

**Report of the Task Force to Study the
Creation of a Maryland Center for School Safety**

December 11, 2012



*Final Report of the Task Force to Study the Creation of a Maryland Center for
School Safety Submitted to the Maryland General Assembly and the Governor*

“I've come to the frightening conclusion that I am the decisive element in the classroom. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized.”

~ Dr. Haim G. Ginott (1972)

“One incontrovertible finding emerges from my career spent working in and around schools: The nature of relationships among the adults within a school has a greater influence on the character and quality of that school and on student accomplishment than anything else.”

~ Roland S. Barth (2006)

Task Force to Study the Creation of a Maryland Center for School Safety

Task Force Members

Delegate Jay Walker

Member of the Maryland House of Delegates
Sponsor House Bill 79

Senator Joan Carter Conway

Member of the Maryland Senate
Sponsor Senate Bill 772

Ms. Sharon Wollman Botkin

Bus Driver, Frederick County Public Schools
School Bus Drivers Representative

Ms. Taylor Brooks

Student, Charles County Public Schools
Public School Student Representative

Mr. Charles J. Buckler

Executive Director
Division of Student, Family, and School Support
Maryland State Department of Education
State Superintendent of Schools Designee

Mrs. Patricia Cook-Ferguson

Teacher, Baltimore City Public Schools
Educators, AFT-MD Representative

Ms. Theresa Detorie

Director of Safety and Security
Bryn Mawr School
Non Public School Representative

Ms. Kihara Monique Dorsey

Teacher, Montgomery County Public Schools
Teacher MESA Representative

Mr. Michael A. Durso

Member, Board of Education
Montgomery County Public School
Maryland Association of Boards of Education
Representative

Ms. Rachael Faulkner

Director of Interagency Affairs and Education Policy
Maryland Department of Disabilities
Maryland Department of Disabilities Designee

Major Woodrow W. (Jerry) Jones

Assistant Bureau Chief
Maryland State Police Field Operations Bureau
State Police Designee

Ms. Elizabeth Kameen

Principal Counsel
Office of the Attorney General
Maryland State Department of Education
Attorney General's Designee

Dr. Margaret Grady Kidder

Coordinator, Office of Psychological Services
Baltimore County Public Schools
State Superintendent Psychologist Representative
Task Force Chair

Mr. James Macedo

Teacher, Queen Anne's County Public Schools
State Superintendent Teacher Representative

Mrs. Deborah McClure

Assistant to the Vice President for Student Affairs
Bowie State University
Task Force Staff Support

Mr. Joseph Scott McMahan

Teacher, Charles County Public Schools
Teacher Representative MSEA

Mrs. Joann Mirgon-Erb

Special Projects Coordinator
The Universities at Shady Grove
University of Maryland
Parent of Public School Student Representative
Montgomery County Public Schools

Ms. Elizabeth W. Ray
Special Education Teacher
Harford County Public Schools
Teacher MESA Representative

Ms. Donna R. Riley
Branch Chief, Policy and Accountability
Division of Special Education/
Early Intervention Services
Maryland State Department of Education
Students with Disabilities Representative

Ms. Dawn Stanfield-Scott
Diversity Manager
The Boeing Company
Parent of Public School Student Representative
Harford County Public Schools

Resource Members

Ms. Molly H. Dugan
Educational Coordinator
Charles H. Hickey, Jr. School
Maryland Department of Juvenile Services

Ms. Barbara J. Bice
Branch Chief, School Facilities
Division of Business Services
Maryland State Department of Education

Mr. George P. Failla, Jr.
Deputy Secretary
Maryland Department of Disabilities

Mr. Oshane Stephens
Student, Baltimore City Public Schools
Public School Student Representative

Dr. Artie Lee Travis
Vice President for Student Affairs
Bowie State University
Task Force Staff Support

Dr. Maxine Johnson Wood
Member, Board of School Commissioners
Baltimore City Public Schools
Maryland Association of Boards of Education
Representative

Mr. Dominic M. Romano
Specialist, Safe Schools
Division of Student, Family, and School Support
Maryland State Department of Education

Dr. Doug Strader
Supervisor, Education Accountability
Division of Accountability, Assessment
and Data Systems
Maryland State Department of Education

Dedication to Mrs. Patricia Cook-Ferguson

The Report of the Task to Study the Creation of a Maryland Center for School Safety is dedicated in remembrance of Mrs. Patricia Cook-Ferguson, Task Force member, Educators, AFT-MD Representative, who passed away November 28, 2012. Mrs. Cook-Ferguson attended Richmond High School in Queens, New York, and graduated from Queens College, The City University of New York, Flushing, New York. She moved to Maryland in the late 1970s and earned a master's degree in special education from what is now Coppin State University, Baltimore, Maryland. She taught in Baltimore City Public Schools for 33 years, most recently as a special education teacher at Garrison Middle School, Baltimore, Maryland. Mrs. Cook-Ferguson served as a leader in the Baltimore Teachers Union and the American Federation of Teachers in Maryland where she held multiple positions. She served as president of the Baltimore County National Association for the Advancement of Colored People (NAACP) 1992-1998 and 2002-2012. Mrs. Cook-Ferguson was lauded as an advocate for youth education and civil rights advancements and made a significant contribution to the work of the Task Force to Study the Creation of a Maryland Center for School Safety (Rector, Kevin, *The Baltimore Sun*, December 3, 2012).

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Section 1: Introduction and the Charge of the Task Force to Study the Creation of a Maryland Center for School Safety

During the 2011 session of the Maryland General Assembly, legislation was passed mandating the establishment of a Task Force to study and make recommendations regarding the feasibility of creating a center for school safety in Maryland. This legislation resulted from House Bill 79, introduced by Delegate Jay Walker, Maryland House of Delegates, and Senate Bill 772, introduced by Senator Joan Carter Conway, Maryland Senate, as approved by Governor Martin O'Malley on May 19, 2011 (See Appendix A).

In order to complete its work, twenty-one task force members and additional resource and staff members met eight times from December, 2011, through December, 2012 to:

- Review documents and materials pertaining to school safety and related topics;
- Attend presentations by and consult with staff from the Maryland State Department of Education (MSDE), other state agencies, local school systems, academic institutions, behavioral/mental health providers, and community agencies;
- Consider information obtained from the MSDE Directors of Student Services Meeting
- Consider information shared during a visit to the Pennsylvania Center for Safe Schools, Center for Schools and Communities;
- Develop a mission statement for a school safety center in Maryland;
- Make a general recommendation regarding the creation of a school safety center in Maryland (See Section 2 for the work of the Task Force).

In addition, the Task Force was divided into four subcommittees which met between task force meetings to gather information, consider best practices, and make specific recommendations to the larger group (See Section 3 for the reports of the subcommittees). The four subcommittees of the Task Force were:

- Professional Development, Training, and Awareness;
- Law Enforcement;
- Data Collection Systems; and
- Facilities and Audit Tool

This report serves to provide policymakers and the general public salient information on what the Task Force learned during its seven month study and the recommendations it would like the General Assembly and the Governor to consider for the creation of a Maryland Center for School Safety. The following subsections describe the foundational work by the Task Force on School Safety 2007, the charge of the current Task Force, the membership of the Task Force, and the mission statement approved by the Task Force.

Task Force on School Safety 2007: The Task Force on School Safety conducted from November, 2006 to September, 2007 served as the impetus for the current Task Force and provided a definition for school safety that considered the many facets and actions that must be taken to ensure schools are safe for students and staff.

A safe school is prepared to respond to threats of physical, emotional, or intellectual harm, whether conceived or inflicted by nature or the human hand; it is positioned to protect children and staff from such harm; but it aims to prevent harm from even occurring at all. In a safe school, academic learning and emotional growth occur without intimidation, violence, or fear. Children are accepted and cared for unconditionally. They know what respect and kindness look and feel like because they are modeled by the adults who surround them. In a safe school, children and staff know that their school is prepared because they practice; they know that they are protected because they have been; and they participate in prevention because it is accessible and it is promoted (MSDE, *Report from the Task Force on School Safety*, December 1, 2007, p. 7).

Nine items that pertain to school safety were examined by the Task Force 2007, including:

1. Methods to address the growing incidence of student violence in public schools;
2. Methods to provide a safe learning environment for students;
3. The use of video surveillance cameras, metal detectors, and other security devices to improve school safety;
4. Ensuring the safety of students to and from school during non-instructional hours;
5. Ensuring school officials and public safety personnel respond effectively to crises;
6. The use of emergency management agency and law enforcement personnel to train and provide technical assistance to county school personnel;
7. The use of suspension and expulsion;
8. The impact of students who exhibit chronic, escalating patterns of misbehavior; and
9. The Unsafe School Choice Option.

Guided by the definition of a safe school and the findings emerging from the examination of the nine items, the Task Force on School Safety developed six recommendations and accompanying sub recommendations to provide the State and its local school systems with meaningful direction. These six recommendations included the following:

1. Create a statewide system to integrate and address the many facets of school safety and provide technical assistance at the state and local levels to incorporate school safety into school improvement and reform efforts.
2. Identify the data that must be collected and then establish a process to ensure it is consistently reported and collected across the State in order to accurately diagnose challenges, assemble effective solutions, and measure degree of impact.
3. Build a partnership with critical state and local stakeholders (including parents, teachers, community organizations, higher education, law enforcement, emergency responders, businesses, and local government, healthcare and services providers) to establish plans for the implementation and oversight of adopted task force recommendations and the realignment of resources to address the needs of students, families and schools in an efficient and effective manner.
4. Use data to understand the real challenges in creating and maintaining a safe learning environment, as opposed to the perceived challenges, and provide opportunities for teachers, parents, students, and administrators to develop or improve the skills,

knowledge, and conditions that will address the challenges and contribute to a safe learning environment.

5. Support the implementation and alignment of policies, procedures, and codes with fiscal and human resources, proven-effective programs and practices, and mechanisms for ensuring differentiation, efficient execution, and evaluation.
6. Maintain a working group to integrate the work No Child Left Behind (NCLB) Guidelines related to Unsafe School Choice of the Task Force with the new

Recommendation six included a sub-recommendation for the allocation of funding to establish an independent entity to function as the Center for School Safety to provide technical assistance to schools participating in the tiered system for identifying and supporting persistently dangerous schools, and those exhibiting the potential to become persistently dangerous schools. *The Supplement to the Report: Task Force on School Safety* (December, 2007, p. 11) estimated costs at \$2,000,000 to \$4,000,000 for start up, maintenance, and salaries on the basis of actual costs of a similar model in another state. While this sub-recommendation was specific to the Unsafe School Choice at the time, all of the recommendations and sub recommendations stemming from the previous Task Force were well reflected in the legislation mandating the establishment of the current Task Force.

The Charge of the Task Force to Study the Creation of a Maryland Center for School Safety 2012: Per the 2011 legislation, the Task Force to Study the Creation of a Maryland Center for School Safety was required to study and make recommendations regarding:

1. Establishing a clearinghouse for information and materials;
2. Developing a school safety training program including positive school environment and protective safety measures, school safety courses for law enforcement officials, discussion of school safety issues with parents and community members, and updating of emergency preparedness plans;
3. Preparing and disseminating information regarding best practices in creating safe and effective schools;
4. Promoting the formation of interagency efforts to address discipline and safety issues within communities;
5. Developing model interagency agreements to provide services for students who are at risk for failure, juvenile crime, or have been expelled;
6. Collaborating with the State Department of Education to establish and maintain a statewide data collection system;
7. Analyzing data reported by local school systems on school relevant incidents of violence and assault, incidents of possession of guns or deadly weapons, incidents for which students have been charged criminally, and the number of suspensions and expulsions;
8. Developing security criteria for the design of new school construction;
9. Developing a model safety and security audit procedure for use by local school systems;
10. Providing onsite technical assistance to school systems for school safety and security audits; and

11. Developing and maintaining a Web site covering school safety and violence prevention, school crime data, and school safety trainings.

Task Force 2012 Membership: The members of the current Task Force were appointed by the Governor, the President of the Senate, the Speaker of the House of Delegates, the State Superintendent of Schools, the Maryland Association of Boards of Education, the Maryland State Education Association, the American Federation of Teachers - Maryland, the Secretary of the State Police, the Attorney General, and the Secretary of the Maryland Department of Disabilities. Additional staff members from the Maryland State Department of Education (MSDE), the Maryland Department of Disabilities, and the Maryland Department of Juvenile Services served as resource members. Staff support members from Bowie State University provided staffing, meeting space, and resources for the meetings.

Task Force 2012 Mission Statement: The Task Force developed and approved a mission statement to focus the work of the Task Force and provide guidance to the study of the creation of a school safety center in Maryland.

Mission Statement

The Maryland Center for School Safety (MCSS) will serve as a statewide clearinghouse and collaborate with all Maryland school systems, parents, law enforcement, institutions, community agencies, and other stakeholders to provide a comprehensive, coordinated approach to school safety. In partnership with public and private organizations, MCSS will:

- **Disseminate information on best practices, programs, and resources;**
- **Provide technical assistance and training; collaborate on collection, analysis, and integration of statewide data; and**
- **Promote interagency efforts that support safe schools for all students, parents, school staff, and community members.**

Section 2: The Work of the Task Force on the Creation of a Maryland Center for School Safety

Twenty-one Task Force members and additional resource and staff members met eight times from December, 2011, through December, 2012, to consider information and make recommendations regarding the creation of a school safety center in Maryland. Dr. Margaret Grady Kidder, Coordinator, Office of Psychological Services, Baltimore County Public Schools, served as the Task Force Chair. Dr. Artie Lee Travis, Vice President for Student Affairs, Bowie State University, and Mrs. Deborah McClure, Assistant to the Vice President for Student Affairs, Bowie State University, served as the Task Force Staff Support.

Document Review: A number of documents were reviewed during Task Force meetings on December 1, 2011, and January 9, 2012 and/or used as reference during the duration of the Task Force. These documents included previous task force reports submitted to the General Assembly and the Governor on school safety and multiple suspensions, reports/guidelines prepared by MSDE on student discipline, suspensions and expulsions, habitual truants, results of the youth risk behavior survey, incidents of bullying, harassment, or intimidation, and other reports on topics related to school safety.

Primary documents included:

1. *School Safety Training Needs Assessment: Report on Findings*, Department of Criminal Justice Services, Virginia Department of Criminal Justice Services, March, 2002;
2. *Emergency Planning Guidelines for Local School Systems and Schools*, Maryland State Department of Education, October, 2003;
3. *Report from the Task Force on School Safety: Findings and Recommendations, Supplement to the Report: Task Force on School Safety*, Maryland State Department of Education, December, 2007;
4. *Education, Student Discipline, Review of Local Policies and Procedures: A Report to the Maryland General Assembly to Include a Review of Policies and Procedures Relating to Student Discipline, Student Suspension Rates by Local School Systems, and the Efficacy of the Positive Behavioral Interventions and Support Programs*, Maryland State Department of Education, December, 2007;
5. *Making a Difference: Creating More Skillful Educators and Students, and More Peaceful Schools Through Conflict Resolution Education*, Center for Dispute Resolution at the University of Maryland School of Law, Maryland Mediation and Conflict Resolution Office, and Maryland State Department of Education, December, 2007;
6. *A Tiered Instructional Approach to Support Achievement for All Students*, Maryland State Department of Education, June, 2008;
7. *Report from the Summit on School Safety Solutions*, Maryland State Department of Education, June, 2008;
8. *Character Education by Design: A Blueprint for Successful District and School Initiatives*, Maryland State Department of Education, October, 2008;

9. *Task Force to Study Multiple Suspensions: The Use of Student Support Teams and Other Interventions in the Reduction of Multiple Suspensions*, Maryland State Department of Education, December, 2008;
10. *Report to the Maryland State Board of Education on the Provision of Educational Services to Long-Term Suspended and Expelled Students in Maryland Public Schools*, Maryland State Department of Education, August, 2010;
11. *Maryland Youth Risk Behavior Survey*, Maryland State Department of Education, 2011;
12. *Governor and First Lady O'Malley Join Facebook and Time Warner's Cartoon Network for National Bullying Prevention Month Kick-Off*, Press Release/Statement, October 6, 2011;
13. *Habitual Truants Maryland Public Schools 2010-2011*, Maryland State Department of Education, December, 2011; *Habitual Truants Maryland Public Schools 2011-2012*, Maryland State Department of Education, October, 2012;
14. *A Safe School, Successful Students, and A Fair and Equitable Disciplinary Process Go Hand in Hand: A Study of School Discipline Practices and Proposed Regulatory Changes*, Maryland State Board of Education, February, 2012;
15. *Bullying Harassment, or Intimidation in Maryland Public Schools*, MSDE, March, 2012;
16. *Suspensions, Expulsions, and Health Related Exclusions Maryland Public Schools 2010-2011*, MSDE, Revised January, 2012; *Suspensions, Expulsions, and Health Related Exclusions Maryland Public Schools 2011-2012*, MSDE, November, 2012; and
17. *School Discipline and Academic Success: Related Parts of Maryland's Education Reform*, Maryland State Board of Education, July, 2012.

Mission Statement: The Task Force reviewed a proposed mission statement developed by Ms. Theresa Detorie, Non Public School Representative, Bryn Mawr School, on January 9, 2012, and made revisions thereafter. The mission statement was discussed and approved to focus the work of the Task Force and provide guidance to the study of the creation of a Maryland Center for School Safety. It was recommended that Bowie State University may be considered as the location of a Maryland Center for School Safety following the work of the Task Force.

The Maryland Center for School Safety (MCSS) will serve as a statewide clearinghouse and collaborate with all Maryland school systems, parents, law enforcement, institutions, community agencies, and other stakeholders to provide a comprehensive, coordinated approach to school safety. In partnership with public and private organizations, MCSS will disseminate information on best practices, programs, and resources; provide technical assistance and training; collaborate on collection, analysis, and integration of statewide data; and promote interagency efforts that support safe schools for all students, parents, school staff, and community members.

Presentations: On February 13, 2012, the Task Force reviewed information and materials presented by the Department of Student Services, Worcester County Public Schools, the Department of Student Services, Charles County Public Schools, and the Department of Student Support Services, Baltimore County Public Schools.

Collectively, the three local school systems presented information on safe school environments, student support staff, Positive Behavioral Interventions and Supports (PBIS), bullying programs and initiatives, alternative education programs, programs/services for at risk students, crisis prevention and intervention, drop-out prevention and recovery, critical response and school emergency safety management, interagency collaboration with critical response and law enforcement agencies, programs associated with police officers, typically called School Resource Officers (SRO) in the schools, and school safety training needs (U.S. Department of Homeland Security, *Active Shooters: How to Respond*, 2008).

On March 12, 2012, information on conflict resolution education, trainings for teachers, students, and parents, peer mediation, restorative practices for positive discipline, and bullying prevention was presented by the Schools Conflict Resolution Education Programs, Center for Dispute Resolution at the University of Maryland King Carey School of Law. Information on conflict resolution and mediation services was also presented by Community Alternative Mediation, (CALM), Frederick Community Mediation and Conflict Resolution Center. Stop Bullying: A Community Response was highlighted, including workshops on bullying for community members.

Information on the Positive Behavioral Interventions and Supports (PBIS) program and the Maryland Safe and Supportive Schools (MDS3) Initiative was presented by MSDE, Sheppard Pratt Health Systems, and The Johns Hopkins University. Core features of an integrated, three-tier model of support, law and regulations pertaining to suspensions and truancy, and research findings were presented on the PBIS program being implemented in 877 schools. MDS3 grant elements and goals, the U.S. Department of Education school climate model, the MDS3 school climate survey of students, staff, and parents, findings on student perceptions of school safety, student engagement, school environment, evidence based practices being implemented in the intervention schools, support to schools provided by MDS3 School Climate Specialists, and the importance of the stakeholders at the national, state, district, school, and community levels were presented on the MDS3 initiative being implemented in 51 schools.

MSDE Directors of Student Services Meeting: Additional information was obtained at the MSDE Directors of Student Services Meeting on March 30, 2012, by Mrs. Joann Mirgon-Erb, Parent of Public School Student Representative, Montgomery County Public Schools. Directors of Student Services and related staff indicated that the Division of Student, Family, and School Support, MSDE, provides current information, resources, and support to all local school systems. Specific responses indicated that it would be useful to have a have a Maryland Center for School Safety that would enhance communication of information and technical assistance on:

- National issues and best practices;
- Development, implementation, and evaluation of school safety and emergency plans for prevention, intervention, and postvention;
- Identification of best practices, evidence based programs, and interventions that are cost effective; and
- Evidenced based practices, training programs on school safety topics, and current school safety issues affecting students, families, and school staff.

A number of responses emphasized that a Maryland Center for School Safety could collaborate with MSDE, local school systems, and other agency or institutional partners to facilitate increased consistency, communication, and resources for local school systems with specific challenges and needs.

Pennsylvania Center for Safe Schools: On April 17, 2012, a group of Task Force members, including Delegate Jay Walker, Member, Maryland House of Delegates, Mrs. Joann Mirgon-Erb, Parent of Public School Student Representative, Montgomery County Public Schools, Ms. Elizabeth W. Ray, Harford County Public Schools, Teacher MESA Representative, Dr. Artie Travis, and Mrs. Deborah McClure, Bowie State University, Staff Support, and Dr. Margaret Grady Kidder, Baltimore County Public Schools, Task Force Chair, visited the Pennsylvania Center for Safe Schools, Center for Schools and Communities, in Camp Hill, Pennsylvania. The Center for Safe Schools serves Pennsylvania as statewide clearinghouse on school safety and youth violence prevention for schools and youth serving organizations. This Center is recognized by the U.S. Department of Education as one of the 16 School Safety Centers in the nation and is integrated within the broader Center for Schools and Communities. Staff members from the Center for Schools and Communities presented information on initiative, staff, and fiscal growth, key partners and funders, and core functions such as training through technology and technical assistance. Staff members working in the Center for Safe Schools reviewed the history and structure of the center, key stakeholders, documenting current efforts and funding, defining services, and lessons learned. Task Force members appreciated the opportunity to discuss firsthand how the Center for Safe Schools functions within the broader Center for Schools and Communities, the structure and resources required to maintain such a center, and how the center interfaces with the public, local school systems, and the Commonwealth's Department of Education.

Bus Safety: At the Task Force meeting on June 14, 2012, Task Force member, Ms. Sharon Wollman Botkin, Frederick County Public Schools, School Bus Drivers Representative, shared a report on bus safety. Ms. Botkin reviewed the following:

1. Depending on the city or county, a large number of students begin and end their school day with bus transportation. In a comprehensive school safety plan, strategies intended for prevention and intervention should be comprehensive and complimentary. It should address not only to what may happen during the school day, but to situations that may have occurred to and from school. Altercations, confrontations and other types of inappropriate behavior may not remain confined at the source of the incident, but may extend into the school or manifest once school is dismissed. Therefore prevention and intervention strategies must address all aspects of school safety including the bus.
2. Observation and management of student behavior including bus transportation, classroom activity, cafeteria time and other activities such as library, gym, art class, theater, sports, and field trips could help minimize conditions conducive to inappropriate behavior. Although all aggressive, negative, and other inappropriate behaviors need to be addressed, safety on the bus is of particular concern due to driver distraction and passenger endangerment. There are different types of inappropriate behavior that can manifest itself on a school bus. This includes, but is not limited to, bullying, sexual harassment, vandalism, inappropriate language, and disrespectful behavior towards the bus driver, bus assistants, passengers, and motorists. In addition, emergencies can arise.

3. Suggestions for bus safety included:
 - a. Establishing and communicating bus safety standards to ensure that all children, parents, administrators, support personnel, and volunteers are familiar with positive bus riding behavior and bus rider responsibilities in following the rules;
 - b. Equipping buses with two way radios to have direct contact with the transportation department, and audio and video devices to record sequences of events as they occur;
 - c. Having office personnel or other contact persons available for communication when school buses are operating;
 - d. Implementing a collaborative process among bus drivers, bus assistants, and administrators to report and receive feedback on inappropriate behavior incidents;
 - e. Holding bus evacuation drills to familiarize bus drivers, bus assistants, and passengers with plans to follow in emergency situations;
 - f. Providing state mandatory training for certification of bus drivers and bus assistants and ongoing training to reinforce standard operating procedures and new information about transportation safety;
 - g. Providing first aid and CPR training to bus drivers and bus assistants for response to students' medical needs before professional help arrives; and
 - h. Providing cultural awareness and communication training to bus drivers and bus assistants for prevention and de-escalation of situations.

Bus safety information was discussed within the context of transportation guidelines provided by MSDE and other agencies. Differences in transportation policies, procedures, and practices among the local school systems were discussed as well.

Final Meetings: The Task Force and resource members reviewed information and made suggestions for the final report at task force meetings on May 24, June 14, and December 11, 2012 (rescheduled from October 29, 2012).

Section 3: Reports of the Subcommittees on the Creation of a Maryland Center for School Safety

The Task Force was divided into four subcommittees which met between Task Force meetings to gather information, consider best practices, and make specific recommendations to the larger group. The reports of the four subcommittees are included in this section in the following order:

Professional Development, Training, and Awareness Subcommittee: Mrs. Joann Mirgon-Erb, Parent of Public School Student Representative, Montgomery County Public Schools, served as the Chair of the subcommittee. Ms. Taylor Brooks, Student, Charles County Public Schools, Public School Student Representative, Mrs. Patricia Cook-Ferguson, Teacher, Baltimore City Public Schools, Educators, AFT-MD Representative, Mr. James Macedo, Teacher, Queen Anne's County Public Schools, State Superintendent Teacher Representative, Mr. Joseph Scott McMahan, Teacher, Charles County Public Schools, Teacher MSEA Representative, Ms. Dawn Stanfield-Scott, Parent of Public School Student Representative, Harford County Public Schools, and Dr. Maxine Johnson Wood, Member, Board of School Commissioners, Baltimore County Public Schools, MABE Representative, served as the subcommittee members.

Law Enforcement Subcommittee: Major Woodrow W. (Jerry) Jones, Assistant Bureau Chief, Maryland State Police Field Operations Bureau, State Police Designee, served as the Chair of the subcommittee. Ms. Sharon Wollman Botkin, Bus Driver, Frederick County Public Schools, School Bus Drivers Representative, Ms. Theresa Detorie, Director of Safety and Security, Bryn Mawr School, Non Public School Representative, Mr. Michael A. Durso, Member, Board of Education, Montgomery County Public Schools, MABE Representative, Ms. Elizabeth W. Ray, Special Education Teacher, Harford County Public Schools, Teacher MESA Representative, Mr. Dominic M. Romano, Specialist, Safe Schools, Division of Student, Family, and School Support, MSDE, and Delegate Jay Walker, Member, Maryland House of Delegates, served as the subcommittee members.

Data Collections Systems Subcommittee: Ms. Rachael Faulkner, Director of Interagency Affairs and Education Policy, Maryland Department of Disabilities Designee, served as the Chair of the subcommittee. Mr. Charles J. Buckler, Executive Director, Division of Student, Family, and School Support, MSDE, State Superintendent of Schools Designee, Ms. Kihara Monique Dorsey, Teacher, Montgomery County Public Schools, Teacher MESA Representative, Mr. Dominic M. Romano, Specialist, Safe Schools, Division of Student, Family, and School Support, and Delegate Jay Walker, Member, Maryland House of Delegates, served as the subcommittee members.

Facilities and Audit Tool Subcommittee: Ms. Donna Riley, Branch Chief, Policy and Accountability, MSDE, Students with Disabilities Designee, served as the Chair of the subcommittee. Ms. Barbara J. Bice, Branch Chief, School Facilities, Division of Business Services, MSDE, and Mr. Charles J. Buckler, Executive Director, Division of Student, Family, and School Support, MSDE, State Superintendent of Schools Designee served as the subcommittee members.

Professional Development, Training and Awareness Subcommittee

Mrs. Joann Mirgon-Erb, Chair

Subcommittee Charge: The Professional Development, Training, and Awareness Subcommittee was charged with compiling findings regarding best practices within the state and outside the state in the area of training and development for school staff, students, parents, and community members in all aspects of school safety. Recommendations regarding the following issues were requested:

- Establishing a clearing house for information and materials concerning school safety
- Developing a school safety training program that includes:
 - Development of a positive school environment and protective safety measures designed to address local concerns;
 - Discussion of school safety issues with parents and community members; and
 - Preparing and disseminating information regarding best practices in creating safe and effective schools.
- Developing a Web site that includes:
 - Quarterly news updates related to school safety and violence prevention;
 - School crime data; and
 - Schedules of school safety training.

Subcommittee Process: The subcommittee participated in all general task force meetings in addition to engaging in comprehensive, detailed work at the committee level. Subcommittee members observed the presentations from local school systems, Worcester, Charles, Baltimore County regarding their approach to safe schools programming and training. Subcommittee members reviewed a sample of best practice programs within the State which included Conflict Resolution Education Programs, Positive Behavioral Intervention and Supports (PBIS), Maryland Safe and Supportive School's Initiative (MDS3), and Stop Bullying: A Community Response.

Subcommittee chair, Mrs. Joann Mirgon-Erb, organized a trip for several task force members to visit the Pennsylvania Center for Schools and Communities, Center for Safe Schools, for a review of their process and programs. The summary of this visit is found in Section 2 of this report. The Pennsylvania Center for Schools and Communities, Center for Safe Schools conducts extensive professional development programs throughout the State and acts as a clearing house for information and best practices. The findings from this visit are discussed throughout the recommendations and rationale for this section.

A focus group was conducted during the spring retreat of the MSDE Directors of Student Services regarding the need for a Maryland Center for School Safety. The results of the focus group are discussed throughout this section as they relate to specific recommendations and rationale of this subcommittee.

Subcommittee member, Mr. James Macedo, conducted an extensive review and summary of the *Report from the Task Force on School Safety* (MSDE, December, 2007). The recommendations

and rationale of this subcommittee are consistent with and incorporate the recommendations made in 2007.

Subcommittee Recommendations:

Recommendation 1.1

Establish a safe school information and best practices clearing house of up to date, research based, and data driven information on effective strategies for creating and maintaining safe schools.

Rationale

School safety requires a broad based effort by the entire community, including educators, students, parents, law enforcement agencies, social and health services, businesses, among others. By adopting a comprehensive approach to addressing school safety focusing on prevention, intervention, and response, schools can increase the safety and security of students. While the structure varies state to state, most school safety centers work to provide technical assistance, training, and clearinghouse resources to constituent school districts in their state. In addition, they serve as resource centers for state agencies, community and professional organizations, and policymakers within each of their states and collaborate in providing information and coordinated services.

The Maryland Center for School Safety would develop and maintain an information clearinghouse on the Web site and would coordinate extensive resources and information available regarding safe school planning and implementation. There are several national and regional safe school information clearinghouses that Maryland's Center for School Safety could make available in one location on the Web site. Examples of these Web sites include:

- Northwest Regional Educational Laboratory (www.safetyzone.org)
- National School Safety Center (www.nssc1.org)
- Center for the Study and Prevention of Violence (www.colorado.edu/cspv)
- National Alliance for Safe Schools (www.safeschools.org)
- Safe Schools Coalition (www.safeschoolscoalition.org)

Recommendation 1.2

Identify safe school professional staff development best practices. Initiate collaborative partnerships and facilitate coordination among local school systems, state agencies, local agencies, organizations, and communities to leverage existing resources and deliver staff development best practices more uniformly throughout the State.

Rationale

When involving stakeholders in the process of planning for school safety, the U.S. Department of Education identifies the critical need for systematic staff development so that all staff can develop the skills necessary to implement a continuum of best practices within multi-tiered systems of support. Examples of the types of staff development on which a Maryland Center for School Safety would collaborate include:

- Ongoing development of a Positive Behavioral Interventions and Supports (PBIS) training and technical assistance process to assist local school systems on the basis of their level of implementation;
- Identification and training of additional evidence based practices for targeted and more intensive needs related to safe school environments for which universal interventions are not sufficient;
- Development of a continuum of evidenced based practices on topics such as classroom management, cultural impact on teaching and learning, development and maintenance of alternative educational environments, counseling, and cognitive behavioral assessments and interventions; and
- Completion of evaluations to measure the impact of professional staff development on teacher and staff practices and student behavior and performance.

Recommendation 1.3

Provide support for local school systems seeking to implement best practice school safety training and awareness initiatives and efforts for students, parents, and communities.

Rationale

Information is a major element of any effective prevention program. For example, research on drug abuse prevention has determined that children and adolescents respond better to concrete information and “here and now” experiences than to more remote possibilities like long term consequences. Information targeting children and youth should be accurate and personally relevant and focused on immediate or short term consequences (Jalloh & Schmalz, September, 2002).

Parent and community involvement is a key factor in creating a safe school climate. Stakeholders include, but are not limited to, students, parents, teachers, school administrators, support staff, staff who support extracurricular activities, coaches, local business and civic leaders, and law enforcement officials. Each group brings unique strengths to the process of planning for safer schools and should be included in training and awareness initiatives. Attention should be paid to delivering culturally sensitive initiatives to diverse stakeholder populations. Once the mandatory graduation age is raised, training and awareness initiatives should be developed to inform all parties on effective approaches to working with older students in a safe and supportive school environment.

Recommendation 1.4

Provide technical assistance and consultation to local school systems, communities, and local and state agencies on safe schools and violence prevention.

Rationale

The Maryland Center for School Safety would provide state of the art technical assistance and consultation through coordinated access to a network of state and national researchers and practitioners. Utilizing a coordinated approach, a Maryland Center for School Safety would reduce redundancy in prevention efforts. Streamlining and leveraging resources could result in long term cost savings.

Recommendation 1.5

Develop a Maryland Center for School Safety Web site containing a searchable database of definitive research, books, videos, white papers, speakers, web sites, and other resources focused to assist those who are working to maintain safe and supportive schools.

Rationale

A vast amount of information is available on the web regarding safe school practices.

A Maryland Center for School Safety would provide a one stop location for information that is vetted and determined to be best practice and evidence based. This site would be enhanced with new materials that are evaluated and added on a periodic basis. The most up to date research, legislative updates, and programs would be shared in a periodic newsletter on the Web site. This Web site would include resources on topics that impact school safety such as bullying and harassment, cyber bullying, gangs, dropout prevention, conflict resolution, mentoring, crisis planning and intervention, teen pregnancy, school safety assessments/planning, climate initiatives, substance abuse, community collaboration, and others. Resource materials would reflect different cultures and ethnic groups, including diverse language materials. The resources and online training materials would be designed with the technology needs of the local school systems in mind.

Law Enforcement Subcommittee

Major Woodrow W. (Jerry) Jones

This report outlines the Law Enforcement Subcommittee's recommendations for implementation of a Maryland Center for School Safety. While law enforcement is but one component of a successful program, their role is crucial in identifying best practices that should be adopted for statewide execution. Creating a safe environment for children to learn, both academically and emotionally, is the prime mover for our subcommittee. To meet this goal, the law enforcement subcommittee engaged in several tasks to develop recommendations.

The first task was a complete review of the *Report from the Task Force on School Safety: Findings and Recommendations*, dated December 1, 2007. After this review was completed, the subcommittee convened to discuss our interpretation of the task force report. The consensus was that the findings of the Task Force 2007 were sound and consistent with today's law enforcement practices as they relate to school safety. Although we were satisfied with the findings and recommendations of the previous task force, our subcommittee chose to seek out the potential to improve effectiveness.

On January 9, 2012, our subcommittee reviewed the structure and best practices of a number of established centers for school safety nationwide. This review included the center's mission, funding sources, staffing, operational protocols, available resources, outreach, stakeholders, and perceived effectiveness. Effective programs were abundant and examples of success were evident. While the law enforcement subcommittee could have explored these models further, we agreed that setting up the aforementioned processes, and establishing best practice for a Maryland Center, should be done by the center staff once funding allowed for creation of a center.

On February 13, 2012, the full task force welcomed law enforcement representatives from Worcester County, Charles County, and Baltimore County to discuss school safety programs in their respective jurisdictions. All three presentations proved to be well conceived and highly informative. Each program was led by law enforcement agencies but highlighted extensive collaboration with stakeholders focused on insuring a safe and productive learning environment for their students. While all three representatives had the same goal of insuring school safety, the process for reaching this goal differed for each jurisdiction. Although each jurisdiction was effective in their own way, this differing approach reinforced the task force's mission to develop a standard template for best practices. These standards would help eliminate gaps in effectiveness and build a system of continuity throughout the state.

On February 17, 2012, subcommittee member, Ms. Theresa Detorie, attended Baltimore County's Critical Incident Response training on behalf of the subcommittee. She found the training useful and felt this type of training was vital in developing a standard model for critical incident response in Maryland school systems. As previously discussed, identifying best practices for critical incidents for statewide implementation should rest with the center staff once established.

On April 17, 2012, subcommittee members, Delegate Jay Walker and Ms. Elizabeth W. Ray, were afforded the opportunity to visit the Pennsylvania Center for Safe Schools with other task force members. This visit provided insight on the pros and cons of a fully functional center. As with other tasks undertaken by the law enforcement subcommittee, this visit provided a useful insight that helped us finalize our recommendations. One thing we found to be explicitly important throughout this process is that maintaining and maximizing relationships with emergency responders, law enforcement, parents, and other emergency preparedness stakeholders is necessary to ensure seamless execution in the event of an emergency/crisis. Additionally, relentless training and regularly scheduled practical exercises are critical in insuring that best practices become second nature to all stakeholders involved.

Based on the collective discussions among subcommittee members as well as collaboration with other task force/subcommittee members, the law enforcement subcommittee submits the following recommendations for implementation in a Maryland Center for School Safety:

Subcommittee Recommendations:

All of the following recommendations are made as part of the ongoing collaboration between law enforcement and Maryland Center for School Safety staff; as such, a law enforcement representative will serve as a member of the Maryland Center for School Safety Board/Steering Committee.

Recommendation 2.1

Develop criteria that can be consistently and uniformly applied within local school systems and across the State for coding unsafe incidents, particularly serious or violent offenses.

Recommendation 2.2

Research and recommend the use of common assessment tools to identify specific problems and needs of schools and neighborhoods to intervene before assessed findings become problematic.

Recommendation 2.3

Engage school communities to conduct a thorough assessment of school safety data, school building layouts, and use of human resources for monitoring purposes to determine the need for:

- *Surveillance or security technology such as cameras in halls, parking lots, entrances; and*
- *Innovations for maximizing the use of human resources to monitor activity and influence positive relationship building.*

Recommendation 2.4

Maintain and maximize relationships with emergency responders, law enforcement, parents, and other emergency preparedness stakeholders to ensure seamless execution in an event of emergency or crisis:

- *Consolidate resources across agencies to maximize support and secure necessary equipment or skills to ensure emergency plan implementation*

- *Conduct collaborative training and preparation exercises; and*
- *Identify improvements and ensure non-duplication of effort in emergency response procedures.*

Recommendation 2.5

Establish a comprehensive, uniform, consistent process for communicating school safety data.

Recommendation 2.6

Provide resources to schools to implement communication systems that provide immediate contact to school offices and local law enforcement agencies, e.g., 2-way radios, alarm systems.

Recommendation 2.7

Provide a “to and from” school safety education program to parents and students that includes data related to bus and pedestrian safety, strategies for ensuring personal safety, efforts that the school system or school has undertaken to support safety, and information on the available options for reporting incidents or concerns.

Recommendation 2.8

Utilize and update an existing clearinghouse of resources that are available to support the many facets of school safety to ensure that it includes information regarding the purpose and process for accessing available funding.

Recommendation 2.9

Improve and monitor traffic control measures in the immediate vicinity of schools to reduce the potential for pedestrian/vehicle accidents.

Rationale

The role of law enforcement in a Maryland Center for School Safety is crucial in identifying best practices in school safety that should be adopted for statewide execution. Creating a safe environment for children to learn should be the primary goal of both law enforcement and safety center. It is important that local school systems have the ability to create and maintain relationships with emergency responders, law enforcement, parents, and other emergency personnel. Creation of comprehensive safety and emergency plans that can be used by all Maryland schools should be at the forefront of the Maryland Center for School Safety.

Data Collection Systems Subcommittee

Ms. Rachel Faulkner, Chair

Among the findings and recommendations the Task Force was charged with addressing were the establishment and maintenance of a statewide data collection system by which local school systems report by gender, race, and grade level:

- All incidents of violence and assault against school employees and students;
- All incidents of possession of guns or other deadly weapons on school property or at school functions;
- All incidents of possession or use of alcohol, prescription drugs, or controlled dangerous substances on school property or at school functions;
- All incidents in which a student has been disciplined by the school or charged criminally for conduct occurring on school property, on school transportation, or at a school function; and
- The number of suspensions and expulsions.

While one comprehensive data system does not currently exist, there are numerous data collection systems currently in place through the ongoing work by the Maryland State Department of Education (MSDE). Since 1974, MSDE has been collecting data from local school systems relating to out-of-school suspensions. This data system is governed by the Maryland Student Records System Manual (MSDE, 2011) that is authorized by the Code of Maryland Regulations (13A.08.02), *Student Records*. Local school systems in Maryland compile their suspension offense data on an annual basis and submit it to MSDE for review and publication. The Data Collection Systems Subcommittee reviewed the latest annual reports published by MSDE entitled:

1. *Suspensions, Expulsions, and Health Related Exclusions Maryland Public Schools, 2010-2011* (MSDE, Revised January 2012).
http://www.marylandpublicschools.org/NR/rdonlyres/11C79F29-716F-4308-8EAF-EE5C4D8788DA/31327/susp11_revised.pdf;
2. *Suspensions, Expulsions, and Health Related Exclusions Maryland Public Schools, 2011-2012* (MSDE, November, 2012).
<http://www.marylandpublicschools.org/NR/rdonlyres/DAABC0E6-50B8-455B-BDD0-E052F6068841/34258/susp14.pdf>

These reports capture data related to incidents of violence and assault against school employees and students; possession of guns or other deadly weapons on school property or at school functions; possession or use of alcohol, prescription drugs, or controlled dangerous substance on school property or at school functions; and the total number of suspensions and expulsions.

Moreover, the Maryland State Board of Education is considering changes to regulations that would require the systemic collection of data of conduct that results in a student being charged criminally.

The following reports capture those proposals under consideration:

3. *A Safe School, Successful Students, and a Fair and Equitable Disciplinary Process Go Hand in Hand a Study of School Discipline Practices and Proposed Regulatory Changes Maryland State Board of Education* (Maryland State Board of Education, February, 2012); http://www.marylandpublicschools.org/NR/rdonlyres/42ED8EDA-AF34-4058-B275-03189163882D/32218/School_Discipline_Report02272012.pdf
4. *School Discipline and Academic Success: Related Parts of Maryland's Education Reform*. (Maryland State Board of Education, July, 2012); <http://www.msde.maryland.gov/NR/rdonlyres/42ED8EDA-AF34-4058-B275-03189163882D/32853/SchoolDisciplineandAcademicSuccessReportFinalJuly2.pdf>

The subcommittee reviewed other annual data reports that include many of the same data points as listed above, including:

5. *Bullying, Harassment, or Intimidation in Maryland Public Schools: A Report to the Maryland General Assembly on Incidents Reported Under the Safe Schools Reporting Act of 2005* (MSDE, March, 2012); <http://marylandpublicschools.org/MSDE/newsroom/publications/>
6. *Habitual Truants Maryland Public Schools 2010-2011* (MSDE, December, 2011); http://www.marylandpublicschools.org/MSDE/divisions/planningresultstest/prim_pubs.htm
7. *Habitual Truants Maryland Public Schools 2011-2012*. (MSDE, October, 2012); http://www.marylandpublicschools.org/MSDE/divisions/planningresultstest/prim_pubs.htm
8. *Maryland Youth Risk Behavior Survey* (MSDE, 2011). <http://www.marylandpublicschools.org/NR/rdonlyres/>

Subcommittee Recommendations:

As the data defined in House Bill 79 (2011), data is currently being collected through multiple systems, the subcommittee made no recommendations regarding the collection of data that is currently being gathered from the local school systems. Instead, the subcommittee has drafted recommendations regarding the efficiency and use of existing data/systems.

Recommendation 3.1

Assist the MSDE in examining current data systems to ensure that they are best suited for providing useful information on issues relating to school safety.

Recommendation 3.2

Assist local school systems in monitoring system and school behavior data to ensure fairness in the application of consequences for student misbehavior as well as in revisions needed to existing data collection systems.

Recommendation 3.3

Assist the MSDE to provide one annual report that combines the multiple data systems into one format for public review.

Recommendation 3.4

Assist in examining how new data points can be incorporated into existing data collection systems as federal and state regulations evolves.

Facilities and Audit Tool Subcommittee

Ms. Donna R. Riley, Chair

One of the charges of the Task Force was to look at ways in which the Maryland Center for School Safety could assist local school systems and schools in ensuring that their facilities were constructed and maintained in a manner that promoted safety. Specifically, the Maryland Center for School Safety would:

- Develop security criteria for consideration in the design of new school construction;
- Develop a model safety and security audit procedures;
- Review each local school system's audit of their security measures;
- Make recommendations for improvement; and
- Act as a resource for technical assistance.

The Facilities and Audit Tool Subcommittee considered a number of national resources from the National Clearinghouse for Educational Facilities (NCEF) (www.ncef.org) and the Environmental Protection Agency (EPA) (www.epa.gov) in examining the components of such an audit tool. Many of the topics to be considered in the developing of such an audit tool and its use may be clustered around three major topic areas:

- Environmental health and safety topics;
- Personal and physical safety topics; and
- Transportation safety topics.

This subcommittee also considered the approach to school safety that is current in Maryland. Many agencies and entities have a responsibility for promoting and ensuring school safety, including, but not limited to the Maryland Emergency Management Agency, the Department of Health and Mental Hygiene, the Maryland Department of Agriculture (pesticides), the Department of Human Resources (emergency shelters), The Maryland Department of the Environment (water quality, asbestos, hazardous materials), the Maryland State Department of Education, the Public School Construction Program, Maryland's twenty four local school systems and health departments, law enforcement, and local governments.

There are numerous technical guidelines, publications, checklists, and audit tools already developed at the national, state, and local levels to assist local school system staff in monitoring elements of school safety. Maryland does not need to develop new models, guidelines, and audit tools.

Environmental health and safety topics already addressed by the EPA Healthy School Environments Program and the NCEF Healthy Schools Reference List include:

- Chemical Use and Management, including pest management, hazardous materials, polychlorinated biphenyls;
- Design Construction and Renovation;
- Energy Efficiency, including ventilation, construction;
- Environmental Education;

- Facilities Operations and Maintenance including mold, cleaning, IAQ, pest management;
 - Indoor Environmental Quality including mercury, asbestos;
 - Legislation and Regulation;
 - Outdoor Air Pollution;
 - Portable Classrooms;
 - Safety/Preparedness;
 - School Facility Assessment Tools;
 - Waste;
 - Waste Reduction; and
 - Water – lead safety.
- <http://www.epa.gov/schools/healthyseat/>; http://www.ncef.org/rl/healthy_schools.cfm

Similar guidelines and audit tools for personal and physical safety topics are available at the NCEF Safe and Secure Schools Resource List, including detailed information on:

- Access control – school grounds, building access, security and surveillance systems, entry and reception areas, corridors and interior doors, stairs and stairwells, classrooms, auditorium, library, food service, music, restrooms, labs and shops, indoor athletic facilities, custodial and equipment rooms;
 - Emergency Response;
 - Emergency Management;
 - Natural disasters;
 - CPTED (Crime Prevention Through Environmental Design);
 - Fire safety;
 - Mitigating hazards;
 - Refuge/Community Shelter Areas;
 - Terrorism;
 - Safety and Security Assessment;
 - Safety and Security Education;
 - Seismic Design; and
 - *Early Warning, Timely Response: A Guide to Safe Schools*. (U.S. Department of Education, Office of Special Education Programs, and Office of Safe and Drug-Free Schools, 1998).
- <http://www.ncef.org/safeschools/index.cfm>

A series of NCEF publications are available online to address:

- CPTED (Crime Prevention Through Environmental Design);
- Door locking;
- Earthquakes;
- Emergency management standards;
- Emergency response information;
- Flooding;
- Access control;
- Evacuating and Sheltering PWD;
- Low cost security measures;

- Mass notification for Higher Education;
- Mitigating hazards;
- Security technologies;
- Selecting security technology providers;
- Severe weather planning; and
- Wildfires.

<http://www.ncef.org/pubs/index.cfm>

School transportation safety requirements are addressed in the *National School Transportation Specifications & Procedures. Adopted by the 15th National Congress on School Transportation* (Missouri Safety Center, University of Central Missouri, 2010).

<http://www.ncstonline.org/>

Subcommittee Recommendations:

Recommendation 4.1

Assist in the development of safety and security criteria for the design and operation of school facilities.

Recommendation 4.2

Serve as a resource for technical assistance in the review of safety and security audits and the implementation of improvements in school facilities.

Recommendation 4.3

Foster coordination amongst all entities responsible for ensuring the safety and security of school facilities across the State.

Rationale

A Maryland Center for School Safety would have the capacity to promote collaboration and coordination of efforts related to the safety and security of school facilities by creating an infrastructure to meet regularly, share resources/best practices, assist in problem solving, and provide advocacy and support for necessary improvements.

Section 4: Summary of the Task Force Recommendations

The recommendations from the Task Force to Study the Creation of a Maryland Center for School Safety are listed below. The first recommendation involves the creation of a Maryland Center for School Safety as described in the mission statement developed and approved by the Task Force.

Recommendation 1

Establish the Maryland Center for School Safety (MCSS) that will serve as a statewide clearinghouse and collaborate with all Maryland school systems, parents, law enforcement, institutions, community agencies, and other stakeholders to provide a comprehensive, coordinated approach to school safety. In partnership with public and private organizations, MCSS will disseminate information on best practices, programs, and resources; provide technical assistance and training; collaborate on collection, analysis, and integration of statewide data; and promote interagency efforts that support safe schools for all students, parents, school staff, and community members.

Professional Development, Training, and Awareness Subcommittee

Recommendation 1.1

Establish a safe school information and best practices clearing house of up to date, research based, and data driven information on effective strategies for creating and maintaining safe schools.

Recommendation 1.2

Identify safe school professional staff development best practices. Initiate collaborative partnerships and facilitate coordination among local school systems, state agencies, local agencies, organizations, and communities to leverage existing resources and deliver staff development best practices more uniformly throughout the State.

Recommendation 1.3

Provide support for local school systems seeking to implement best practice school safety training and awareness initiatives and efforts for students, parents, and community.

Recommendation 1.4

Provide technical assistance and consultation to schools, school districts, communities, and local and state agencies on safe schools and violence prevention.

Recommendation 1.5

Develop a Maryland Center for School Safety Web site containing a searchable database of definitive research, books, videos, white papers, speakers, web sites, and other resources focused to assist those who are working to maintain safe and supportive schools.

Law Enforcement Subcommittee

Recommendation 2.1

Develop criteria that can be consistently and uniformly applied within local school systems and across the State for coding unsafe incidents, particularly serious or violent offenses.

Recommendation 2.2

Research and recommend the use of common assessment tools to identify specific problems and needs of schools and neighborhoods to intervene before assessed findings become problematic.

Recommendation 2.3

Engage school communities to conduct a thorough assessment of school safety data, school building layouts, and use of human resources for monitoring purposes to determine the need for:

- *Surveillance or security technology such as cameras in halls, parking lots, entrances; and*
- *Innovations for maximizing the use of human resources to monitor activity and influence positive relationship building.*

Recommendation 2.4

Maintain and maximize relationships with emergency responders, law enforcement, parents, and other emergency preparedness stakeholders to ensure seamless execution in an event of emergency or crisis:

- *Consolidate resources across agencies to maximize support and secure necessary equipment or skills to ensure emergency plan implementation*
- *Conduct collaborative training and preparation exercises; and*
- *Identify improvements and ensure non-duplication of effort in emergency response procedures.*

Recommendation 2.5

Establish a comprehensive, uniform, consistent process for communicating school safety data.

Recommendation 2.6

Provide resources to schools to implement communication systems that provide immediate contact to school offices and local law enforcement agencies, e.g., 2-way radios, alarm systems.

Recommendation 2.7

Provide a “to and from” school safety education program to parents and students that includes data related to bus and pedestrian safety, strategies for ensuring personal safety, efforts that the school system or school has undertaken to support safety, and information on the available options for reporting incidents or concerns.

Recommendation 2.8

Utilize and update an existing clearinghouse of resources that are available to support the many facets of school safety to ensure that it includes information regarding the purpose and process for accessing available funding.

Recommendation 2.9

Improve and monitor traffic control measures in the immediate vicinity of schools to reduce the potential for pedestrian/vehicle accidents.

Data Collection System Subcommittee**Recommendation 3.1**

Assist the MSDE in examining current data systems to ensure that they are best suited for providing useful information on issues relating to school safety.

Recommendation 3.2

Assist local school systems in monitoring system and school behavior data to ensure fairness in the application of consequences for student misbehavior as well as in revisions needed to existing data collection systems.

Recommendation 3.3

Assist the MSDE to provide one annual report that combines the multiple data systems into one format for public review.

Recommendation 3.4

Assist in examining how new data points can be incorporated into existing data collection systems as federal and state regulations evolves.

Facilities and Audit Tools Subcommittee**Recommendation 4.1**

Assist in the development of safety and security criteria for the design and operation of school facilities.

Recommendation 4.2

Serve as a resource for technical assistance in the review of safety and security audits and the implementation of improvements in school facilities.

Recommendation 4.3

Foster coordination amongst all entities responsible for ensuring the safety and security of school facilities across the State.

Section 5: Structure and Impact of the Creation of a Maryland Center for School Safety

As noted in the mission statement and the recommendations, a Maryland Center for School Safety would serve as a statewide clearinghouse and collaborate with all Maryland school systems, parents, law enforcement, institutions, community agencies, and other stakeholders to provide a comprehensive, coordinated approach to school safety. In partnership with public and private organizations, a Maryland Center for School Safety would disseminate information on best practices, programs, and resources, provide technical assistance and training, collaborate on collection, analysis, and integration of statewide data, and promote interagency efforts that support safe schools for all students, parents, school staff, and community members.

Structure: A Maryland Center for School Safety may be established on the campus of Bowie State University and report to Maryland General Assembly. This Center would foster the collaboration and coordination of local school systems, agencies, institutions, and organizations responsible for and/or focusing on school safety. It would serve as an interagency forum, and as such partner with the State Board of Education, local Boards of Education, the Superintendents of local school systems, MSDE, other agencies, institutions, professional groups, parent groups, community groups, and other stakeholders. It would enhance the efforts of these agencies and organizations, encourage efficiencies, and reduce unnecessary duplication. It would allow for the development of an infrastructure to integrate current information, data collection, best practices, and research. It would provide for technical assistance and training especially for those agencies and organizations that have limited resources and staff members. It would promote advocacy for all issues pertaining to school safety and security including emergency preparedness, critical response, safe school buildings, and safe school environments.

The work of the Center would be conducted initially by a small staff which would include an Executive Director and an Administrative Assistant. An assessment would be conducted by the staff at the Center to determine the needs across the state and within the local school systems. This assessment would serve as the basis for the Center's strategic plan. Direction and feedback would be provided through an advisory board made up of key stakeholders in the State. This board may include the following and other agencies and organizations:

- Commission on Civil Rights
- Maryland Association of Boards of Education
- Maryland Association of Elementary School Principals (MAESP)
- Maryland Association of Secondary School Principals (MASSP)
- Maryland Association of Student Councils
- Maryland Department of Disabilities
- Maryland Department of Health and Mental Hygiene
- Maryland Department of Human Resources
- Maryland Department of Juvenile Services
- Maryland Emergency Management Agency
- Maryland Higher Education Committee
- Maryland Middle School Association (MMSA)
- Maryland Parent Teacher Association

- Maryland State Board of Education
- Maryland State Department of Education
- Maryland State Education Association
- Maryland State Police
- Public School Superintendents Association of Maryland (PSSAM)

The Center would seek recognition from the U.S. Department of Education as one of the School Safety Centers in the nation. This would aid in aligning the Center with national models and gaining support and resources. Other Federal agencies such as the Federal Emergency Management Agency, the U.S. Department of Justice, and the Department of Homeland Security could be included as stakeholders to ensure the comprehensive, coordinated approach to school safety.

Impact: Mr. Ronald D. Stephens, Executive Director of the National School Safety Center, said it most effectively. According to Mr. Stephens,

Safer and more effective schools do not happen automatically. School safety depends on our vision, ability and initiative in developing collaborative system-wide strategies that place safe schools as a top community priority (National School Safety Center Web site: <http://www.schoolsafety.us/about-us/director-s-message>; See also Mabie, 2003).

The value and impact of a statewide Center for School Safety could be significant and help save the lives of students and school staff. A Center for School Safety could:

- Relieve and enhance the efforts of local and state agencies that have the goal of school safety;
- Help to reduce duplication of efforts and redundancies in programs throughout the state;
- Provide access to a network of state and national researchers and practitioners;
- Help to equalize resources between school districts;
- Standardize reporting of safety data;
- Provide cost savings to local school systems through economies of scale in the area of professional development and training of staff, parents and students;
- Act as a neutral, independent entity with the sole focus of School Safety;
- Create a comprehensive and coordinated approach to what is now more fragmented efforts which attempt to make schools safer for students;
- Provide unbiased ongoing research on best practices in the area of School Safety
- Provide focus for the most current information in field of school safety;
- Provide a clear voice for advocacy for school safety issues and for change efforts;
- Provide a proactive approach rather than a reactive approach when there are violent episodes in our schools; and
- Make a strong statement to the entire state population regarding Maryland's commitment to safe schools.

Funding: Six Task Force and Staff members visited the Pennsylvania Center for Safe Schools on April 17, 2012. Information gathered from the visit indicated that the Pennsylvania Center for Safe Schools has experienced different levels of funding in its seven years of existence, from a high of \$28,970,789 in fiscal year 2002-03 to a current funding level of \$5,692,154 in fiscal year 2011-12. Center staff members suggested that funding should be as diversified as possible.

The Maryland Center for School Safety could diversify and optimize funding for functions described in the mission and the strategic plan by inviting stakeholders from the State, the Federal Government, and the Business Community. To initially fund the creation of such a center in Maryland it is estimated to cost approximately \$468,867 annually over a course of five years. This would allow the center to become established and broker funds from a variety of public and private sources throughout the State as well as apply for federal grants through the federal Departments of Education and Homeland Security.

This estimate is based on the following:

Hiring of five Center staff includes an Executive Director, a Program Coordinator, a Grants Coordinator, a School Resource Officer (SRO), and an Administrative Aide. Moreover, the Center staff would need to have mileage for in-state travel and expenses to cover out-of state-travel to other centers in other states as well as national conferences and meetings. For example, the National School Safety Conference is scheduled for July 22-26, 2013.

Additional start-up costs include some one-time costs in the first year for a business grade printer, computers, and equipment.

Reoccurring costs would support the work of the Center in producing documents, training materials, and resources for schools and local school systems across the State.

A breakdown of the proposed costs includes the following:

Salaries: \$340,100

4 FTEs: Executive Director, Program Coordinator, Grants Coordinator, and an Administrative Aide. The salary estimate is based on a fiscal year State salary scale and does include benefits. It is also based on a 25% delay factor in first year hiring since the Center staff will not be hired as of the start of the fiscal year. The cost of these positions will rise each year due to rise in salaries/benefits. These rises can be offset by the one-time costs in the calculations.

Executive Director—1 FTE, Grade 26

Coordinator of Projects—1 FTE, Grade 22

Coordinator of Grants—1 FTE, Grade 22

Administrative AIDE—1 FTE, Grade 12

Salary: \$68,767

1 FTE: School Resource Officer (SRO). The salary estimate is based on a fiscal year local school system salary scale and does include benefits. The cost of the position will

rise each year due to rise in salary/benefits. This rise can be offset by the one-time costs in the calculations.

School Resource Officer (SRO) —1 FTE, Approximately 7 years experience

Salaries Total: \$408,867

Equipment/Supplies: \$10,000 (one time cost)

Business grade printer with a service contract

Computers

Printers

LCD player

Laptops

Supplies

Travel: \$10,000

Mileage at .565 per mile

Conferences

Out-of-state meetings

Publications: \$20,000

Trainings: \$20,000

A total cost being approximately \$468,867 annually for five consecutive years to establish a Center for School Safety. These costs are not based on what in-kind costs the hosting institution is willing to provide.

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Appendix A: House Bill 79 and Chapter 550/Senate Bill 772

HOUSE BILL 79

F1

(11r0744)

ENROLLED BILL

— Ways and Means/Education, Health, and Environmental Affairs —

Introduced by Delegate Walker

Read and Examined by Proofreaders:

Proofreader.

Proofreader.

Sealed with the Great Seal and presented to the Governor, for his approval this

_____ day of _____ at _____ o'clock, _____ M.

Speaker.

CHAPTER _____

1 AN ACT concerning

2 **Task Force to Study the Creation of a Maryland Center for School Safety**

3 FOR the purpose of establishing a Task Force to Study the Creation of a Maryland
4 Center for School Safety; providing for the membership, chair, and staffing of
5 the Task Force; prohibiting a member of the Task Force from receiving
6 compensation, but authorizing reimbursement of certain expenses; requiring
7 the Task Force to study and make recommendations regarding certain matters;
8 requiring the Task Force to report its findings and recommendations to the
9 Governor and the General Assembly on or before a certain date; providing for
10 the termination of this Act; and generally relating to the Task Force to Study
11 the Creation of a Maryland Center for School Safety.

12 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF
13 MARYLAND, That:

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.

Underlining indicates amendments to bill.

~~Strike-out~~ indicates matter stricken from the bill by amendment or deleted from the law by amendment.

Italics indicate opposite chamber/conference committee amendments.



1 (a) There is a Task Force to Study the Creation of a Maryland Center for
2 School Safety.

3 (b) The Task Force consists of the following members:

4 (1) one member of the Senate of Maryland, appointed by the President
5 of the Senate;

6 (2) one member of the House of Delegates, appointed by the Speaker of
7 the House;

8 (3) the State Superintendent of Schools, or the Superintendent's
9 designee;

10 (4) two representatives of the Maryland Association of Boards of
11 Education, appointed by the Association;

12 (5) ~~four public school teachers~~ five public school educators from
13 different geographic areas of the State, ~~one of whom represents the Maryland State~~
14 ~~Teachers Association, three recommended~~ appointed by the Maryland State Education
15 Association, one recommended appointed by the American Federation of Teachers,
16 AFL-CIO, and one appointed by the State Superintendent of Schools;

17 (6) a school ~~psychiatrist~~ psychologist or sociologist, appointed by the
18 State Superintendent of Schools;

19 (7) the Secretary of State Police, or the Secretary's designee;

20 (8) the Attorney General, or the Attorney General's designee; ~~and~~

21 (9) the Secretary of the Maryland Department of Disabilities, or the
22 Secretary's designee; and

23 (10) the following members appointed by the Governor:

24 (i) two parents of public school students;

25 (ii) two public school students;

26 (iii) one representative from a nonpublic school;

27 (iv) one representative who is knowledgeable in serving students
28 with disabilities; and

29 (v) one representative of school bus drivers.

30 (c) The Governor shall designate the chair of the Task Force.

- 1 (d) Bowie State University shall provide staff for the Task Force.
- 2 (e) A member of the Task Force:
- 3 (1) may not receive compensation as a member of the Task Force; but
- 4 (2) is entitled to reimbursement for expenses under the Standard
5 State Travel Regulations, as provided in the State budget.
- 6 (f) The Task Force shall make findings and recommendations regarding the
7 establishment of a Maryland Center for School Safety, including the following issues:
- 8 (1) establishing a clearinghouse for information and materials
9 concerning school safety;
- 10 (2) developing a school safety training program that includes:
- 11 (i) development of a positive school environment and protective
12 safety measures designed to address local concerns;
- 13 (ii) school safety courses for law enforcement officials with an
14 emphasis on school police officers or school resource officers;
- 15 (iii) discussion of school safety issues with parents and
16 community members; and
- 17 (iv) assistance in the review and updating of emergency
18 preparedness plans;
- 19 (3) preparing and disseminating information regarding best practices
20 in creating safe and effective schools;
- 21 (4) promoting the formation of interagency efforts to address discipline
22 and safety issues within communities throughout the State in collaboration with
23 postsecondary institutions and local juvenile services agencies;
- 24 (5) developing model interagency agreements between local school
25 systems, health departments, departments of social services, mental health agencies,
26 and juvenile courts in order to provide cooperative services and sharing of costs for
27 services to students who are at risk of failure in school, are at risk of participation in
28 juvenile crime, or have been expelled from a local school system;
- 29 (6) subject to the federal Family Educational Rights and Privacy Act,
30 20 U.S.C. § 1232g, collaborating with the State Department of Education to establish
31 and maintain a statewide data collection system by which local school systems report,
32 by gender, race, and grade level:

- 1 (i) all incidents of violence and assault against school
2 employees and students;
- 3 (ii) all incidents of possession of guns or other deadly weapons
4 on school property or at school functions;
- 5 (iii) all incidents of possession or use of alcohol, prescription
6 drugs, or controlled dangerous substances on school property or at school functions;
- 7 (iv) all incidents in which a student has been disciplined by the
8 school or charged criminally for conduct occurring on school property, on school
9 transportation, or at a school function; and
- 10 (v) the number of suspensions and expulsions;
- 11 (7) analyzing data collected under paragraph (6) of this subsection;
- 12 (8) developing security criteria that local school systems may consider
13 in the design of new school construction;
- 14 (9) (i) developing a model safety and security audit procedure for
15 use by local school systems that provides each school system with guidelines and a
16 training video showing proper audit procedure;
- 17 (ii) reviewing each local school system safety and security audit
18 and making recommendations for improvements based on the audit; and
- 19 (iii) incorporating the findings of local school system audits in a
20 statewide report on school safety;
- 21 (10) on the request of a local school system, providing
22 on-site technical assistance to the system for school safety and security audits; and
- 23 (11) developing and maintaining a Web site that includes:
- 24 (i) quarterly news updates related to school safety and violence
25 prevention;
- 26 (ii) school crime data; and
- 27 (iii) schedules of school safety training.
- 28 (g) On or before July 1, 2012, the Task Force shall report its findings and
29 recommendations to the Governor and, in accordance with § 2-1246 of the State
30 Government Article, the General Assembly.

HOUSE BILL 79

5

1 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect
2 June 1, 2011. It shall remain effective for a period of 2 years and 1 month and, at the
3 end of June 30, 2013, with no further action required by the General Assembly, this
4 Act shall be abrogated and of no further force and effect.

Approved:

Governor.

Speaker of the House of Delegates.

President of the Senate.

Chapter 550

(Senate Bill 772)

AN ACT concerning

Task Force to Study the Creation of a Maryland Center for School Safety

FOR the purpose of establishing a Task Force to Study the Creation of a Maryland Center for School Safety; providing for the membership, chair, and staffing of the Task Force; prohibiting a member of the Task Force from receiving compensation, but authorizing reimbursement of certain expenses; requiring the Task Force to study and make recommendations regarding certain matters; requiring the Task Force to report its findings and recommendations to the Governor and the General Assembly on or before a certain date; providing for the termination of this Act; and generally relating to the Task Force to Study the Creation of a Maryland Center for School Safety.

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That:

(a) There is a Task Force to Study the Creation of a Maryland Center for School Safety.

(b) The Task Force consists of the following members:

(1) one member of the Senate of Maryland, appointed by the President of the Senate;

(2) one member of the House of Delegates, appointed by the Speaker of the House;

(3) the State Superintendent of Schools, or the Superintendent's designee;

(4) two representatives of the Maryland Association of Boards of Education, appointed by the Association;

(5) four *five* public school teachers educators from different geographic areas of the State, one of whom represents *three appointed by* the Maryland State Teachers Education Association and one of whom represents, *one appointed by* the American Federation of Teachers, *AFL-CIO*, and *one* appointed by the State Superintendent of Schools;

(6) a school psychiatrist psychologist or sociologist, appointed by the State Superintendent of Schools;

(7) the Secretary of State Police, or the Secretary's designee;

(8) the Attorney General, or the Attorney General's designee; and

(9) *the Secretary of the Maryland Department of Disabilities, or the Secretary's designee;*
and

(10) the following members appointed by the Governor:

(i) two parents of public school students;

(ii) two public school students;

(iii) one representative from a nonpublic school;

(iv) one representative who is knowledgeable in serving students with disabilities; and

(v) one representative of school bus drivers.

(c) The Governor shall designate the chair of the Task Force.

(d) Bowie State University shall provide staff for the Task Force.

(e) A member of the Task Force:

(1) may not receive compensation as a member of the Task Force; but

(2) is entitled to reimbursement for expenses under the Standard State Travel Regulations, as provided in the State budget.

(f) The Task Force shall make findings and recommendations regarding the establishment of a Maryland Center for School Safety, including the following issues:

(1) establishing a clearinghouse for information and materials concerning school safety;

(2) developing a school safety training program that includes:

(i) development of a positive school environment and protective safety measures designed to address local concerns;

- (ii) school safety courses for law enforcement officials with an emphasis on school police officers or school resource officers;
 - (iii) discussion of school safety issues with parents and community members; and
 - (iv) assistance in the review and updating of emergency preparedness plans;
- (3) preparing and disseminating information regarding best practices in creating safe and effective schools;
- (4) promoting the formation of interagency efforts to address discipline and safety issues within communities throughout the State in collaboration with postsecondary institutions and local juvenile services agencies;
- (5) developing model interagency agreements between local school systems, health departments, departments of social services, mental health agencies, and juvenile courts in order to provide cooperative services and sharing of costs for services to students who are at risk of failure in school, are at risk of participation in juvenile crime, or have been expelled from a local school system;
- (6) subject to the federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, collaborating with the State Department of Education to establish and maintain a statewide data collection system by which local school systems report, by gender, race, and grade level:
- (i) all incidents of violence and assault against school employees and students;
 - (ii) all incidents of possession of guns or other deadly weapons on school property or at school functions;
 - (iii) all incidents of possession or use of alcohol, prescription drugs, or controlled dangerous substances on school property or at school functions;
 - (iv) all incidents in which a student has been disciplined by the school or charged criminally for conduct occurring on school property, on school transportation, or at a school function; and
 - (v) the number of suspensions and expulsions;
- (7) analyzing data collected under paragraph (6) of this subsection;
- (8) developing security criteria that local school systems may consider in the design of new school construction;

(9) (i) developing a model safety and security audit procedure for use by local school systems that provides each school system with guidelines and a training video showing proper audit procedure;

(ii) reviewing each local school system safety and security audit and making recommendations for improvements based on the audit; and

(iii) incorporating the findings of local school system audits in a statewide report on school safety;

(10) on the request of a local school system, providing on-site technical assistance to the system for school safety and security audits; and

(11) developing and maintaining a Web site that includes:

(i) quarterly news updates related to school safety and violence prevention;

(ii) school crime data; and

(iii) schedules of school safety training.

(g) On or before July 1, 2012, the Task Force shall report its findings and recommendations to the Governor and, in accordance with § 2-1246 of the State Government Article, the General Assembly.

SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect June 1, 2011. It shall remain effective for a period of 2 years and 1 month and, at the end of June 30, 2013, with no further action required by the General Assembly, this Act shall be abrogated and of no further force and effect.

Approved by the Governor, May 19, 2011.

Appendix B: Acknowledgements

The following persons are acknowledged for their presentations, contributions, and support to the Task Force to Study the Creation of a Maryland Center for School Safety:

Ms. Andrea L. Alexander, Lead Specialist, School Climate Initiatives, Division of Student, Family, and School Support, Maryland State Department of Education

Ms. Susan Barrett, Director Training and Technical Assistance, Sheppard Pratt Health System

Ms. Portia Bates, Specialist, Comprehensive Planning, Division of Student, Family, and School Support, Maryland State Department of Education

Mr. Jerry Bloom, Coordinator, Program Development and Training, Sheppard Pratt Health Systems

Sergeant Michael Bowen, School Resource Officer, Worcester County Public Schools

Dr. Catherine P. Bradshaw, Associate Professor, Department of Mental Health, Deputy Director, Johns Hopkins Center for the Prevention of Youth Violence, Johns Hopkins Bloomberg School of Public Health, Johns Hopkins University

Dr. Mickey L. Burnim, President, Bowie State University

Sergeant Kenny J. Basic, Community Resource Bureau, Assistant Safe Schools Facilitator, Baltimore County Police Department

Ms. Ann E. Chafin, Assistant State Superintendent, Division of Student, Family, and School Support, Maryland State Department of Education

Ms. Lynn Cromley, Director, Center for Safe Schools, Center for Schools and Communities, Camp Hill, Pennsylvania

Ms. Tanya Eubanks, Administrative Specialist, Race to the Top/Student Services, Division of Student, Family, and School Support, Maryland State Department of Education

Dr. William Flook, Supervisor, Office of Psychological Services, Baltimore County Public Schools

Mr. Fred Grant, Supervisor, Student Services, Department of Student Services, Worcester County Public Schools

Ms. Barbara S. Grochal, Director, Schools Conflict Resolution Education Programs, Center for Dispute Resolution at the University of Maryland King Carey School of Law

Ms. Linda Hardman, Executive Director, Community Alternative Mediation (CALM), Frederick County Community Mediation and Conflict Resolution Center

Ms. Candace Harris, Administrative Secretary, Office of Psychological Services, Baltimore County Public Schools

Dr. Patti Hershfeldt, Associate Director Training and Technical Assistance, Sheppard Pratt Health System

Ms. Patsy J. Holmes, Director, Student Support Services, Department of Student Support Services, Baltimore County Public Schools

Ms. Beth A. Lambert, Student Support Team/504 Facilitator, Office of Psychological Services, Baltimore County Public Schools

Mr. Milton McKenna, Specialist, Positive Behavioral Interventions and Supports, Division of Student, Family, and School Supports, Maryland State Department of Education

Ms. Glenda Myrick, Coordinator, Office of Safe and Drug Free Schools, Baltimore County Public Schools

Ms. Michelle Nutter, Safe and Supportive Schools Program Manager, Center for Safe Schools, Center for Schools and Communities, Camp Hill, Pennsylvania

Dr. Joan Ledvina Parr, School Psychologist/PBIS Facilitator, Office of Psychological Services, Baltimore County Public Schools

Dr. Roger L. Plunkett, Executive Director, Student Support Services, Department of Student Support Services, Baltimore County Public Schools

Mr. Dale R. Rauenzahn, Executive Director, School Safety and Security, Department of School Safety and Security, Baltimore County Public Schools

Sergeant Carl Rye, Supervising School Resource Officer, Department of Student Services, Charles County Public Schools

Mr. Walter Sallee, Coordinator, Comprehensive Planning, Division of Student, Family, and School Support, Maryland State Department of Education.

Mr. Richard Scott, Specialist, School Counseling, Division of Student, Family, and School Support, Maryland State Department of Education

Dr. Patricia Vaira, Director, Student Services, Department of Student Services, Charles County Public Schools

Sergeant Michael Vaughn, Supervising School Resource Officer, Department of Student Services, Charles County Public Schools