adapt, but have ready to be able to go out quickly to the public based upon the situation that occurs.

So, the last thing on the Advisory Board as you all know, we are very big about advancing our student voice, excited about the work that Henry Meiser, who is in the back. And Henry moves on from us, actually now since his last Subcabinet meeting. But Henry has been an amazing representative of students across the state, and we appreciate his work.

But we have some exciting stuff kind of going, we've learned a lot with Henry in the last three years about what works for students having that student voice, so excited about that work We're continuing to.

Kate Bryan: Okay. All right. I'm going to pass it over to Ron to talk through some of the activities and emergency behaviors.

Ron Pierce: Thanks. Good morning. So, Jason did a nice intro to this. He talked about the necessity of practicing unified command, the necessity of testing your plans and getting to know the people that are going to be there to show up when you need something.

And that's exactly what this slide speaks to. So, we have two projects. One of them is ongoing. It's been ongoing since the beginning of the school year called Are We Ready? These are meant to be brief tabletop exercises at the school level where the school brings together a safety team and talks for 20 to 30 minutes about a particular incident, and how they would handle it. They're all different. They're not all about active assailants.

Some are about tornadoes, some are about medical emergencies, that kind of thing. And they get to test their school plans and test to see not only their knowledge of the plan but get some feedback on how those plans would work, how they feel about the plan, and any changes that might be needed based on that particular incident, and what they anticipate the outcome to be.

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And the other is state coordinated response to school-based incidents. Now, that's a plan we have helped to build along with MST and some other partners. And that has included to craft a plan for the state to respond in certain large incidents when let's say a jurisdiction like Jason's might have a big incident that kind of goes beyond what resources they have or what we can bring as a state to the table.

That's going to be an exercise at the end of June, bringing folks together. And we're going to talk through a tabletop, we want to introduce tabletop and see if we can test some of the questions related to the sponsor. That is excellent.

A quick update on Safe Schools, Maryland, our tip line none was reporting tip line. So, these are some numbers. So, so far in the current year 756 at that pace, it's important to note that we're about 120 or so, and of where we were last year around this time. My math is bad. So, the school year total for the last school year was only 770. This year it was only 756. We have a few to go.

It could be a couple of reasons for that. We haven't delved into that too much yet, but I know our marketing, we're getting a lot more tips regarding certain things. On the other night, after about 30 tips or so regarding appropriate posts on social media, a young man with a gun. We received a top predictive at least that I was trying to count them all.

So, folks know about us, and if they see something they're telling us that's important. Since its inception, in October 2018, we have 20533. Those are the top categories. Bullying and cyberbullying tend to be the top ones. Year in, and year out, it's pretty close, or assault or tend to harm others be next. Those tend to involve school fights or planned retaliation.

Next slide, unless there are questions.

And so, I'm the regional manager that also, encompasses training and certification. We have a training class going on today. One of our mandates is school resource officer and school safety employee training. So far this school year we have 107 SROs who've been trained just over 400 school safety employees, a big uptick in school safety employees, a lot of school systems, I know Jason's included, are now adding some school security where in the past they relied solely on SROs at a Walmart campus model.



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And so, they've been training up the core of school safety employees, kind of a new thing for that, but it's also for on us, but we got several more before the end of the school year going. So, that looks it's going well. It's a big 70-hour program.

We've got a lot of positive feedback on it. Some of the information in that video that's we're not going to play the video for you for the sake of time, but it's a lot of school resource officers weighing in on the value of the training, the value of their job, how they build relationships with students, how that helps both the police inside the school system.

And last but not least, Allegheny Community College through an agreement is now offering 546 continuing education units for each of our graduates. Any questions on that?

Carol Beatty: So, I'm going to ask Jess to come up. She's going to talk about how our conference. Jesika serves as the Co-Chair for our conference here.

Jesika McNeil: Good morning cabinet members. Our annual school safety conference will be happening on July 19th through 20<sup>th</sup> at Turf Valley Resort Ellicott City. Our goal this year is to have approximately 500 or so attendees and in the past, we've averaged about 300.

Currently, we're at about 350 registrations to date. We are excited this year to have a couple of new opportunities. We are doing a lead in a webinar that'll be free to everyone in regard to talking with Gen Z. We've had over 49 proposals come in for our call for speakers. And we selected 21 different speakers.

We have offered 18 different breakout sessions, two general sessions, and one large keynote, which will be held by Mr. Barney James. And the topic for that keynote by Mr. Barney James and the topic will be Behavioral Threat Assessments, Training and Child Protection, and School Safety, a Message from the Court. So, we definitely hope that everyone will attend and join a spec where we will be having topics in our breakout sessions from restorative practices to emergency preparedness, bullying, Maryland School mental health panel. We'll have a panel.

**01:10:00**



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They'll also be talking with some mental health professionals within the Maryland School system. So, we are looking forward to that. And I'm approaching more on the mental health side. We also, this year, will be offering an art competition, as you all will see. This year's art competition is the first time we're offering it to all Maryland schools public, non-public for grades three through 12.

The topic that we're asking, the theme we're asking them to present their art pieces, is what does your school safety community look like? We're asking the students to submit original pieces of work that the attendees of the conference will actually anonymously vote.

And each of the grade groups will receive a prize based on the votes. We are excited. We did get permission from the House of Delegates, so all Maryland students' artworks that are submitted will be showcased at the House of Delegates office. And we are also requesting that be showcased at the Department of Education in their glass front on Baltimore Street.

So, we're excited about those opportunities as well as the pre-registration, we plan on offering a workshop on tabletop exercises, which Mr. Pierce talked about. And hope that we have a good turnout and be able to walk through with some of our meeting and staff partners since the tabletop exercises. Any questions?

Carol Beatty: No, thank you. Thank you much.

Kim Buckheit: Okay. So, thinking of your Threat Assessment 2018 Safe to Learn Act really defined several elements that MCSS was responsible for. The model policy was the initial one that was ruled out in 2018. Over the course of really kind of the last year, this past year that a group of individuals, so roughly 15 to 20 folks kind of came together from across the state originally to look at making some updates to the model policy.

But what became clear as that group was working together was that really an implementation guide was what was more needed in terms of how we help support Behavior Threat Assessment teams in being effective in doing the job that they do.

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So, that was published in February 2023. It lives on our website and starting tomorrow, we have five regional trainings that are going to occur in May and June in which individuals will actually get a physical copy of the implementation guide. And we'll help people kind of go through that guide to understand the elements as well as a crosswalk between the model policy and some best practices.

So, we anticipate by the end of June, we'll have roughly 250 team members from across the state who will have participated with us. Pretty excited about that. So, it's really about kind of increasing training and resources to those teams to help them be more effective as they continue to do really the critical important work about mitigating and preventing events at our schools. Any questions?

Ronald Pierce: So, just some quick updates on our mandated reporting deadline. So, we have several reports that we collect every year. This is the list. Most of them are due August 1st. That includes the event that school safety evaluation summaries plan for fall and summer. The use of force reports are due August 1st, but they tend to trickle in throughout the year.

We'll have that together to do our report to go forward. Shortly thereafter, we're doing SRO Adequate Coverage reports that are due from each local education agency, and by September 1st, we hope to have emergency plan updates with all our school systems by September 30th. If they do updates for their emergency plans this year, they'll turn them in to us by then. And then we'll probably thereafter review them for the end of the year hopefully.

And then Critical Life-Threatening Incidents. Those are incident based. They occur we need to be notified within 24 hours when they occur. A part of the regulation, you're missing a second, relates to the definition for those, but there's a timeline based on that, and we get them whenever they occur.

**01:15:00**

### **Regulations**

Carol Beatty: Okay. Do we have any staff regulations?

Kate: Yes. So, the last item on the agenda is related to two requests to publish regulatory changes. So, these are two regulations that already exist.

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If you recall last August, we submitted a request to publish changes to those regulations.

We submitted those to the Maryland Register, and in the process, we received some comments back from our local education agencies. And given those comments, we have gone back and redrafted the changes that we would like to see. And so, we're requesting the Subcabinet to publish the changes to the existing regulation as noted.

So, for 14.40.04, if you look under the executive summary, which is on page five of your handout of the 14.04 which is the regulation for certification and training for school security employees as well as school resource officers, the changes will redefine SSCs separating them out from the definition of school security employees.

And I apologize SSC is a School Safety Coordinator, which is a position designated and required by the Safe to Learn Act that each local education agency is required to have. Second, it allows MCSS to develop training that will be for the SSCs that will be separate from any training they participate in that the SROs and the school security employees must participate in.

It removes language related to the original curriculum. There was some language related to timing, and how long the training was. So, we sort of stripped that out, giving us a little more flexibility to update our training as needed. And then, it modifies and clarifies language regarding what happens if somebody comes on board as a school resource officer or security employee after the start of the school year.

So, MCSS is asking permission from the Subcabinet to publish the modifications to 14.40.04, for Ron for technical questions and Jeanine, for legal questions.

Carol Beatty: So, Subcabinet members, do we have a motion to publish the revised regulations?

Karl Pothier: I'll move to authorize publication.

Carol Beatty: Okay. Thank you. And second? Is Maria R. Stanko seconding it? So, do we have any discussion or questions? No. Okay. So, all in favor, please state by saying aye.

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Ron: Aye.

James Stoddard: Aye.

Kate: Any opposed? Any abstentions? Anything in that pathway? Okay. Thank you. All right. So, the next one.

And the second is for 14.40.05, which is a regulation related to Critical Life-Threatening incidents that Ron was just speaking of. So, the major changes here again, which is on page three of your handout, is modification and clarification of the definition of a critical life-threatening incident, modification of the timing for the after-action reporting, and a requirement on our agency to develop guidelines to assist school systems in their reporting of critical life-threatening incidents.

So, we're requesting that the Subcabinet give us permission to publish these to the honored registered for a public copy.

Carol Beatty: We have a motion to publish.

Karl Pothier: I actually have a quick question.

Kate: Sure.

Karl Pothier: What is the federal statute of 18 USC that's referencing subsection three?

Kate Bryan: I'm sorry?

Ron: There's a reference for serious bodily injury in subsection D.

Jeaneen Johnson: Yes.

Karl Pothier: I'm just curious if you know, I'm just wondering what that reference is to?

Jeaneen Johnson: I don't recall specifically where that is, but it is a definition that is included in serious bodily injury. So, the way that the regulation reads

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previously is that it only took a couple of these portions of sections to define serious bodily injury.

**01:20:00**

So, what we thought would be better would be to just utilize the entire definition from that. If you'd like, I can look it up quickly to see where we have pulled that from, but we pulled it from the regulation to make sure that it was just consistent in terms of how serious bodily injury is defined.

Karl Pothier: Yeah. Okay. I get it.

Ronald Pierce: We look for a standard definition. That's where it's.

Jeaneen Johnson: Yeah. That's where it was found. Yes.

Ron: Thank you.

Carol Beatty: Did you have another question?

Karl Pothier: Nope.

### **Closing Items**

Carol Beatty: Okay. All right then. Do we have a motion to publish this revised regulation?

Karl Pothier: I'll move to authorize publication.

Carol Beatty: Thank you. Second?

Maria: Yes.

Carol Beatty: Okay. Sounds good. Thank you. All right. Any further discussion on the questions? And if not, I'm going to call it, so all in favor please say, aye.

Karl Pothier: Aye.

Colonel Butler: Aye.

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Maria: Aye.

Carol Beatty: Any opposed, any abstentions? Okay. All right. Thank you very much. Thanks, Kate. Thank you, team, for the updates and for preparing this information quorum to vote on. If there is anything else from MCSS or members of the cabinet of those meetings? All right. So, the next meeting is scheduled for August 14th, and we are planning for it to be in person. If that changes, we will let everyone know and this brings the meeting to an end. So, can I have a motion to adjourn? A second? Thank you. All favor say aye.

Karl Pothier: Aye.

Colonel Butler: Aye.

Carol Beatty: Aye. Thank you.

Maria R. Stanco: No. We will keep everybody here for the next four months.

Carol Beatty: All right. Thank you so much everybody.