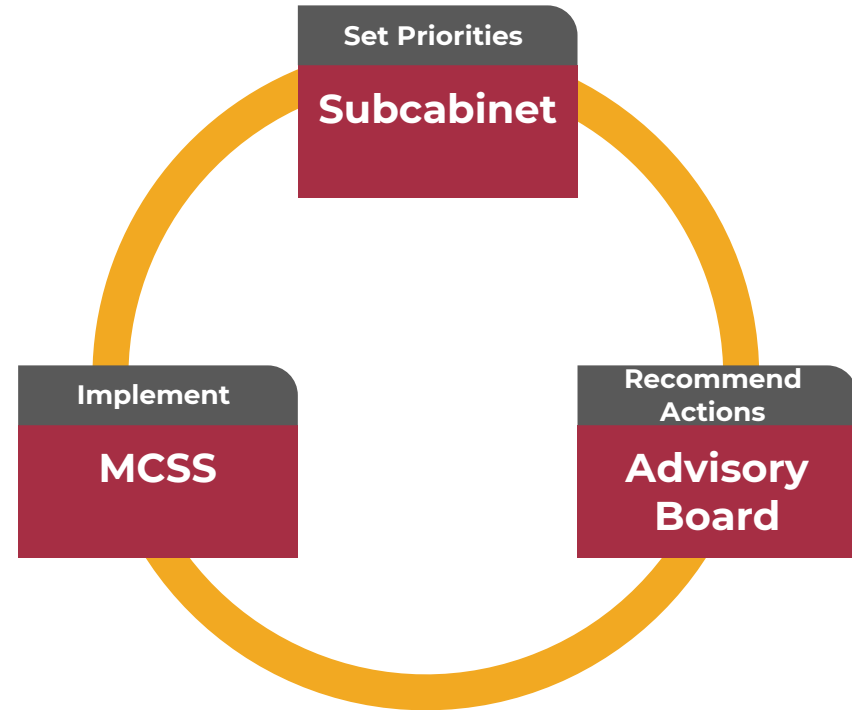# MARYLAND CENTER for SCHOOL SAFETY

School Safety in Maryland

Presentation for the
Maryland State Board of Education
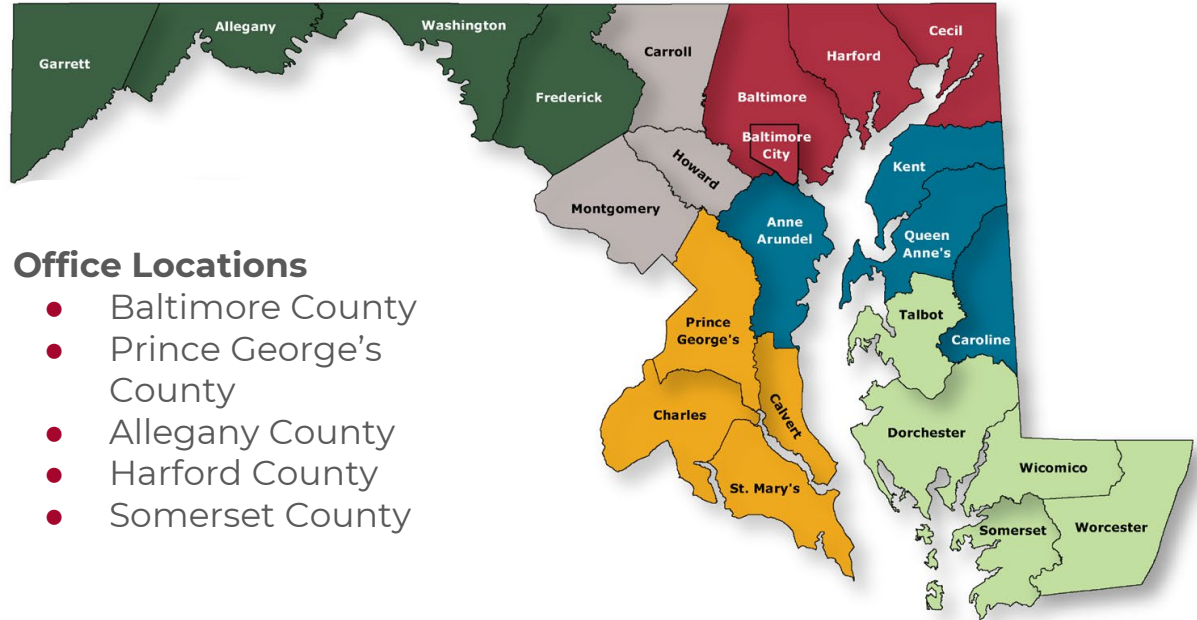December 5, 2023

The Maryland Center for School Safety

- Independent state agency, established by State Law (Ed. Art. §§ 7-1501 - 1512), **Safe To Learn Act 2018**

- Governing Board, Subcabinet, has broad regulatory authority

- Provide resources and support for public, nonpublic, and private PK-12 schools

Set Priorities
Subcabinet

Recommend Actions
Advisory Board

Implement
MCSS

MCSS
MARYLAND CENTER for SCHOOL SAFETY

The Maryland Center for School Safety

15 Staff

- Policy & Administration
- Communications
- Finance
- Grant Administration
- Data & Technology
- Regional Operations
- Training & Certification
- Prevention & Intervention

Office Locations

- Baltimore County
- Prince George's County
- Allegany County
- Harford County
- Somerset County

MARYLAND CENTER for SCHOOL SAFETY REGIONS

MCSS
MARYLAND CENTER for SCHOOL SAFETY

Maryland School Safety
Programs & Initiatives

MCSS	Shared Responsibility	EDUCATION
- Safe Schools Maryland (SSMD) Anonymous Reporting System - School Resource Officer (SRO) & School Security Employee (SSE) Training Academy - Behavior Threat Assessment - Emergency Tabletop Exercises - Student Voice Programs - Annual School Safety Conference - School Safety Grant Administration	- Emergency Planning - Emergency Preparedness Drills - State Coordinated Emergency Response -Integrated Preparedness	- Safe and Healthy Students (Title IV, Part A, Student Support & Academic Enrichment Grant) - Mental Health Response Program - Project AWARE - Grant to States for Emergency Management (GSEM)

School Safety Program
SRO/SSE Training Academy Program

- Required for all SRO or SSE assigned to Maryland public schools

- Law Enforcement objectives approved by the Maryland Police Certification and Training Commission (MPCTC)

- 70 hours of content delivered using a hybrid instructional model

- Taught by MCSS staff and "Subject Matter Experts"

- Maryland SRO training academy serves as a national model

- Additional Training for SRO Supervisors and School Administrators

COMAR 14.40.04

MCSS
MARYLAND CENTER for SCHOOL SAFETY

Emergency Preparedness
Planning, Assessing & Preparing

Existing Emergency Planning Guidelines

- Basic elements (contacts, building features, etc.)
- Procedures for different types of situations and events (i.e., hazard specific annexes)
- Communications
- Assessing and training for vulnerabilities (i.e., teaching procedures, drills and exercises)
- Addressing corrective actions (i.e., making improvements)

Future Effort: Support MSDE on updates to the current Emergency Planning Guidelines

NOTE: School Emergency Plans are protected from disclosure under the General Provisions Article § 4-314.1

December 2019

Maryland Emergency Planning Guidelines for Local School Systems and Schools
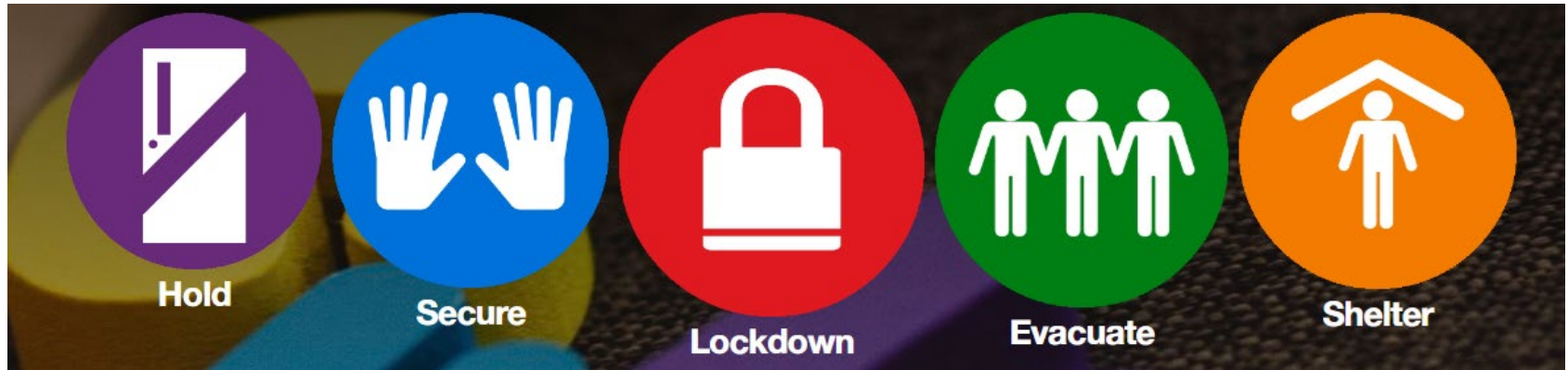
Division of Student Support, Academic Enrichment, and Educational Policy
Maryland State Department of Education

MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE

MCSS
MARYLAND CENTER for SCHOOL SAFETY

Emergency Preparedness
Standard Response Protocols

- Evidence based protocols
- Common lexicon across agencies and locations
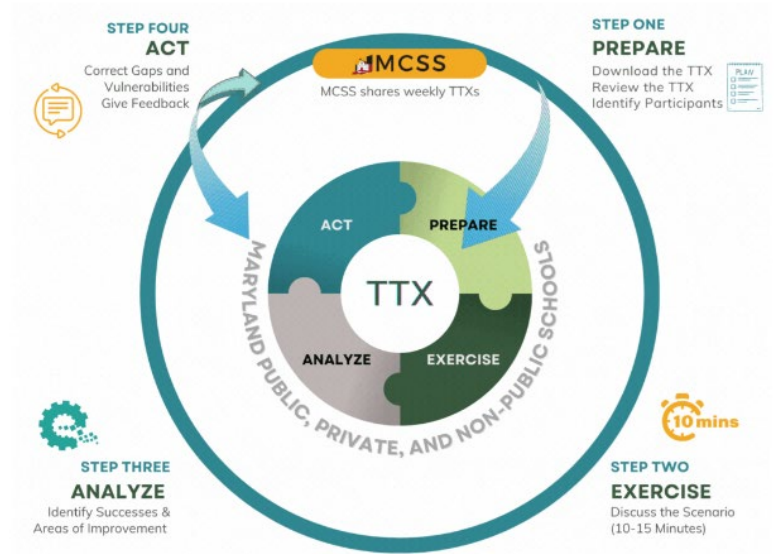- All hazards approach teaching procedures

"I Love U Guys" Foundation

School Safety Program
Emergency Tabletop "Are We Ready" Exercises

- Real life scenario based exercises with a facilitator's guide
- Designed for school preparedness efforts

Future Effort: Discussions with MSDE and State Board Education Policy Committee regarding revisions to requirements related to school safety drills to align with 2023 evidence based protocol lexicon, *COMAR 13A.02.02.04C.*
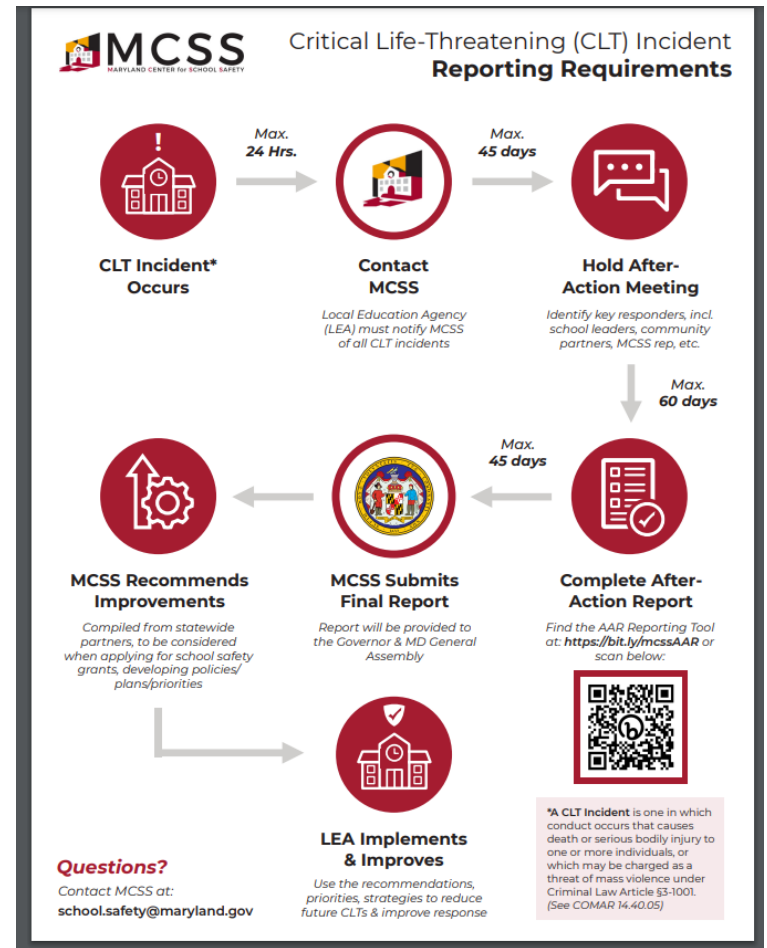

STEP FOUR
ACT
Correct Gaps and Vulnerabilities
Give Feedback

MCSS
MCSS shares weekly TTXs

STEP ONE
PREPARE
Download the TTX
Review the TTX
Identify Participants

ACT | PREPARE

TTX

ANALYZE | EXERCISE

MARYLAND PUBLIC, PRIVATE, AND NON-PUBLIC SCHOOLS

STEP THREE
ANALYZE
Identify Successes &
Areas of Improvement

STEP TWO
EXERCISE
Discuss the Scenario
(10-15 Minutes)

10 mins

School Safety Program
After Action Reviews Following Critical Life-Threatening Incidents

- LEAs notify MCSS of life-threatening incidents
- LEAs conduct after-action reviews
- LEAs complete and submit after-action reports
- MCSS develops and submits recommendations for improvements to school safety

Ed. Art. §7–1510(g)
COMAR 14.40.05

MCSS MARYLAND CENTER for SCHOOL SAFETY

School Safety Program
Safe Schools Maryland Anonymous Reporting System

Always Anonymous, Always Available

24 hours, 365 days of year

Serving Maryland PK-12 Public & Private Schools

Three ways to report:
- **App**: Safe Schools MD
- **Phone**: 1-833-MD-B-SAFE
- **Web**: SafeSchoolsMD.org

See it. Hear it. REPORT IT!

Safe Schools Maryland
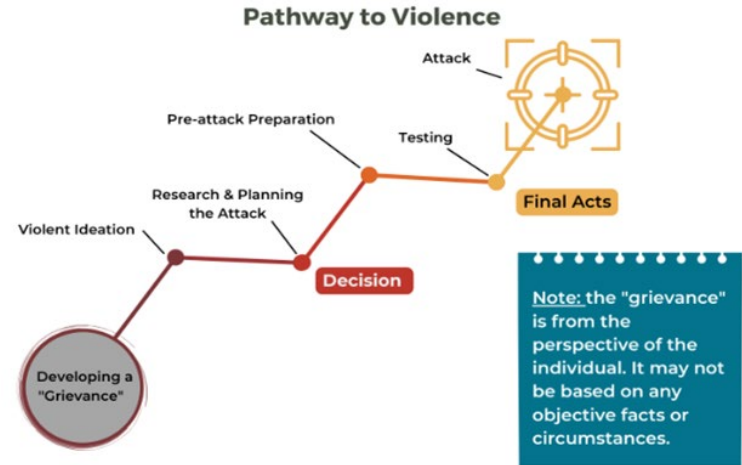
MARYLAND CENTER for SCHOOL SAFETY

MCSS
MARYLAND CENTER for SCHOOL SAFETY

School Safety Programs
Behavior Threat Assessment

- 2018 Behavior Threat Assessment Model Policy

- 2023 Behavior Threat Assessment Implementation Guide

- Behavior Threat Assessment Multi-disciplinary Team Exercises

- Workshops & Technical Assistance

Ed. Art. §7–1507

Resources: https://schoolsafety.maryland.gov/Pages/RES-BTA.aspx

Pathway to Violence

Attack

Pre-attack Preparation

Testing

Final Acts

Research & Planning the Attack

Violent Ideation

Decision

Developing a "Grievance"

Note: the "grievance" is from the perspective of the individual. It may not be based on any objective facts or circumstances.

MCSS
MARYLAND CENTER for SCHOOL SAFETY

School Safety Programs
Student Voice

Student representatives on MCSS governing bodies; School Safety Subcabinet and Advisory Board

Student Advocates for School Safety (SASS)

- Diverse student group developing and promoting school safety events and activities
- Provide student perspective

Local school safety clubs

- Encouraging local schools to provide student voice through participation in a school safety club

MIX IT UP MARYLAND

MCSS
MARYLAND CENTER for SCHOOL SAFETY

School Safety FY24 Grants Administered by MCSS

School Safety Grant Program administered on behalf of the Interagency Commission on School Construction (IAC)	$10,000,000
Nonpublic School Security Improvement Grant administered on behalf of the Interagency Commission on School Construction (IAC)	$0
School Resource Officer (SRO) Grant Program	$10,000,000
School Safety Evaluation Grant	$3,000,000
Hate Crimes Grant	$3,000,000
Safe Schools Fund Grant	$600,000

MCSS
MARYLAND CENTER for SCHOOL SAFETY

Maryland School Safety
Required Data Collections and Reports

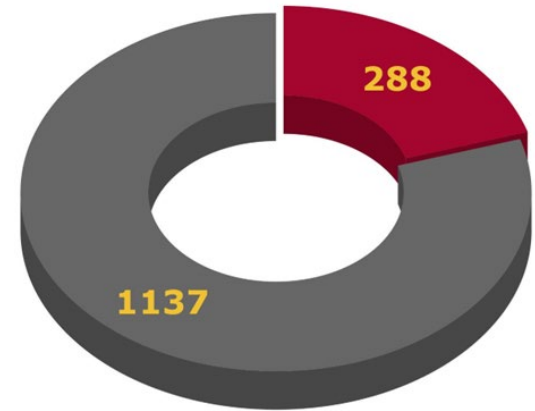| MCSS	Shared Responsibility	MARYLAND STATE DEPARTMENT OF EDUCATION EQUITY and EXCELLENCE
• Use of Force • SRO/Adequate Law Enforcement Coverage • Critical Life-Threatening Incident • Threats, Emergency Responses, and Emergency Plan Performance	Emergency Operation Plans (EOPs) | MCSS	MSDE
---	---
Review, feedback, archive, and provide technical support	Emergency Planning Guidelines Certification		• Student Arrests • Reportable Offenses • Gangs & Gang Activity • Bullying, Harassment & Intimidation • Student Discipline • Restraint & Seclusion • School Climate Survey

Reports
Adequate Law Enforcement Coverage

All public schools must develop adequate law enforcement coverage plans.

288 public schools have a full-time assigned SRO

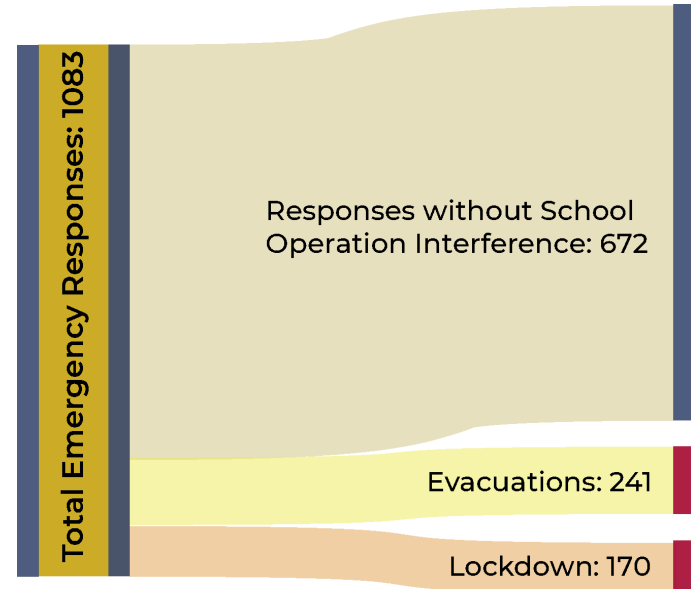### Maryland Public Schools with Full-Time Assigned SRO

288

1137

- Schools with Full-Time Assigned SRO (20.2%)
- Schools with Adequate Coverage (79.8%)

MCSS
MARYLAND CENTER for SCHOOL SAFETY

Emergency Plan Performance Summary Report

MCSS collects annually from each LEA in the form of a report on the performance of emergency plans that includes the following information. This information is included within the MCSS Annual Performance Report. MCSS collects the number of:

- 1,721 threats made against any school or school system facility

- 1,083 emergency responses to a school

- 241 emergencies resulting in an evacuation

- 170 emergencies resulting in a lockdown

Total Emergency Responses: 1083

Responses without School Operation Interference: 672

Evacuations: 241

Lockdown: 170

2022-2023 School Year

MCSS
MARYLAND CENTER for SCHOOL SAFETY

Lessons Learned Informing 2024 Priorities

Behavior Threat Assessment
Increasing knowledge and skills of Maryland public schools Behavioral Threat Assessment teams through direct instruction, communications, resource documents, and exercises. Extending knowledge to include **planning for interventions** that decrease the risk a student poses allowing them to maintain healthy connections to the school community.

Safe Schools Maryland Anonymous Reporting System
Expanding awareness and access to Maryland's anonymous school safety tipline, Safe Schools Maryland (SSMD), through communication and outreach. **Empowering bystanders** to come forward with information about behaviors of concerns and providing school officials with the knowledge and skills to appropriately respond to reports.

MCSS
MARYLAND CENTER for SCHOOL SAFETY

Lessons Learned Informing 2024 Priorities

Maryland Coordinated Emergency Response
Coordinating emergency response and recovery planning, training, and exercises across State agencies in an effort to support a **rapid and coordinated response** to a school-based incident in all jurisdictions.

Standard Emergency Response Protocols
Through training, communications, and exercises for all Maryland schools, **increase use** of standard response language across agencies and jurisdictions to include the terms; Hold, Secure, Lockdown, Evacuate, and Shelter. Increase school leaders knowledge and skills identifying the **appropriate response protocol** to use given an evolving emergency situation.

MARYLAND CENTER for SCHOOL SAFETY

School Safety: Local Efforts

Howard County Public Schools

One Focus: Every Student Achieving

HCPSS Strategic Call to Action: Learning and Leading with Equity

— *2022 and Beyond* —

Michael J. Martirano, Ed.D., Superintendent

"The Fierce Urgency of Now"

ACCOUNTABILITY

ALIGNMENT

ACTION

Student-Centered Practices

Responsive & Efficient Operations

Inclusive Relationships

Vision
Every student and staff member embraces diversity and possesses the skills, knowledge and confidence to positively influence the larger community.

Mission
HCPSS ensures academic success and social-emotional well-being for each student in an inclusive and nurturing environment that closes opportunity gaps.

HCPSS Student Safety and Well-Being

Multi-Tiered Systems of Behavioral Health Supports

Threat Management Process

Emergency Preparedness

Suicide Intervention Procedures

Crisis Intervention Teams

Multi-Tiered Systems of Behavioral Health Supports
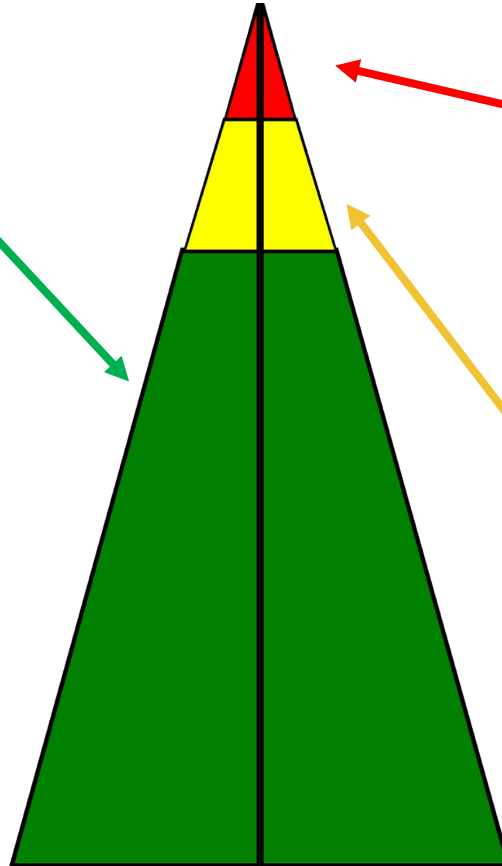
Tier 1 - Universal Interventions (80-90%)

Social Emotional Learning at Elementary and Middle

Suicide Prevention: Information for Educations (Annual Staff Training)

Positive Behavior Intervention and Supports and Restorative Justice

Health Education (K-9) and School Counseling Curricula (K-12)

NOTE: This is a sample, not a complete listing, of tiered supports.

Tier 3 - Individualized Interventions (1-5%)

Individual Counseling (School Psychologist/Counselor/Social Worker)

Functional Behavior Assessment/Behavior Intervention Plan

Tier 2 - Targeted Interventions (5-10%)

In-School Alternative Education Supports

Small Group Interventions such as Check In/Check Out

Student Support Team

Small Group Counseling (School Counselor/Psychologist/Social Worker)

HCPSS Umbrella of Supports

Emergency Preparedness

- Emergency Contact Information

- Emergency Communication System

- Drills for Evacuation, Lockdown, Modified Lockdown, Shelter in Place and Duck, Cover and Hold On

- Tabletop and Onsite Drills with community, including Howard County Office of Emergency Management, Police Department, Health Department and Fire and Rescue Services

Crisis Intervention Teams

- Each school has a Crisis Team

- County-Wide Crisis Team also available, as needed

- Team(s) respond in the event of a student or staff death or other tragedy that impacts the school community

- Annual trainings for both school-based and county-wide teams

- Goal of crisis response is to provide supports and restore equilibrium

HCPSS Umbrella of Supports (Continued)

Suicide Intervention Procedures

- Anytime and everytime a student makes a statement, gesture, etc. of self-harm they are IMMEDIATELY referred to a school counselor, psychologist, or social worker.

- Student interviewed to determine *degree of match* to known risk factors of suicide

- Parent is contacted to discuss safety, risk and preventative factors, share resources and determine next steps to address concern

Threat Management Process*

- All threats of harm to others are reported to school administration

- A screening is completed to determine if a threat is transient

- A full threat assessment identifies risk factors and interventions to support

- A mental health assessment may be required if there are unknowns about whether the student poses a threat

*Based on Dewey Cornell's *Comprehensive School Threat Assessment Guidelines* (2018).