



FINAL REPORT

School Safety & Security

Montgomery County Public Schools, Rockville, Maryland

Jack R. Smith, Ph.D.
Superintendent of Schools

www.montgomeryschoolsmd.org

Introduction

On February 14, 2018, tragedy struck Marjory Stoneman Douglas High School, in Parkland, Florida. Sadly, only a few weeks later, another tragedy unfolded at Great Mills High School in St. Mary's County, Maryland, as a result of gun violence. These recent school shootings have deeply affected Montgomery County Public Schools (MCPS) as we grapple with the loss of life in one of our most sacred institutions. Our students, staff, and community have come together demanding an end to such violence in schools, and the Board of Education unanimously adopted a [resolution](#) which reads, in part:

“The safety of students and staff is a priority...as safe learning environments are necessary for academic achievement and emotional well-being...The Montgomery County Board of Education supports efforts to create safer, more peaceful schools that are free from the destructive influence of violence.”

In addition, the Board directed the superintendent to continue his review of school-system safety and security. In spring 2017, MCPS launched a comprehensive review of MCPS protocols, practices, and infrastructure related to the critical imperative of maintaining safe, orderly learning environments for all students. In summer 2017, MCPS released the *Interim Report: School Safety & Security Focusing on High Schools*, which related specifically to MCPS high schools. The recommendations in the Interim Report are grouped in the following seven key priority areas:

- 1. Data-driven accountability for school safety and positive school culture as a system priority across MCPS.**
- 2. Effective allocation, utilization, and management of school security personnel and other staff.**
- 3. Technology infrastructure, including security cameras, and their use.**
- 4. Facility enhancements to restrict or limit access to more isolated areas of school buildings and grounds.**
- 5. Procedures and practices for supporting positive student behavior throughout the school day.**
- 6. Systemwide prevention and early-intervention programs.**
- 7. Collaboration with law enforcement and other partner agencies.**

This *Final Report* reaffirms these priority recommendations for MCPS high schools and expands them to elementary and middle schools. The final report also provides an update on several key developments inside MCPS since the release of the Interim Report. Perhaps most important, this report includes an addendum with the short-term and immediate action plan MCPS is taking since the school shootings at Marjory Stoneman Douglas and Great Mills high schools. This action plan reflects immediate steps that can be taken to address system needs in certain key areas of facilities, technology, and training

For the past six weeks, stakeholders across Montgomery County have come together in a variety of forums to discuss what more can be done, both immediately and long-term, to prevent a shooting from occurring in one of our schools. From student town halls to the Montgomery County Council of Parent Teacher Associations (MCCPTA) Delegates Assembly to Board of Education meetings, the MCPS community has been deeply engaged with this issue. The final report contains important recommendations for MCPS to organize around as we continue to strengthen and enhance our strategic approach to system-wide safety and security; however, there are immediate and short-term actions we are taking in response to both recent school shootings that are emphasized in the addendum.

Ultimately, student learning is our core mission, but safety and security remains our top priority. Safe learning environments—both physically safe and emotionally safe—are preconditions for the opportunity to learn. At MCPS, we recognize the criticality of student and staff safety, and this report provides the roadmap for building on our existing infrastructure and practices as a part of our overall district plan for continued operational excellence.

Elementary and Middle School Review

Since the release of the *Interim Report*, which focused on high schools, MCPS conducted a comprehensive review of school safety practices in elementary and middle schools. This review took place from October to December 2017, and encompassed 133 elementary and 40 middle schools. Initial reviews of six elementary and 12 middle schools were conducted in coordination with returning external consultants, Mr. James Kelly and Mr. William Modzeleski, both subject-matter experts in school safety and security. The consultants worked in collaboration with staff from the Department of School Safety and Security (DSSS) to review 18 schools initially, and this initial review informed the model approach for subsequent reviews of the remaining schools. DSSS staff led the review of the remaining 127 elementary schools and 28 middle schools. These reviews included meetings with school administrators and school-based security personnel on the specific issues and experiences of their schools. The recommendations in this *Final Report*, focusing on MCPS elementary and middle schools, are grouped in the same seven key priority areas that were developed in the interim report for high schools. The results of many of the school reviews were examined by both consultants and reviewed by DSSS leadership, and they provide the foundation for the updated information provided in this *Final Report*.

As with the high school reviews, it is important to remember that, while every school experiences some school-safety-related concerns, and while they may vary, schools generally are safe places for students and staff. The review illustrated that many of the same themes and areas that require attention in high schools also are present in the elementary and middle school context.

As a result, all of the findings and recommendations found in the *Interim Report* also are broadly relevant to elementary and middle schools, with some variations as discussed below. MCPS will need to differentiate how the recommendations apply to the context of each school level and will need to work to modify implementation of the recommendations in a manner that is tailored and appropriate for the school level and age of the student population. This report outlines the key priority areas for high schools as they relate to the elementary and middle school levels.

- **Data-driven accountability for school safety and positive school culture as a system priority across MCPS.** The recommendations regarding data collection and analysis are equally critical at the elementary and middle school levels, where they will continue to inform our understanding of the effect of school climate and culture on security throughout MCPS. A large number of schools at the elementary and middle school levels stated that their biggest concern regarding safety is not serious criminal acts, but less-serious incidents such as bullying, disorderly conduct, fighting, and disrespect of authority. Further, many of the elementary schools expressed that the majority of their safety-related problems occurred during arrival and dismissal procedures. A concern raised at both school levels included a school's proximity to other schools, community centers, malls and shopping centers, or any public or highly trafficked areas as some of the unacceptable behaviors that can occur in these public environments may carry over into the school environment. As MCPS has no direct control over these issues, they are best addressed through collaboration with local government. Where MCPS does have control, at least during the school day, is with the layers of security measures used to insulate and protect students, staff, and visitors while they are on campus.

It is important to note that, as is to be expected, the elementary and middle school levels experience overall fewer and less serious security issues than are found at the high school level. Data will be important to further quantify these anecdotal reports and to evaluate the impact that the information may have on operations and school practices. There are currently several data

collection strategies used by both elementary and middle schools. While every school collects data, the data that is collected varies and some schools collect more than others. Therefore, there needs to be a more consistent and systemic approach to data collection and its strategic use by schools to make decisions related to the safety and well-being of students, staff, and visitors. In particular, social-emotional and functional behavioral assessments data and behavior-intervention plans should be added to data collection at all levels, but especially in elementary schools.

Information about behavioral assessments and intervention plans are collected and analyzed through the Office of Student and Family Support and Engagement. Subject-matter experts such as school psychologists, pupil personnel workers, and placement specialists work directly with students and their families to address the specific needs of students. Data should be shared with other school-system offices, such as the Office of School Support and Improvement (OSSI) and DSSS, when permissible in order to increase awareness, communication, and tailored student support. While this communication process is largely in place currently, there continues to be an opportunity for improvement. In addition to bolstering interdepartmental communication, another goal is to develop one comprehensive strategy for data collection and how the data drives decision-making.

- **Effective allocation, utilization, and management of school security personnel and other staff.** All of the recommendations in the high school report also apply to middle schools. MCPS will need to maximize the role of our dedicated security staff at the middle school level. It will be important to review the model for staff allocation and deployment across the variety of sizes and environments experienced in MCPS middle schools. Moreover, staff training should be focused and adjusted to distinguish the differing needs of elementary versus middle schools. For example, the amount of security staff that one middle school is allocated may vary the roles of other staff considerably.

Elementary schools do not have dedicated school-based security staff, but rather use on-site school staff for emergencies or unique situations. Also, it is routine for school staff to receive assistance from DSSS staff, such as the cluster security coordinator or security personnel from a neighboring school, if and when needed.

Elementary school days are more structured, with adult supervision covering almost all aspects of a student's day, including classroom instruction, lunch, and recess. In contrast to secondary schools, class transitions are almost always supervised by teachers and support staff. However, daily operational procedures for the management and supervision of students both inside and outside of the school building remain critical to align to best practices for the safety and well-being of elementary-aged students.

An important part of our security structure for schools at all levels is to make sure each school has an On-Site Emergency Team (OSET) that functions as a resource and response team for crises and emergencies. MCPS should consider further development and possible expansion of the roles and responsibilities of the OSET at each school level. Particular guidance can focus on the relationship between OSET team members and any dedicated security staff as well as the cluster and department-level security supports. Specific team trainings should be developed and address verbal de-escalation skills and restraint techniques for use during crisis-prevention and intervention situations. Principals also may elect to designate other school staff members to intercede if a disturbance or disruption occurs during the school day, in addition to responding with members of the OSET. This may be particularly important in situations when members of the OSET are off site, and, other staff must respond to a crisis.

Training surfaced repeatedly as an area in need of focus for elementary and middle school staff related to security concerns. Some areas that may be particularly relevant to these school levels include social media, behavioral management, and de-escalation techniques. To build the capacity of more school-based staff at these levels to support safety and security, trainings will need to include

a broad range of positions. Developing training programs at each school level will be an all-inclusive process, both within MCPS and in partnership with outside agencies. Within MCPS, offices and divisions will need to collaborate to align training objectives with outcomes. In addition, MCPS will work with partner agencies, including the Department of Health and Human Services, the Maryland State's Attorney's Office, and the Montgomery County Police Department, to leverage the subject-matter expertise in these areas.

- **Technology infrastructure, including security cameras, and their use.** All recommendations in the high school report also apply to middle and elementary schools, with the exception of security cameras, which are not generally used at the elementary school level at present. However, all schools are equipped with Access Control Systems (ACS), which include a camera at entrances. These cameras allow individuals monitoring inside the school to view the visitor before allowing access to the school.

The systemic work that is ongoing to assess the technology infrastructure at high schools also will incorporate ongoing review of the elementary and middle school context. For example, the most strategic and cost-effective deployment approaches for security cameras at the high school level will necessarily be different than the approach that will be most successful at the elementary and middle school levels. MCPS staff will continue to identify systemwide strategies for prioritization, placement, maintenance, and upgrades.

- **Facility enhancements to restrict or limit access to more isolated areas of school buildings and grounds.** All recommendations in the high school report also apply to middle schools, with some variations. As with technology, the systemic work that is ongoing to assess facility infrastructure at high schools also will incorporate ongoing review of elementary and middle schools.
- **Procedures and practices for supporting positive student behavior throughout the school day.** Almost every elementary and middle school stated that it experienced challenges arising from students' interactions with each other on social media. The problems stemming from the use of social media ranged from gang recruitment to bullying, planning fights, and sending provocative pictures. Presently, administrators find themselves responding to issues from a reactionary perspective rather than getting ahead of the issues. In an effort to combat the negative social media impacts on students during the school day, school administrators should appoint a staff member to be responsible for social media. This individual should receive training from MCPS on various aspects of social media and should serve as a focal point for providing technical assistance and guidance on all social media issues.

Developing a centralized training and reporting system led by a team composed of critical offices also should be considered to support school-based staff responsible for monitoring social media at their schools. Centralization will enable data and information sharing, standardization of social media governance and compliance, identification of patterns and trends, and the ability to launch corrective measures.

Also, building on its digital citizenship initiative, MCPS should, on a regular basis, develop and disseminate Information Briefs on various issues related to the use of social media.

Many middle schools also cited class transition times as vulnerable points of the school day, when hundreds of students are in the hallways with reduced supervision. Congested hallways, due to the large movements of people, may have unintended consequences, such as student fights. Strategic placement of adults during transition and other activity periods during the school day may be a particularly effective way to support a safe and secure school climate in middle schools.

- **Systemwide prevention and early-intervention programs.** All recommendations at the high school level apply to middle schools with some variations. The range and type of prevention and early-intervention programs operating at the elementary and middle schools is qualitatively different than those at high schools. These school levels will need to have their own distinct inventory of school-sponsored programs, with an eye to achieving objectives that are suited to younger students.
- **Collaboration with law enforcement and other partner agencies.** All recommendations at the high school level apply to middle schools, with some variations. For example, elementary and middle schools do not have school resource officers (SROs) on site, but SROs are assigned to a high school and respond to feeder schools within the cluster when needed. This model is aligned with the DSSS cluster structure, so that security coordinators respond to incidents within their assigned cluster with the SRO's support, if needed.

Going forward, we will need to examine each priority area and recommendation through the specific lens of the most-effective implementation and application for elementary, middle, and high schools. For elementary schools, three recommendations stand out in particular:

1. **Technology:** MCPS will implement strategic placement of cameras at elementary schools, in concert with the existing ACS, particularly in exterior locations when applicable.
2. **Staffing:** The cluster security coordinators currently respond to and support most elementary school security needs. SROs can be called in to assist and lend support when asked. MCPS will examine the workload of the cluster security coordinators as well as other existing staff resources to more clearly differentiate workload responsibilities and deployment opportunities to directly support all elementary schools. At the elementary school level, which generally does not have assigned security staff, MCPS also should consider developing a team at every school that can immediately respond to security issues. This team could be a subset of the work of the dedicated OSET, or responsibilities placed on additional staff members. Training should be an integral part of any team developed and should, at a minimum, address verbal de-escalation skills and restraint techniques.
3. **Relocatable classrooms:** Each school must have an emergency plan and a component of this plan must contain procedures for students and staff in relocatable classrooms if emergencies occur. School emergency plans are reviewed each year and submitted to cluster security coordinators. In addition to these emergency plans, the principal and the OSSI director for each elementary school should review the school's daily operational procedures for the management and supervision of students who attend class in relocatable classrooms, to ensure alignment with best practices. Areas to review include student access to and from the main building, classroom transition procedures, and monitoring of students.

At the middle school level, three recommendations are of important note:

1. **Security staffing model:** MCPS will need to maximize the role of our dedicated security staff at the middle school level. It will be important to review the model for staff allocation and deployment across the variety of size and environment experienced in MCPS middle schools. MCPS should develop written guidance for those schools, depending on the level of school security staff that they are allocated, as the roles of such staff vary considerably from schools where there are multiple security personnel.
2. **Training:** Security personnel and school administrators expressed a need for additional training to support the particular behavioral needs and experiences of middle school students, including social media issues as discussed above.
3. **Adult supervision:** Strategic placement of adults during transition and other activity periods during the school day may be a particularly effective way to support a safe and secure school climate in middle schools.

Interim Report Status Updates

Since the development of the *Interim Report*, MCPS staff has been working to implement identified improvements in facilities and practices as well as to analyze next steps for structuring larger-scale, systemwide recommendations. MCPS will take the same approach to respond to the findings for elementary and middle schools. This section provides a status report in key areas of work following the release of the *Interim Report*.

School-level Approaches

The high school reviews identified adjustments in operational practices as well as small-scale facility needs that were specific to each school. For example, some of the recommendations included altering existing school practices to better use and deploy resources at schools and providing facility and technological enhancements. Facilities and security staff have been working with school leadership to implement these particular identified practices and repairs. Many of the school-level items must remain confidential, as they pertain to specific measures, practices, or facility elements that could compromise school security if widely known. Below are examples of some of the steps taken at high schools across the county with practices varying based on needs assessments specific to each school:

School Practices

- Security staff in buildings have been redeployed and shifts staggered to cover areas of concern or blind spots at specific times of the school day.
- School administration began academic and behavioral town hall meetings each quarter in classrooms, which allow staff the opportunity to engage in small-group discussions about safety and security.
- Schools implemented a color-coded pass system to include different passes for students with varying needs.
- Teachers and other instructional staff have been assigned to supervise lunch periods and other “zones” throughout the school day, to provide more coverage.

Facility and Technological Enhancements

- Locks have been installed on previously unsecured doors to reduce entry/exit to areas with no adult supervision.
- Cross-corridor doors have been added to provide for separation of activities within the school building and to minimize unattended areas during after-school activities or other events outside of the school day.
- Work orders to repair ACS and Visitor Management System have been addressed.
- Security cameras have been strategically placed and repaired, as needed.

Systemic Approaches

Several systemwide initiatives are under way to work in concert with the school-specific changes to enhance safety and security.

• Vestibules (CIP)

One important feature of facility security is the controlled access and entrance to the school building. Most MCPS schools have a separated entry vestibule that restricts access to the building and guides visitors to the main office upon entering. Where feasible, MCPS has retrofitted older schools that were not designed with this feature to this standard. However, some have not had this upgrade, due to difficulties presented by the structure of the facility and the entryway.

The Board of Education requested a Capital Improvements Project for School Security, totaling \$4.9 million over the next two fiscal years, to begin to address this remaining group of schools. Staff will develop individualized approaches to each school that will improve the physical security of the entrance, with the objective of restricting access and allowing supervision of visitors upon entering the building.

- **Social Media Guidelines and Continued Vigilance**

MCPS staff play important roles in the establishment and monitoring of social media, both through MCPS social media accounts and keeping current on MCPS-related issues discussed on other social media platforms and accounts. MCPS has taken and will continue to pursue steps to increase cybercivility and Internet safety among its employees, as well as the students and families that connect, read, and share information from these social media platforms. In fall 2017, the Department of Communications released *Social Media: Best Practices for Employees*, an extensive overview of how MCPS employees can best engage responsibly using social media, while protecting student and staff privacy.

MCPS students also are responsible for their conduct on social media platforms. Bullying, harassment, and intimidation are not tolerated by MCPS, and any allegations are reported to appropriate staff members and investigated. As social media dominates many of the communication channels between students, cyberbullying is a continuing concern. Student accountability in instances of cyberbullying and other forms of harassment that may take place inside or outside the school building are codified in the *Student Code of Conduct 2017–2018*.

- **Restorative Practices**

Restorative Justice is a social justice platform that allows for students to actively engage in problem-solving around disciplinary issues that affect self and community, take responsibility for their actions, and work with those affected to restore the community and members who were harmed as a result of those actions. MCPS, in collaboration with the RAND Foundation, has received a grant of \$1.9 million to study the impact and complementarities between Restorative Justice and Positive Behavioral Interventions and Supports (PBIS) in MCPS schools, through December 2020.

The three-year grant will enable MCPS to—

- » Provide dedicated staff to lead the work and collaborate with other offices to expand the scope of the work;
- » Use enhanced training at the school level; and
- » Collect data and analyze findings to enhance the implementation of Restorative Justice and PBIS.

- **Memorandum of Understanding with Law Enforcement**

In October 2017, an updated Memorandum of Understanding between MCPS and local law enforcement agencies was issued and signed in an effort to enhance relationships and communication among the involved law-enforcement agencies, MCPS, administrators, staff, students, parents, and community members. An additional section was added to address the need for gang awareness and to develop and implement gang-prevention and intervention programs for MCPS students and their families, with a focus on outreach to at-risk MCPS students. Continued collaboration with the Maryland State’s Attorney’s Office and law-enforcement agencies will assist MCPS in developing ongoing gang-awareness training for MCPS staff.

Security Strategic Plan

Many of the recommendations in the *Interim Report* require MCPS to review practices, procedures, and approaches at the system level. DSSS is leading an extensive plan to address the findings and recommendations in the *Interim Report*, which need further analysis to determine how to approach systemwide implementation. This process will take time to continue to work through with both central office and school-based leadership. Some of the major elements of this plan are—

- » Reviewing and updating security staff job descriptions and standard operating procedures for both school-based security staff and cluster security coordinators;
- » Re-envisioning the recruitment and hiring processes for key security staff;
- » Developing a staffing model for secondary schools, using key security indicators;
- » Improving data collection and reporting practices across school-based and central processes;

- » Review of technology to determine the most strategic and effective use of resources as well as to determine where additional resources may be needed; and
- » Review of systemwide training offerings and requirements for staff and students.

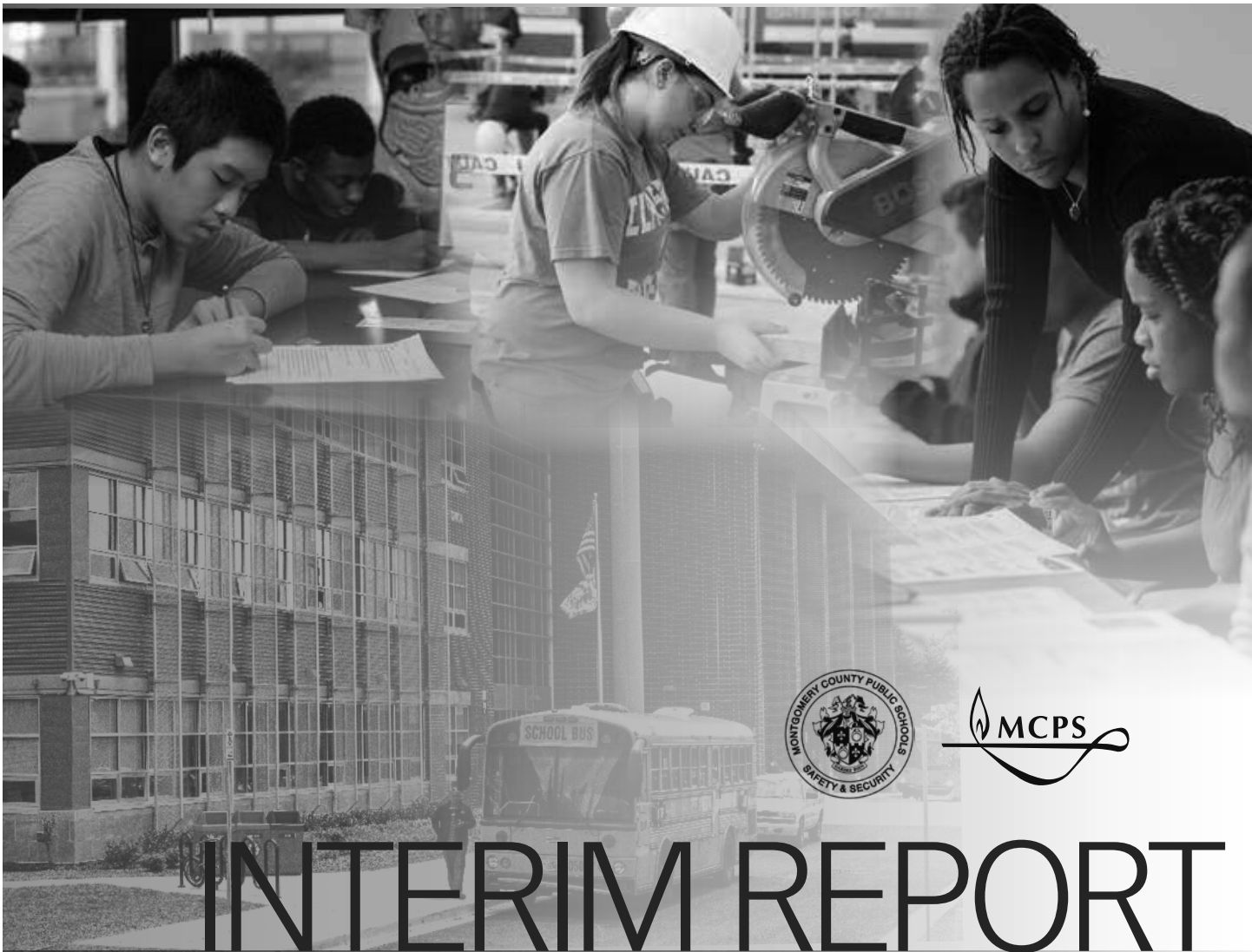
These are some examples of long-term process review and analysis that will continue to align current DSSS operations with the best practices highlighted by the report. Many of the process and practice changes will require the collaboration of multiple MCPS offices and departments. It is likely that the nature of this work will require a greater amount of time to accurately study, define, and implement changes, while the immediate school-specific adjustments and repairs will continue to be implemented concurrently.

Conclusion

The work to support school safety and security is ongoing work that will extend and continue beyond this *Final Report*. The seven key priority areas identified in the report will guide the work going forward to maintain our focus on both school-level and system-level security at elementary, middle, and high schools as well as our other facilities. Generally, our schools are safe places for students and staff. At the same time, we know that maintaining a safe and nurturing learning environment will require ongoing attention and continuous improvement on the part of our entire school community.

Addendum

- Interim Report: School Safety and Security (Focusing on High Schools)
- 45-Day Action Plan
- Safety and Security Strategic Plan



INTERIM REPORT

School Safety & Security

Montgomery County Public Schools, Rockville, Maryland

Focusing on High Schools

Jack R. Smith, Ph.D.
Superintendent of Schools

www.montgomeryschoolsmd.org

Introduction

In spring 2017, Montgomery County Public Schools (MCPS) launched a comprehensive review of MCPS protocols, practices, and infrastructure related to the critical imperative of maintaining safe, orderly learning environments for all students. The review is being spearheaded by the MCPS Department of School Safety and Security (DSSS), working in collaboration with school administrators and the Office of School Support and Improvement. The review has benefitted greatly from input and insights from two consulting experts, Mr. James Kelly and Mr. William Modzeleski, who are leaders in the field of school security and safety. Both consultants participated in a number of school site visits and feedback sessions with school and central office staff. For 23 years, Mr. Kelly was chief of police for the school district of Palm Beach County, Florida, and Mr. Modzeleski served for more than 40 years in the U.S. Department of Justice and the U.S. Department of Education in an array of leadership positions, including as associate assistant deputy secretary of the Office of Safe and Drug Free Schools. Biographies of both consultants are included in the back of this publication.

As part of the comprehensive security review, MCPS is examining security procedures already in place to determine the appropriate next steps for individual schools and systemwide. The review began with MCPS's 25 high schools, and this interim report summarizes systemwide findings. After review of the middle- and elementary-school levels this coming school year, some or all of these findings will be adapted to the middle- and elementary-school levels in summer and fall 2017.

The overall findings reflect that there is a robust security system in MCPS schools that includes thousands of cameras in schools, hundreds of school security personnel, engaged teachers and administrators, and partnerships with other government agencies such as the Montgomery County Police Department (MCPD), the Montgomery County Department of Health and Human Services, the Montgomery County Recreation Department, and the Montgomery County State's Attorney's Office. In addition, there are a number of concrete steps that MCPS can take to enhance this security infrastructure to ensure that students and staff remain safe and secure. Many of these additional enhancements already are under way, through use of funds made available at the conclusion of Fiscal Year 2017.

Yet, it is critical to emphasize that these security infrastructure enhancements, while necessary, are not sufficient. School safety cannot be achieved merely by adding more cameras or more security staff. It is equally important to foster a culture and climate that incorporates safety into daily operations at every school. Research clearly shows that safe schools are built on a foundation—consistent with MCPS's core values of equity, relationships, and respect—that ensures all students have positive relationships with at least one responsible adult; all students, faculty, and staff are treated with respect; the diversity of MCPS school communities is fully embraced; and all students' families and the broader community are fully engaged in supporting student success.

This interim report provides an initial set of recommendations focusing on MCPS high schools. These recommendations are grouped into the following seven key priority areas:

- 1. Data-driven accountability for school safety and positive school culture as a system priority across MCPS.**
- 2. Effective allocation, utilization, and management of school security personnel and other staff.**
- 3. Technology infrastructure, including security cameras, and their use.**
- 4. Facility enhancements to restrict or limit access to more isolated areas of school buildings and grounds.**
- 5. Procedures and practices for supporting positive student behavior throughout the school day.**
- 6. Systemwide prevention and early intervention programs.**
- 7. Collaboration with law enforcement and other partner agencies.**

In all of these areas, it is important to emphasize that progress will depend upon broad-based input and feedback from students, staff, and other stakeholders.

OVERVIEW OF THE CURRENT STATE OF MCPS SAFETY AND SECURITY

The information below provides context on current key elements of MCPS’s security staffing, incidents, and technology in a district that currently serves more than 160,000 students in 205 schools. This overview is not comprehensive, but it summarizes some key indicators of safety and security operations and initiatives.

Security Staffing Allocations

School-based Security Staff	222	Security staff in schools includes team leaders in each MCPS high school, as well as 120 security assistants at the high-school level and 73 at the middle-school level.
Central Office Security Staff	10	Staff in the MCPS DSSS design, develop, and conduct safety and security training programs for security staff, school-based administrators, and other school and facility-based staff. DSSS is responsible for developing overall school-system emergency response protocols and working in partnership with public safety agencies to mitigate emergency scenarios that affect the school system. Staff provide security support, coordination, and monitoring for all existing schools and facilities.
Electronic Detection Staff	7	Staff monitor perimeter intrusion, motion detectors, glass breakage, refrigeration, boiler, and power-outage alarms at all MCPS schools and facilities after hours and on weekends and holidays.
TOTAL	239	

Security Training and Emergency Preparedness

All school-based security staff participate in biannual trainings each year (August and January), as well as annual first aid/CPR/AED training. High school team leaders participate in six additional trainings each year. At the school level, each team is required to complete emergency training by the end of 2017. Security staff also play key roles in various drills, including six emergency preparedness drills and 10 fire drills that are required at each school. They develop emergency management plans at the school and district levels. Central office security staff also develop and monitor the school-based emergency plans and work with school-based on-site emergency teams. They review and assess the readiness of all staff to react in emergency situations.

Collaboration with Partner Agencies

The Montgomery County Police Department (MCPD), along with local police departments, assigns sworn police officers (school resource officers or SROs) to MCPS high schools. MCPD also responds to incidents at elementary and middle schools in the geographic cluster. In 2015, MCPS undertook a collaborative effort with MCPD and the Montgomery County State’s Attorney’s Office to update the Memorandum of Understanding (MOU) regarding the School Resource Officer Program and Other Law Enforcement Responses to School-Based Incidents, available at www.montgomeryschoolsmd.org/uploadedFiles/

departments/security/SRO-Memorandum-2015.pdf. The MOU defines specific duties and responsibilities of SROs and establishes protocols for exchanging information and addressing matters of concern cooperatively “with the goal of maintaining and enhancing a safe and secure learning environment for students, staff, and the MCPS school community within Montgomery County, Maryland.” MCPS, MCPD, and the other law enforcement agencies that executed the MOU all agreed that “The vast majority of student misconduct is best addressed through classroom and in-school strategies that maintain a positive learning environment and afford students opportunities to learn from their mistakes, correct any harm that results from their behavior, and restore relationships that are disrupted by their conduct.” The parties also agreed to “work together to promote safe, inclusive, and positive learning environments and exercise discretion and judgment in responding to MCPS school-based incidents.” In addition, MCPD, along with Child Welfare Services (also known as Child Protective Services) in the Montgomery County Department of Health and Human Services, and the Montgomery County State’s Attorney’s Office assisted MCPS in a comprehensive overhaul of its protocols and procedures for recognizing, reporting, and ultimately preventing child abuse and neglect. More information on the SRO program and other partnerships with county agencies is provided in the discussion of recommendation #7.

Technology

DSSS staff facilitate the design and installation of all security systems, including access control systems, visitor management systems, and digital surveillance systems.

- Currently, MCPS has more than 5,500 cameras in the interiors and exteriors at all secondary schools. On average, high schools have more than 100 cameras and middle schools average 70 to 80 cameras per school.
- All elementary and secondary schools are equipped with Access Control Systems (ACS), which include a camera at entrances. These cameras allow individuals monitoring inside the school to view the visitor before allowing access to the school.
- MCPS has cameras monitoring the interiors of 800 buses, and this number is increasing through a contract with a private vendor.

Security Data

As summarized in a 2016 report by the Montgomery County Office of Legislative Oversight, juvenile arrests throughout Montgomery County have decreased in recent years, as have intakes at the Department of Juvenile Services (DJS), referrals to the county's juvenile justice diversion programs, and the number of juvenile delinquency cases adjudicated by the Circuit Court. (Montgomery County, Office of Legislative Oversight, *The School-to-Prison Pipeline in Montgomery County* (March 1, 2016), available at www.montgomerycountymd.gov/OLO/Resources/Files/2016%20Reports/School%20to%20Prison%20Pipeline%20with%20CAO%20Response%2020166.pdf.) With respect to arrests on school property, during the 2016–2017 school year, 355 arrests on school property were recorded.

In addition, MCPS's rate of suspensions and expulsions also have declined in recent years and is at one of the lowest rates in the state, as part of our work to promote fairness and equity through clear, appropriate, and consistent expectations and consequences in addressing student misbehavior, and to ensure that students learn from their mistakes and make appropriate amends when their behavior affects others.

Restorative Justice, MCPS Health Curriculum, and Prevention and Intervention Initiatives

Building on MCPS's longstanding commitment to equity, we are working to embed restorative practices and restorative justice as part of the schools' culture, climate, and expectations. Restorative practices are processes that proactively build healthy relationships and create a sense of, and commitment to, community in order to prevent and address

conflict and wrongdoing. Restorative justice allows students, who may have committed harm, to take full responsibility for their behavior by addressing the individual(s) affected by the behavior and being a part of the decision making around consequences. Beginning in 2015–2016, MCPS has been working with an expanding cohort of pilot schools by providing training and building capacity to support the implementation of restorative justice strategies. The initial cohort of schools trained in these strategies included nine middle schools and two high schools. Six schools have been added since that time, with another nine schools scheduled to be trained in October 2017. Plans to continue to expand this work are under way. It is our belief (and research demonstrates) that when practiced with fidelity, restorative justice as a mindset and restorative practices reduce recidivism among students and provide a safe and healthy community in which staff and students thrive.

MCPS's restorative justice work supports the development of the MCPS Student Code of Conduct, which seeks to strike the right balance between the critical imperative of maintaining safe, orderly learning environments and our commitment to providing age-appropriate disciplinary responses that support personal growth and align with our core purpose—to increase learning and prepare all students to thrive. The MCPS Student Code of Conduct is aligned with revisions to the Maryland Code of Federal Regulations on student discipline, issued by the Maryland State Department of Education, as well as federal guidance issued by the U.S. Department of Education and the U.S. Department of Justice on student discipline, school resource officers, and the use of restraints in schools.

These efforts regarding student discipline also are consistent with prevention and early-intervention initiatives, as well as the MCPS comprehensive health curriculum. Especially at the high-school level, the MCPS comprehensive health curriculum includes a number of safety- and security-related units, which are supplemented by numerous other districtwide and school programs related, either directly or indirectly, to school safety and students' social and emotional well-being. Another districtwide initiative is the partnership between MCPS and Common Sense Media to provide students with the resources and information they need to behave safely and responsibly with technology and social media. The Digital Citizenship Education program was offered in all middle schools last year and will extend to students in elementary and high schools over the next three years. The curriculum covers issues such as privacy, cyberbullying, and Internet safety.

SECURITY REVIEW RECOMMENDATIONS—PRIORITY AREAS

PRIORITY AREA

Data-driven accountability for school safety and positive school culture as a system priority across MCPS

In order for schools to not only be safe but also to remain safe, the concept of school safety needs to be embedded and prioritized in a wide range of programs, policies, and practices. Given the many competing priorities that schools have, if safety is not emphasized frequently as a priority, both verbally and in writing, schools may not regularly engage in the activities needed to monitor and ensure school safety. Further, responsibility for school safety cannot be restricted to any one particular group of individuals. Everyone in the MCPS community—from the superintendent of schools to classroom teachers and building service workers, as well as students, their families, and other community stakeholders—needs to embrace school safety as an issue that they have a role in addressing.

To this end, all MCPS employees should be held accountable for contributing to a positive school climate for our students. Accountability requires robust systems for reporting, tracking, and analyzing data on school safety, as well as a commitment to reporting that data to school communities and the public on a regular basis. Further, an ineffective data collection system can lead to an ineffective use of resources for policy or program decisions or an

inaccurate perception of both the strengths and challenges of our school security systems.

In collecting data, perspectives from students and staff also are critical. In a fall 2014 Gallup survey, 75 percent of all students reported that they strongly agreed or agreed with the statement: “I feel safe at school.” For more information, see www.montgomeryschoolsmd.org/info/gallup. See also Community Foundation, Connecting Youth to Opportunity: How Black and African American Youth Perspectives Can Inform a Blueprint for Improving Opportunity in Montgomery County, Maryland (October 2015), <http://worksourcemontgomery.com/wp-content/uploads/2017/01/CYO-African-American-Youth.pdf>; Community Foundation, Connecting Youth to Opportunity: How Latino Youth Perspectives Can Inform a Blueprint for Improving Opportunity in Montgomery County, Maryland (June 2014), <http://worksourcemontgomery.com/wp-content/uploads/2017/01/CYO-Latino-Youth.pdf>. But these results varied by school, and systemwide surveys of students have not been compiled in the past two years, although student perceptual data will be collected again as part of one of the new initiatives funded in MCPS’s FY 2017 budget.

Recommendation #1:

- 1.1 Make school safety and school climate as high a priority as academic performance by including safety metrics in the accountability framework for the district, as well as all schools and departments, and ensuring that this metric is taken into account in evaluations of MCPS employees.
- 1.2 Develop a year-round communications campaign to promote school safety and positive school climate.
- 1.3 Support systemwide implementation of MCPS’s new online incident management system for the 2017–2018 school year by doing the following:
 - Establishing clear guidance for using the system, including clarified definitions as to what is reported, when, and who reports the information.
 - Providing training for principals, security team leaders, and all other staff required to use the new system.
 - Holding staff users of the online incident management system accountable for using the system effectively.
 - Using data from the system to guide the development of new programs and training related to safety and security, as well as prevention and early intervention.
- 1.4 Convene regular meetings of senior staff focused on monitoring security data, coordinating responses to critical incidents, addressing issues that arise in the implementation of strategies related to security and school climate, and reviewing lessons learned to identify opportunities for continuous improvement.
- 1.5 Implement annual systemwide surveys of school climate for students and staff at every school and incorporate feedback into school safety and school climate planning. Use students in the design of the surveys and prevention/intervention programming.
- 1.6 Develop a “School Climate” dashboard to provide an online monitoring tool for school climate data, as well as critical safety data, including arrests, bullying and harassment, gang incidents, truancy and chronic absenteeism, and school discipline.



Effective allocation, utilization, management, and training of school security personnel and other staff

Together with school administrators, MCPS security staff—including security team leaders and security assistants—form the backbone of safety and security in MCPS high schools. Every day, security staff take actions that respond to critical incidents affecting hundreds of students. Their proactive efforts, and especially the strong relationships that they develop with students and other members of the school community, serve to prevent additional incidents from occurring.

Based on the review, more systemic protocols should be implemented to ensure that MCPS recruits, hires, and retains the highest-quality personnel in the mission-critical positions of security team leaders and security assistants. In recruitment efforts, MCPS needs to do more to attract security staff that can effectively serve our increasingly diverse school communities, focusing in particular on recruiting additional female and bilingual staff and candidates who have experience addressing emerging issues such as social media and cyberbullying. In addition, more consistency across the district is needed as there is significant variation among schools in terms of training, job assignments and responsibilities, and accountability for school-based security staff.

More attention also needs to be devoted to consistency in security practices and protocols across schools. Currently, DSSS plays a supportive and facilitative role, but is not involved in supervision of school-based security; that remains the responsibility of each school principal. There are advantages to this approach: the principal is closest to school-level issues and is better able to engage in on-the-ground problem solving, and the principal is accountable for the welfare and safety of the entire school. However, this

approach also has disadvantages: it often is difficult to quickly make personnel changes or mobilize resources to respond to specific issues or events, and there may be inconsistencies in the assessment of the security assistants' work across schools.

Therefore, it is vital to develop protocols to enhance the role of DSSS in promoting consistency across the district. The external consultants strongly urge MCPS to use a centralized approach to supervising school-based security team members, from the hiring process to the evaluation itself. MCPS will evaluate this centralized reporting structure, as well as consider a “dashed-line” reporting structure, in which principals would retain day-to-day oversight but DSSS staff would play a key role in recruiting, staffing, hiring, and training, and they would provide input into the evaluations of school-based security staff. This approach also would help to increase consistency in job duties across schools as central office security staff would be better positioned to direct activities across schools, in accordance with systemwide expectations for security teams. While some duties may vary from one school to another, it is important to have similar functions, responsibilities, and operations among the various high schools. This consistency will facilitate overall countywide security goals and objectives, ensure that the district is aware of all incidents on school campuses, and establish priority functions and job duties for security personnel. For example, current practices vary regarding school security staff monitoring in-school suspensions or in-school detentions; these activities distract from other security needs and are more appropriate for paraeducators or other nonsecurity staff.

Recommendation #2:

- 2.1 Enhance the role of DSSS in ensuring consistency in allocation, utilization, management, and training of security staff by (a) assigning the department primary responsibility and accountability for recruiting, screening, and training a high-quality and effective security staff throughout the district, in collaboration with the Office of Human Resources and Development and (b) providing DSSS with meaningful input into evaluations, staffing allocation of security staff, and overall system budgeting for security, while retaining principals' roles in the day-to-day oversight of security staff in their schools. Additionally, further study the issue of school-based security reporting structures over the 2017–2018 school year and consider if changes are needed.
- 2.2 Bolster recruitment efforts to enhance the diversity of MCPS security staff to serve increasingly diverse school communities and address emerging issues such as social media and cyberbullying.
- 2.3 Establish more robust screening criteria for hiring security staff to assess all security staff members' capability to engage in mission-critical tasks.

- 2.4 Establish a “basic” training program for all new MCPS security staff hires prior to placement in schools, as well as centrally administered, systemwide in-service training sessions throughout the year on key topics, as determined by DSSS, including de-escalation skills, conflict resolution/mediation, reasonable use of force, emergency preparedness, crime trends, and gang prevention.
- 2.5 Provide enhanced security training for principals, administrators, and other school staff who are expected to intervene in situations where students are confrontational.
- 2.6 Revise MCPS guidelines for allocating security staff among schools to take into account data on safety and security, in addition to the size of the student population and ensure flexibility in assignment and reassignment of security personnel based on school and district needs.
- 2.7 Bring stakeholders together to agree on roles and responsibilities for security staff and revise job descriptions to promote consistency in key task assignments as well as guidance for nonsecurity-related tasks that should not be assigned to security staff, such as monitoring in-school suspensions.
- 2.8 Add staff resources within DSSS to coordinate security training and provide specific expertise (e.g., gangs, cyberbullying).
- 2.9 Establish a plan for mobilizing school security staff to supplement school-based resources, as necessary, in response to critical incidents and to address vacancies due to absences or other personnel reasons by creating processes for reallocating school security staff on a temporary basis among schools to respond to crises.
- 2.10 Create a uniform incident-reporting system with consecutive case numbers to be used by all security personnel to document incidents that they handle.



Technology infrastructure, including security cameras, and their use

This past spring, funding was approved to accelerate efforts to upgrade and enhance school security technology. A significant portion of the funding approved will support needed upgrades to communication infrastructure for schools and school buses. School administrators, as well as public safety partners, have long identified that reliable and quick communication between staff in schools, among schools, on school buses, and with public safety responders is critical, and that our current infrastructure does not provide consistent or reliable service in many areas. This funding will support radio tower infrastructure upgrades to increase communication signal strength and reliability, as well as upgraded digital radios for secondary school administrators and school buses.

MCPS also is investing in additional security cameras in schools, in response to school requests for the installation of additional cameras to cover perceived “hot spots” and areas not currently covered, such as stairwells and areas outside the schools and portables. It should be noted, however, that there is little evidence nationwide or within MCPS to show that cameras alone are effective in preventing or deterring criminal or other

inappropriate behaviors. Moreover, cameras and other physical security devices have limitations that often are not considered when designing a school safety strategy.

Because it is not conceivable for MCPS to install cameras to cover every square inch of a school building, MCPS should develop a strategy for investing in camera technology, which should include consideration of evidence-based research as to the effective use of cameras; alternatives such as mirrors; establishment of priorities (not all requests are equal); and selection criteria (who gets cameras and why). As part of the strategy, there needs to be an adequate budget to maintain, replace, and upgrade cameras and software as needed. The strategy also should include a cost benefit analysis, balancing the cost of additional cameras with the cost of additional prevention and intervention services, such as enhancing card access system and visitor screening systems. DSSS should lead the development of this strategy, in consultation with other school- and central-office staff, as well as key stakeholders. Once the strategy has been developed, DSSS should play a central role in evaluating requests for technology investments to ensure strategic alignment.

Recommendation #3:

- 3.1 Develop a systemwide strategy for prioritization, placement, maintenance, upgrades, and most-effective use of security cameras and other technology in schools, led by DSSS.



Facility enhancements to restrict or limit access to more isolated areas of school buildings and grounds

MCPS also is using additional identified funding, as well as other resources, to support a number of steps at high schools across the district to enhance the physical security of schools. The review identified considerable variation in school design that presents certain safety challenges. Some high schools have entrances that open into a main hallway, thus making it difficult to monitor building access, while other facilities steer visitors to the main office. One school required the placement of a full-time security staff person to monitor the front door. While improvements in physical design of buildings could be costly, many improvements can be implemented with relatively minor expenditures, for example, construction of walls and placement of doors. In addition, responses to work orders on priority security maintenance issues need to be accelerated.

The Department of Facilities Management is addressing specific school requests to enhance the security of more remote hallways, alcoves, doors, stairways, etc. This may include replacement of old doors and/or hardware that no longer function in a way that will guarantee no entry when the door is closed and locked. For example, portables present challenges for schools in that the doors to school (from the portables)

may be kept open so that students in portables can come and go (for change of class and for access to restrooms). Another important consideration, although costly, is mechanisms to keep classroom doors secure from the inside in the event of a crisis situation. Going forward, DSSS should play a collaborative role with the Department of Facilities Management in evaluating requests for security-related facility improvements or maintenance requests to ensure strategic alignment.

It should be noted that, as much as facility improvements can enhance security when they are well constructed, such improvements alone cannot and should not replace ongoing collaboration among school administrators, teachers, staff, and students to provide a safe and nurturing educational environment in every school. When school staff work together with students to build relationships based on fairness and trust, there is little that will happen on a school campus without prior warning to school staff. Part of the effort going forward must be to continue to emphasize to students that when they see something threatening, such as bullying behavior or someone with a weapon, they should say something.

Recommendation #4:

- 4.1 Develop an expedited process for the Department of Facilities Management, in collaboration with DSSS, to identify, investigate, and respond appropriately to facility issues that present security concerns.
- 4.2 Develop strategies to structure or configure entrances to high schools to direct all visitors to the main office upon initial entry to the school.
- 4.3 Continue to examine best practices for security-related facility improvements to identify opportunities for continuous improvement.
- 4.4 Ensure that classroom doors can be secured from the inside in new school construction and renovations; begin retrofitting classroom doors in existing facilities, budget permitting, so that all classrooms can be locked from the inside.



Procedures and practices for supporting positive student behavior throughout the school day

Across MCPS, effective classroom management and creating a positive classroom culture is a priority as teachers and other school staff implement a continuum of behavior interventions designed to maintain a positive environment conducive to learning and support academic achievement. Creating a positive school culture and responding appropriately to student behavior must be an equally important priority outside the classroom, especially during lunch periods, when students transition between classes, and when they use bathrooms and other enclosed spaces that are not as frequently visited. While every high school has rules about when students can leave a class and what students need to do outside of the classroom (for the most part, this involves having a hall pass), these practices must be consistently enforced. Further, while every school encourages teachers to stand outside their classrooms during transitions between class periods, principals admitted that not all (for a variety of reasons) actually do stand outside the door to monitor the movement of students.

Another issue faced by all high schools visited involves the lunch period. Every school spends approximately six hours of every school day working to promote positive student behavior, largely with success. However, supervision is reduced considerably during the lunch period. Rules vary from school to school, but most MCPS high schools permit students to travel throughout the school (with some limitations) during lunch. In a few high schools, there are open lunch policies, as permitted by Board Policy JEF and MCPS Regulation JEF-RA, and students (seniors in some schools and everyone in other schools) are permitted to eat off campus. While there is a rationale for this approach, it creates a period of time (usually between 50–60 minutes) when supervision lessens somewhat, thereby leaving the school/students more vulnerable to inappropriate and unacceptable behaviors.

Recommendation #5:

- 5.1 Establish systemwide standards and protocols for supporting positive student behaviors and creating a positive school culture outside the classroom, including requirements for teachers, administrators, and other staff to supervise hallways at the beginning and end of the school day, during lunch, during transitions between class periods, as well as around bathrooms and spaces in buildings that are less frequently trafficked.
- 5.2 Develop systemwide guidelines and strategies for supporting positive student behaviors and increasing adult supervision during lunch, particularly in those schools where there is a single lunch period for the entire school.
- 5.3 Require students who leave campus for open lunch to use the same procedures for re-entering the building as are employed at the beginning of the school day. This same approach also should be used for staff.



Systemwide prevention and early intervention programs

In June 2017, the Board of Education revised Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*, to strengthen our commitment to equity, cultural competency, and nondiscrimination. As an outgrowth of that work, MCPS is implementing professional development in cultural proficiency in all schools as well as systemwide compliance training for all school staff, including a focus on student-to-student sexual harassment and ensuring that schools are free of bullying, harassment, and intimidation. This compliance training expands on the successful redesign of staff training on recognizing, reporting, and preventing child abuse and neglect. More robust compliance training also is being developed under the direction of the new Compliance Unit in the Office of School Support and Improvement, which will serve to more effectively monitor ongoing vigilance to promote equity and combat bullying, harassment, and child abuse and neglect.

In addition, MCPS, especially at the high-school level, has numerous programs related, either directly or indirectly, to school safety and students' social and emotional well-being. The programs vary considerably; however, there is no overarching, up-to-date inventory of these prevention programs. Some of the programs were developed by students, while others were developed by an outside entity and adopted by the school. While, in many cases, individual programs were initiated to address a particular issue or behavior, MCPS high schools would benefit from a more strategic approach to program development and implementation, coordinated by central office staff. While there needs to be flexibility in what programs a school may adopt, consistent with its context, programs that are not meeting a set of measureable objectives should not be supported.

Recommendation #6:

- 6.1 Conduct a systemwide inventory of all school-sponsored prevention and early intervention programs currently operated by individual high schools.
- 6.2 Develop a plan to assess the identified programs to ensure their efficacy, using a variety of metrics, including student feedback as well as benchmarking with best practices in other districts.
- 6.3 Create a systemwide approach to implement the most effective programs in high schools throughout the district.

Collaboration with law enforcement and other partner agencies

Security and safety in MCPS depends, in part, on close relationships between the district and other agency partners, especially law enforcement. MCPS must prioritize these relationships on an ongoing basis and take steps to ensure that they are bolstering efforts appropriately to create safe and nurturing school environments.

One important partner is Montgomery County's Interagency Coordinating Board (ICB) for Community Use of Public Facilities (CUPF), which oversees the use of space in school facilities outside of the school day and on weekends. While schools work tirelessly every school day to secure their campuses, once the school day ends, community users gain access to the building and security for events is not uniformly provided. In addition, not all schools have gates that can close off or restrict community use to part of the school. It is imperative that sponsors of larger events should be required to address security issues, and overall security after school hours should be considered as part of the agreements with entities making use of the school, as part of the agreement with CUPF.

Another key partner is MCPD. One important aspect of this partnership is the SRO program. While the SRO MOU appears to be working well overall, there are a number of implementation issues that warrant further work between MCPS and MCPD to improve the program operation and the ultimate goal of safety support for the schools. These issues include the following:

- SRO shift and work assignments to increase their availability during each school day
- SRO training and expectations for duties and activities in the schools
- Supervision and coordination of the SRO program within MCPD to facilitate consistent communication and program priorities

With respect to substantive areas that would warrant closer collaboration, gang-prevention efforts have risen to the forefront. These efforts deserve the same level of engagement as recent work with county partner agencies that resulted in an effective restructuring of child abuse reporting procedures.

Recommendation #7:

- 7.1 Work with the ICB to determine how best to provide appropriate security for functions held in schools and increase the use of mechanisms, such as gates, that can limit where those using a school after hours may venture.
- 7.2 Continue to work with MCPD to review, update, and improve key implementation issues of the SRO program and other collaborative efforts.
- 7.3 Establish a working group consisting of affected schools, local law enforcement, and community service providers to share information on gang activities and gang-prevention efforts.

BIOGRAPHIES OF SECURITY REVIEW CONSULTANTS

Mr. William Modzeleski

Mr. William “Bill” Modzeleski is currently a senior consultant with several groups specializing in school safety, threat assessment, and emergency management. Mr. Modzeleski recently retired after serving over 40 years at the Departments of Justice and Education. During his tenure at the Department of Education where he served as the Associate Assistant Deputy Secretary of the Office of Safe and Drug Free Schools, Mr. Modzeleski was instrumental in the development and implementation of numerous programs and studies related to school safety, emergency management, and violence prevention. These programs included: Safe Schools/ Healthy Students Program (a multi-agency effort designed to approach violence prevention from a comprehensive perspective); Project SERV (a program designed to bring assistance to schools immediately after a crisis that affected teaching and learning); REMS program (a program designed to assist schools improve their emergency management plans); and a host of other programs designed to effect change in the manner in which schools deal with crime, violence and drug/alcohol use.

Mr. Modzeleski also played leadership roles in numerous studies related to school shootings, radicalization, and violent extremism. Mr. Modzeleski served as co-author with staff from U.S. Secret Service on the Safe School Initiative and co-author with staff from Secret Service and the Federal Bureau of Investigations on a study on Targeted Attacks at Institutions of Higher Education. After completion of the Safe School Initiative, Mr. Modzeleski co-authored a publication on forming threat assessment teams in schools. The publication was used as the basis for a training program for schools (Grades K–12) on the formation and operation of a threat assessment team. Mr. Modzeleski assisted the Homeland Security Studies and Analysis Institute in the design of studies related to terrorist incidents involving education targets, emergency management planning in international schools, recruitment and radicalization by international terrorist groups, and a review of school-aged youth involved in terrorist activities.

Mr. Modzeleski also led the Department of Education’s efforts to assist schools after events disrupted teaching. These events ranged from Columbine to Virginia Tech, and from Hurricanes Rita and Katrina to the tornado in Joplin, Missouri, that destroyed several school buildings. Mr. Modzeleski led teams that responded to such incidents as the mass shooting at the Red Lake Indian Reservation, the bombing of the Murrah Federal Office Building, serial suicides at the Fort Peck Indian Reservation, and the shooting at Northern Illinois University. Mr. Modzeleski also led the Department of Education team that worked closely with staff from the Centers for Disease Control and Prevention on efforts to stem the spread of the H1N1 epidemic.

Mr. Modzeleski has written several articles on the issue of school safety and threat assessment. He has been instrumental in designing surveys and studies that provide information on crime and violence in schools, including the School Associated Violent Death Study. Mr. Modzeleski also served as a Distinguished Visiting Fellow at the Homeland Security Studies and Analysis Institute. Prior to his federal service, he served in the U.S. Army. He earned a Bronze Star for Meritorious Service for duties performed while in Vietnam. He holds a bachelor’s degree from the University of Bridgeport (where he recently was named a distinguished alumnus) and a master’s degree from C.W. Post College.

Mr. James P. Kelly, Esq.

Mr. James P. Kelly has a bachelor's degree in criminal justice from Florida Atlantic University and a juris doctor degree from Western New England University. He has been a member of the Florida Bar since 1985.

Mr. Kelly is a "practitioner" in the area of school safety. For 23 years, he served as the Chief of Police for the School District of Palm Beach County (SDPBC), Florida, which is the 11th largest school district in the nation (over 180,000 students who speak 152 languages and dialects). In this role, Mr. Kelly was responsible for the safety and security of students, employees, volunteers, and campus visitors, as well as the security of all district facilities.

Using a holistic approach to school safety, Mr. Kelly developed, implemented, and maintained a model school safety program. He used a combination of physical security, prevention/intervention/diversion programs, partnerships with other agencies, policies/procedures, and training (in the above areas) to accomplish the ultimate goal of providing a safe and nurturing educational environment.

Mr. Kelly, in collaboration with the Florida Department of Education (FDOE) provided regional training for all School Resource Officers (municipal and county law enforcement officers) and school administrators from the 67 counties in Florida. This training focused on the development of successful working relationships between school administrators and SROs that enhanced school safety. Further, Mr. Kelly provided statewide "Train the Trainer" training for Florida school districts. This training focused on the development of partnerships and the building of relationships with municipal and county agencies for the purpose of creating emergency preparedness plans that ensured consistent responses throughout a county. The concept was to have "One plan and One response" regardless of the number of municipal, county, and state agencies involved.

Some of Mr. Kelly's accomplishments include:

- Creation and development of a model School Police Department;
- Creation and implementation of the SDPBC "Prepared for Action" crisis management plan for all schools and facilities;
- Creation and operation of the Palm Beach County Youth Court which services all police departments and the State Attorney's office in Palm Beach County and diverts over 5,000 juvenile offenders from the criminal justice system each year. Most juvenile arrests are made in the community, not schools. This Youth Court enabled many juvenile offenders to stay in school and avoid the stigma of an arrest record;
- Creation of a Training Center for instructional and noninstructional employees regarding programs and skills contributing to a safe and nurturing educational environment from classroom management, to anti-bullying, to verbal de-escalation, to building trust with students, etc.;
- Creating and implementing standards for the design of new and renovated school facilities that incorporated, among other things, Crime Prevention Through Environmental Design (CPTED) training for all architects bidding on school construction projects. Mr. Kelly was also able to accomplish the inclusion of intrusion alarms, cameras, card access, portable radios, and repeaters for radio communication into educational specifications for all new construction and renovation of district schools and facilities; and
- Creation of a training program for school administrators, teachers, and staff in SDPBC called VITAL (Violence Intervention Techniques and Language). There currently are over 6,000 administrators, teachers, and staff from all elementary and secondary schools that are trained in verbal de-escalation skills, nonaggressive restraint techniques, and the documentation of the use of said techniques as they respond daily to potential or actual aggressive/violent events on a campus. Every campus has at least one VITAL team of five members—high schools can have up to five or six teams—that also play a leadership role in the school's emergency preparedness plan.



Rockville, Maryland

Published by the Department of Materials Management
for the Department of School Safety and Security
0204.18ct • Editorial, Graphics & Publishing Services • 7/17 • NP



45-DAY ACTION PLAN: SCHOOL SAFETY AND SECURITY

FACILITIES			
	Action Item	Lead Office	Current Status
1	Implement door lock magnets for classroom security.	Office of the Chief Operating Officer Department of School Safety and Security	In Progress
2	Account for and distribute classroom door keys to substitute staff members in schools.	Office of the Chief Operating Officer Office of School Support and Improvement Department of Facilities Management	In Progress
3	Establish relocatable-classroom guidelines and best practices for all school staff.	Office of the Chief Operating Officer Office of School Support and Improvement Department of Facilities Management Department of School Safety and Security	In Progress
4	Conduct additional facility safety visits for each school.	Office of the Chief Operating Officer Department of School Safety and Security	In Progress
TECHNOLOGY			
	Action Item	Lead Office	Current Status
1	Review access control system (ACS) at each school and address maintenance and repair, as needed.	Office of the Chief Operating Officer Office of the Chief Technology Officer Department of School Safety and Security	In Progress
BUDGET			
	Action Item	Lead Office	Current Status
1	Propose supplemental budget request to the County Council for enhanced safety and security measures.	Office of the Chief Operating Officer Office of the Chief Technology Officer Department of Facilities Management Department of School Safety and Security	In Progress
TRAINING			
	Action Item	Lead Office	Current Status
1	Conduct additional safety drills at schools that include active-shooter drills above the state minimum requirement.	Office of the Chief Operating Officer Office of School Support and Improvement Department of School Safety and Security	In Progress
2	Review current emergency response protocols to ensure alignment with best practices for school safety.	Office of the Chief Operating Officer Department of School Safety and Security	In Progress
3	Review On-Site Emergency Team (OSET) procedures and update as necessary.	Office of the Chief Operating Officer Office of School Support and Improvement Department of School Safety and Security	In Progress

School Safety & Security Strategic Plan

1
PRIORITY
AREA

Data-driven accountability for school safety and positive school culture as a system priority across MCPS

2
PRIORITY
AREA

Effective allocation, utilization, management, and training of school security personnel and other staff

3
PRIORITY
AREA

Technology infrastructure, including security cameras, and their use

4
PRIORITY
AREA

Facility enhancements to restrict or limit access to more isolated areas of school buildings and grounds

5
PRIORITY
AREA

Procedures and practices for supporting positive student behavior throughout the school day

6
PRIORITY
AREA

Systemwide prevention and early intervention programs

7
PRIORITY
AREA

Collaboration with law enforcement and other partner agencies

KEY PRIORITY AREA #1

Data-driven accountability for school safety and positive school culture as a system priority across MCPS

RECOMMENDATION #1.1: Make school safety and school climate as high a priority as academic performance by including safety metrics in the accountability framework for the district, as well as all schools and departments, and ensuring that this metric is taken into account in evaluations of MCPS employees.

Topic: Data collection and analysis	Lead Office(s): Office of Shared Accountability Office of School Support and Improvement Department of School Safety and Security	Responsible Person(s): Dr. Janet Wilson, Associate Superintendent Dr. Kimberly Statham, Deputy Superintendent Robert Hellmuth, Director
---	---	---

Action Steps:

Action Description	Status
Continue publication of <i>MCPS School Safety and Security at a Glance</i> , which provides information about the reporting of incidents related to school safety and security, school climate, local school-safety program descriptions, and serious incidents. Information is presented for each school.	In Progress
Include safety data in future data dashboards.	Design
Implement safety data review meetings between secondary school principals, instructional directors, and cluster security coordinators.	Design

Deliverables:

- Update *MCPS School Safety and Security at a Glance*
- Data dashboards for systemwide initiatives, including school safety and security

Additional Information:

- *MCPS School Safety and Security at a Glance*

KEY PRIORITY AREA #1

Data-driven accountability for school safety and positive school culture as a system priority across MCPS

RECOMMENDATION #1.2: Develop a year-round communications campaign to promote school safety and positive school culture.

Topic: Communication/public outreach	Lead Office(s): Department of School Safety and Security Public Information and Web Services	Responsible Person(s): Robert Hellmuth, Director Derek Turner, Director
--	---	--

Action Steps:

Action Description	Status
Continue using Connect-ED messaging services to communicate directly with parents, staff, and community members at individual schools, clusters, or the entire school system about incidents.	In Progress
Update dedicated student and staff services web pages (e.g., bullying, cyber security); Cybercivility & Cybersafety campaign: an online resource for awareness and best practices for students and families.	In Progress
Design and implement safety communications campaign highlighting districtwide efforts to inform all students, parents, staff, and community members.	Design
Continue public engagement through community meetings with public stakeholders (e.g., MCCPTA/MCPS Presentation on School Safety and Security on February 27, 2018); principals to schedule local PTA meetings.	In Progress
Engage students through town halls and other forums and SMOB Advisory Council (February 22, 2018).	In Progress
Distribute updated principal/school guidelines for safety and emergency preparedness.	Design

- Deliverables:**
- Dedicated web pages for bullying/cyber security
 - Safety communications campaign
 - Scheduled public and student engagement forums (MCCPTA, local PTAs, student groups)
 - Guidelines for principals (e.g., *emergency-preparedness drills; relocatable-classroom safety*)

Additional Information:

KEY PRIORITY AREA # 1

Data-driven accountability for school safety and positive school culture as a system priority across MCPS

RECOMMENDATION #1.3: Support systemwide implementation of MCPS’s new online incident management system for the 2017–2018 school year.

Topic: Data collection and analysis	Lead Office(s): Office of the Chief Technology Officer	Responsible Person(s): Peter Cevenini, Chief Technology Officer
---	--	---

Action Steps:

Action Description	Status
Redesign online serious-incident reporting management system.	Completed
Continue maintenance of online serious-incident reporting management system.	In Progress
Issue updated communication to school administrators and other system users about best practices of the system (e.g., memo to new administrators).	Design
Provide ongoing training for administrative support staff in the use of new incident reporting system.	In Progress

Deliverables:

- Memo to administrators outlining instructions for Serious Incident Management System and best practices for its use
- Create online training modules for use of incident management system

Additional Information:

KEY PRIORITY AREA #1

Data-driven accountability for school safety and positive school culture as a system priority across MCPS

RECOMMENDATION #1.4: Convene regular meetings of senior staff, focused on monitoring security data, coordinating responses to critical incidents, addressing issues that arise in the implementation of strategies related to security and school climate, and reviewing lessons learned to identify opportunities for continuous improvement.

Topic: Data collection and analysis	Lead Office(s): Office of the Chief Operating Officer	Responsible Person(s): Dr. Andrew Zuckerman, Chief Operating Officer
Action Steps:		
Action Description		Status
Convene team of internal MCPS stakeholders to participate in regular meetings, focused on monitoring security data, coordinating responses to critical incidents, addressing issues that arise, and reviewing lessons learned to identify opportunities for continuous improvement.		In Progress
Design and implement efforts in response to data and actionable items discussed at regular meetings.		In Progress
Implement regular cross-office "stat" sessions to analyze bullying/harassment/intimidation incidents (Form 230-35) and gang-related incidents (Form 230-37).		Design
Deliverables:		
<ul style="list-style-type: none"> • Weekly security meeting; members include staff from OSSI, OSFSE, OCOO, OGC • "Stat" meeting schedule and protocol 		
Additional Information:		
<ul style="list-style-type: none"> • Bullying, Harassment, or Intimidation Reporting Form (230-35), Gang-Related Incident Reporting Form (230-37) 		

KEY PRIORITY AREA # 1

Data-driven accountability for school safety and positive school culture as a system priority across MCPS

RECOMMENDATION #1.5: Implement annual systemwide surveys of school climate for students and staff at every school and incorporate feedback into school safety and school climate planning. Use students in the design of the surveys and prevention/intervention programming.

Topic: Data collection and analysis	Lead Office(s): Office of Shared Accountability Office of School Support and Improvement	Responsible Person(s): Dr. Janet Wilson, Associate Superintendent Dr. Kimberly Statham, Deputy Superintendent
Action Steps:		
Action Description		Status
Administer 2017–2018 school climate survey.		Design
Perform comparative analysis on recent data collection to previous years’ data.		Design
Design and implement school climate action plans.		Design
Deliverables: <ul style="list-style-type: none"> • 2017–2018 school climate surveys for students and staff • School climate action plans 		
Additional Information: <ul style="list-style-type: none"> • School climate surveys from 2005–2017 are available at http://sharedaccountability.mcpsmd.org/SurveyResults/content.php?sch=335 		

KEY PRIORITY AREA #1

Data-driven accountability for school safety and positive school culture as a system priority across MCPS

RECOMMENDATION #1.6: Develop a "School Climate" dashboard to provide an online monitoring tool for school climate data, as well as critical safety data, including arrests, bullying and harassment, gang incidents, truancy and chronic absenteeism, and school discipline.

Topic: Data collection and analysis	Lead Office(s): Office of Shared Accountability	Responsible Person(s): Dr. Janet Wilson, Associate Superintendent
Action Steps:		
Action Description		Status
Develop public-facing, online data dashboards for systemwide climate data, including school safety and security.		Design
Deliverables:		
<ul style="list-style-type: none"> School Climate dashboard focusing on critical safety data 		
Additional Information:		

KEY PRIORITY AREA #2

Effective allocation, utilization, management, and training of school security personnel and other staff

RECOMMENDATION #2.1: Enhance the role of DSSS in ensuring consistency in allocation, utilization, management, and training of security staff by (a) assigning the department primary responsibility and accountability for recruiting, screening, and training a high-quality and effective security staff throughout the district, in collaboration with the Office of Human Resources and Development and (b) providing DSSS with meaningful input into evaluations, staffing allocation of security staff, and overall system budgeting for security, while retaining principals’ roles in the day-to-day oversight of security staff in their schools. Additionally, further study the issue of school-based security reporting structures over the 2017–2018 school year and consider if changes are needed.

Topic: Staffing	Lead Office(s): Office of the General Counsel Office of Human Resources and Development Department of School Safety and Security	Responsible Person(s): Joshua Civin, General Counsel Lance Dempsey, Associate Superintendent Robert Hellmuth, Director
---------------------------	--	--

Action Steps:

Action Description	Status
Assemble an internal MCPS work group composed of a cross-section of staff from various offices to define, review, and improve the job descriptions for the two security job classifications through identification and research of best practices.	Completed
Develop a fitness-for-duty test (with outside expert consultants and the Office of the General Counsel) that focuses on job expectations, roles, and responsibilities.	In Progress
Revise and update the standard operating procedures to include a standard set of expectations and guidelines for all security staff.	In Progress

- Deliverables:**
- Revised job descriptions for security assistant and security team leader
 - Consistent practices document (standards/guidelines)
 - Cluster security coordinator school-visit protocols
 - Staffing model (key security indicators)

Additional Information:

KEY PRIORITY AREA #2

Effective allocation, utilization, management, and training of school security personnel and other staff

RECOMMENDATION #2.2: Bolster recruitment efforts to enhance the diversity of MCPS security staff to serve increasingly diverse school communities and address emerging issues such as social media and cyberbullying.

Topic: Staffing	Lead Office(s): Department of School Safety and Security Office of Human Resources and Development	Responsible Person(s): Robert Hellmuth, Director Lance Dempsey, Associate Superintendent
---------------------------	---	---

Action Steps:

Action Description	Status
Review current hiring processes, including recruiting, screening, and interviewing candidates.	Completed
Develop an action plan to recruit high-quality security assistants and establish a written recruitment process for both internal and external candidates. (Examples include posting in armed services and police newsletters.)	In Progress
Host a job fair for both internal and external MCPS candidates seeking a position as a security assistant.	Design
Review the current job-screening process for security positions, including the prescreening questions for candidates.	Completed

Deliverables:

- Documented recruitment plan for acquiring talent, both internally and externally
- Job fairs to attract prospective candidates

Additional Information:
MCPS Careers

KEY PRIORITY AREA #2

Effective allocation, utilization, management, and training of school security personnel and other staff

RECOMMENDATION #2.3: Establish more robust screening criteria for hiring security staff to assess all security staff members' capability to engage in mission-critical tasks.

Topic: Staffing	Lead Office(s): Office of Human Resources and Development Department of School Safety and Security	Responsible Person(s): Lance Dempsey, Associate Superintendent Robert Hellmuth, Director
---------------------------	---	---

Action Steps:

Action Description	Status
Review current screening criteria for hiring security staff (e.g., prescreening interview questions).	Completed
Identify changes and improvements to revise screening criteria for hiring security staff; align with SSPGS seven core competencies for SEIU Local 500 unit members.	Completed
Implement screening criteria changes into the Office of Human Resources and Development's Department of Certification and Staffing hiring process for new security assistants in the Applicant Tracking System (ATS) and pre-screening interview step.	In Progress

Deliverables:

- Implementation of revised screening criteria for hiring security staff in the Applicant Tracking System and prescreening interview questions

Additional Information:

KEY PRIORITY AREA #2

Effective allocation, utilization, management, and training of school security personnel and other staff

RECOMMENDATION #2.4: Establish a “basic” training program for all new MCPS security staff hires, prior to placement in schools, as well as centrally administered, systemwide in-service training sessions throughout the year on key topics, as determined by DSSS, including de-escalation skills, conflict resolution/mediation, reasonable use of force, emergency preparedness, crime trends, and gang prevention.

Topic: Training	Lead Office(s): Department of School Safety and Security	Responsible Person(s): Robert Hellmuth, Director
Action Steps:		
Action Description		Status
Refine current semiannual training program for all security assistants and security team leaders; identify opportunities for additional key training topics and process improvements.		In Progress
Redevelop comprehensive training programs with a focus on more frequency and inclusion of key topics.		In Progress
Develop a comprehensive onboarding and training program for new hires (modeled like DSPO or DOT training programs).		In Progress
Work collaboratively with other internal MCPS offices to “plug in” as facilitative experts in their fields (e.g., psychological services, special education programs).		In Progress
Consult partner agencies to lead or co-facilitate trainings whenever possible.		In Progress
Deliverables:		
<ul style="list-style-type: none"> Revised and updated training program for security assistants and security team leaders 		
Additional Information:		
Department of School Safety and Security January 2018 Training Agenda www.montgomeryschoolsmd.org/uploadedFiles/departments/security-new/SecurityTrainingAgenda.pdf		

KEY PRIORITY AREA #2

Effective allocation, utilization, management, and training of school security personnel and other staff

RECOMMENDATION #2.5: Provide enhanced security training for principals, administrators, and other school staff who are expected to intervene in situations where students are confrontational.

Topic: Training	Lead Office(s): Office of School Support and Improvement Office of Student and Family Support and Engagement Department of School Safety and Security	Responsible Person(s): Dr. Kimberly Statham, Deputy Superintendent Dr. Jonathan Brice, Associate Superintendent Robert Hellmuth, Director
---------------------------	---	---

Action Steps:

Action Description	Status
Identify select areas of enhanced training for principals, administrators, and other school staff required to intervene in confrontational situations. The Department of School Safety and Security and the Office of Student and Family Support and Engagement should work collaboratively to develop trainings for school-based staff.	In Progress
Develop an implementation plan with OSSI for enhanced trainings to capture all school administrators and other staff identified for participation.	Design
Assess the frequency of retraining.	Design

Deliverables:

- Enhanced training opportunities for school administrators and other school-based staff
- Implementation plan to conduct enhanced trainings

Additional Information:

KEY PRIORITY AREA #2

Effective allocation, utilization, management, and training of school security personnel and other staff

RECOMMENDATION #2.6: Revise MCPS guidelines for allocating security staff among schools to take into account data on safety and security, in addition to the size of the student populations.

Topic: Staffing	Lead Office(s): Department of School Safety and Security	Responsible Person(s): Robert Hellmuth, Director
Action Steps:		
Action Description		Status
Research best practices and benchmark with other school districts' staffing models (if applicable).		Completed
Define and design staffing-model options for secondary schools, using security factors.		In Progress
Review staffing model options with internal stakeholders (secondary school principal work group) for feedback.		In Progress
Develop a staffing strategy to maintain a security talent pool to provide additional security staff to specific schools when coverage is needed.		In Progress
Deliverables: <ul style="list-style-type: none"> • New staffing model options • Staffing strategy for maintaining security talent pool 		
Additional Information:		

KEY PRIORITY AREA #2

Effective allocation, utilization, management, and training of school security personnel and other staff

RECOMMENDATION #2.7: Bring stakeholders together to agree on roles and responsibilities for security staff and revise job descriptions to promote consistency in key task assignments as well as guidance for non-security-related tasks that should not be assigned to security staff, such as monitoring in-school suspensions.

Topic: Staffing	Lead Office(s): Office of Human Resources and Development Office of School Support and Improvement Department of School Safety and Security	Responsible Person(s): Lance Dempsey, Associate Superintendent Dr. Kimberly Statham, Deputy Superintendent Robert Hellmuth, Director
---------------------------	---	--

Action Steps:

Action Description	Status
Define current roles and responsibilities of security assistants and security team leaders through discussions and focus groups with current security assistants, team leaders, cluster security coordinators, and school-based staff.	Completed
Create revised job descriptions for both security assistants and security team leaders.	Completed
Review essential job functions and roles/responsibilities document with school-based security personnel.	In Progress
Review essential job functions and roles/responsibilities document with principals and directors.	In Progress

Deliverables:

- Revised job descriptions for security assistants (5190) and security team leaders (5130)
- Roles/responsibilities guidance document

Additional Information:

KEY PRIORITY AREA #2

Effective allocation, utilization, management, and training of school security personnel and other staff

RECOMMENDATION #2.8: Add staff resources within DSSS to coordinate security training and provide specific expertise (e.g., gangs, cyberbullying).

Topic: Staffing	Lead Office(s): Department of School Safety and Security	Responsible Person(s): Robert Hellmuth, Director
Action Steps:		
Action Description		Status
Develop a staffing strategy to maintain security talent pool to provide additional security staff to specific schools when coverage is needed (see Recommendation 2.6).		In Progress
Identify additional staff resources that may enhance or improve DSSS functionality.		In Progress
Identify cross-functional teams composed of existing MCPS offices for continuous collaboration and field-specific expertise.		In Progress
Deliverables:		
Additional Information:		

KEY PRIORITY AREA #2

Effective allocation, utilization, management, and training of school security personnel and other staff

RECOMMENDATION #2.9: Establish a plan for mobilizing school security staff to supplement school-based resources, as necessary, in response to critical incidents and to address vacancies due to absences or other personnel reasons by creating processes for reallocating school security staff on a temporary basis among schools to respond to crises.

Topic: Staffing	Lead Office(s): Department of School Safety and Security	Responsible Person(s): Robert Hellmuth, Director
Action Steps:		
Action Description		Status
Continue to use regular security meeting to identify and discuss schools or areas that require extra support.		In Progress
Coordinate responses to those schools or areas that mobilize additional school security staff and other human capital, such as school psychologists and PPWs, to supplement school-based resources.		In Progress
Review and debrief coordinated responses to identify areas of improvements and successes as a matter of course. Include school-based administrators in debriefing sessions.		In Progress
Create emergency response plans for elementary schools that use available security staff resources within the cluster.		Design
Deliverables: <ul style="list-style-type: none"> Cluster-based emergency response plans for elementary schools 		
Additional Information:		

KEY PRIORITY AREA #2

Effective allocation, utilization, management, and training of school security personnel and other staff

RECOMMENDATION #2.10: Create a uniform incident-reporting management system with consecutive case numbers to be used by all security personnel to document incidents that they handle.

Topic: Data analysis	Lead Office(s): Office of the Chief Technology Officer Office of School Support and Improvement Department of School Safety and Security	Responsible Person(s): Peter Cevenini, Associate Superintendent Dr. Kimberly Statham, Deputy Superintendent Robert Hellmuth, Director
--------------------------------	--	---

Action Steps:

Action Description	Status
Creation of the incident-reporting management system for school-based administrators and OSSSI staff to log and track incidents.	Completed
Re-evaluation of system effectiveness.	In Progress

Deliverables:

- Updated incident management system (completed)

Additional Information:
The current serious-incident management system allows data to be exported, sorted, reviewed, and analyzed.

KEY PRIORITY AREA #3
Technology infrastructure, including security cameras, and their use

RECOMMENDATION #3.1: Develop a systemwide strategy for prioritization, placement, maintenance, upgrades, and most-effective use of security cameras and other technology in schools, led by DSSS.

Topic: Technology enhancements	Lead Office(s): Office of the Chief Technology Officer Department of School Safety and Security	Responsible Person(s): Peter Cevenini, Associate Superintendent Robert Hellmuth, Director
--	--	--

Action Steps:

Action Description	Status
Build out communication infrastructure and purchase of digital mobile radios for school buses, school administrators, and security personnel.	In Progress
Explore moving repair and maintenance of access control systems (ACS) with Department of Facilities Management and Office of the Chief Technology Officer.	In Progress
Provide an update to principals with ACS/VMS guidance and best practices.	Design
Establish a technology modernization strategy for security cameras, ACS/VMS, and other security-related technology components systemwide.	In Progress

- Deliverables:**
- New digital mobile radio system for school buses, school administrators, and school personnel
 - Memorandum providing ACS/VMS guidance and best practices for principals
 - Technology modernization strategy for all security-related technology components systemwide

Additional Information:
 In addition to schools, MCPS is dedicated to assessing and implementing security-related technology infrastructure at all nonschool facilities, such as Carver Educational Services Center (CESC) and Rocking Horse Road Center.

KEY PRIORITY AREA #4

Facility enhancements to restrict or limit access to more isolated areas of school buildings and grounds

RECOMMENDATION #4.1: Develop an expedited process for the Department of Facilities Management, in collaboration with DSSS, to identify, investigate, and respond appropriately to facility issues that present security concerns.

Topic: Facility enhancements	Lead Office(s): Department of Facilities Management Department of School Safety and Security	Responsible Person(s): James Song, Director Robert Hellmuth, Director
--	---	--

Action Steps:

Action Description	Status
Use regular security meetings to review and process security-related facility requests.	Design
Communicate to principals the estimated timelines for repair for security-related facility issues, if applicable.	Design
Continue nonschool facilities walk-through assessments similar to school visits to identify security needs and propose facility enhancements, as appropriate.	In Progress

Deliverables:

- Nonschool facility walk-through assessments and plans

Additional Information:

KEY PRIORITY AREA #4

Facility enhancements to restrict or limit access to more isolated areas of school buildings and grounds

RECOMMENDATION #4.2: Develop strategies to structure or configure entrances to high schools to direct all visitors to the main office on initial entry to the school.

Topic: Facility enhancements	Lead Office(s): Department of Facilities Management	Responsible Person(s): James Song, Director
Action Steps:		
<p align="center">Action Description</p>		<p align="center">Status</p>
Develop approaches specific to each school to achieve a controlled entrance (vestibule) with direction for visitors to a central access point. There are 38 schools without a controlled entrance (vestibule) at this time (11 high schools, 9 middle schools, 17 elementary schools, and the Blair G. Ewing Center).		<p align="center">In Progress</p>
Use funds from the FY19–24 CIP that includes \$4.9 million to move through school projects that include constructing or reconfiguring a controlled entrance (vestibule). Projects vary considerably in cost and scope, ranging from \$100,000 to over \$1 million.		<p align="center">In Progress</p>
Deliverables: <ul style="list-style-type: none"> School-specific approaches to achieve controlled entrances (vestibules) for remaining schools 		
Additional Information:		

KEY PRIORITY AREA #4

Facility enhancements to restrict or limit access to more isolated areas of school buildings and grounds

RECOMMENDATION #4.3: Continue to examine best practices for security-related facility improvements to identify opportunities for continuous improvement.

Topic: Facility enhancements	Lead Office(s): Department of Facilities Management	Responsible Person(s): James Song, Director
Action Steps:		
Action Description		Status
Research best practices for security-related facility improvements (e.g., fencing).		In Progress
Continue nonschool facilities walk-through assessments similar to school visits to identify security needs and propose facility enhancements as appropriate (see Recommendation 4.1).		In Progress
Monitor developments at the state level and coordinate efforts with the Maryland Center for School Safety.		In Progress
Deliverables:		
<ul style="list-style-type: none"> • Nonschool facility walk-through assessments and plans 		
Additional Information:		

KEY PRIORITY AREA #4

Facility enhancements to restrict or limit access to more isolated areas of school buildings and grounds

RECOMMENDATION #4.4: Ensure that classroom doors can be secured from the inside in new school construction and renovations; begin retrofitting classroom doors in existing facilities, budget permitting, so that all classrooms can be locked from the inside.

Topic: Facility enhancements	Lead Office(s): Department of Facilities Management Department of School Safety and Security	Responsible Person(s): James Song, Director Robert Hellmuth, Director
Action Steps:		
Action Description		Status
Research and develop a cost analysis to procure classroom door magnet devices for MCPS. Classroom door magnet devices fit into the frame of the door where the lock would latch. <i>(The device allows doors to remain in the locked position while still allowing entry/exit for persons until an emergency situation arises, at which point anyone may remove the magnet, thus securing the door. This prevents classroom teachers or other persons from trying to locate keys to lock the door in an emergency.)</i>		<p align="center">Completed</p>
Procure classroom door magnets to address non-lockable classroom doors.		<p align="center">Completed</p>
Develop trainings for all school staff about proper use, best practices, and guidelines for using classroom door magnets.		<p align="center">Design</p>
Continue inside locking mechanisms for new construction.		<p align="center">In Progress</p>
Develop cost proposal for retrofitting existing doors with inside locking mechanisms.		<p align="center">In Progress</p>
Deliverables: <ul style="list-style-type: none"> • Cost analysis of classroom door magnet devices for MCPS classrooms; procurement of devices • Instructions/training on best practices to safely utilize these devices • Cost proposal for inside locking mechanisms 		
Additional Information:		

KEY PRIORITY AREA #5

Procedures and practices for supporting positive student behavior throughout the school day

RECOMMENDATION #5.1: Establish systemwide standards and protocols for supporting positive student behaviors and creating a positive school culture outside the classroom, including requirements for teachers, administrators, and other staff to supervise hallways at the beginning and end of the school day, during lunch, during transitions between class periods, as well as around bathrooms and spaces in buildings that are less frequently trafficked.

Topic: Student support and improvement	Lead Office(s): Office of School Support and Improvement Department of School Safety and Security	Responsible Person(s): Dr. Kimberly Statham, Deputy Superintendent Robert Hellmuth, Director
Action Steps:		
Action Description		Status
Develop a school-by-school plan documenting teacher, administrator, and other staff placement throughout the school day to increase student monitoring and supervision. Individual school plans should be developed through a collaboration with school administrators and central office staff, including OSSI and DSSS.		In Progress
Review staff placement, particularly at schools with areas of concern, blind spots, or smaller complements of security personnel.		In Progress
Deliverables: <ul style="list-style-type: none"> School-by-school plan documenting staff placement throughout the building for student supervision 		
Additional Information:		

KEY PRIORITY AREA #5

Procedures and practices for supporting positive student behavior throughout the school day

RECOMMENDATION #5.2: Develop systemwide guidelines and strategies for supporting positive student behaviors and increasing adult supervision during lunch, particularly in those schools where there is a single lunch period for the entire school.

Topic: Student support and improvement	Lead Office(s): Office of School Support and Improvement Department of School Safety and Security	Responsible Person(s): Dr. Kimberly Statham, Deputy Superintendent Robert Hellmuth, Director
Action Steps:		
Action Description		Status
Identify mechanisms to increase adult supervision during lunch such as exploring the use of teachers and support staff in the building to supervise lunch period(s).		Design
Reexamine single lunch periods at schools from various perspectives such as student safety/security and staff accountability.		Design
Deliverables:		
Additional Information:		

KEY PRIORITY AREA #5

Procedures and practices for supporting positive student behavior throughout the school day

RECOMMENDATION #5.3: Require students who leave campus for open lunch to use the same procedures for re-entering the building as are employed at the beginning of the school day. This same approach also should be used for staff.

Topic: Student support and improvement	Lead Office(s): Office of School Support and Improvement	Responsible Person(s): Dr. Kimberly Statham, Deputy Superintendent
Action Steps:		
Action Description		Status
School administrators of identified high schools with open lunch policies should establish clear policies and procedures for students exiting and re-entering the building during lunch. Staff deployment is critical for student accountability.		Design
School administrators at all schools should communicate with school staff about proper policies and procedures for safely entering and exiting the building (e.g., staff lunches, proper ingress/egress).		Design
Deliverables:		
<ul style="list-style-type: none"> School-specific plans and procedures for students exiting and re-entering the building for schools with open lunch 		
Additional Information:		

KEY PRIORITY AREA #6
Systemwide prevention and early-intervention programs

RECOMMENDATION #6.1: Conduct a systemwide inventory of all school-sponsored prevention and early-intervention programs currently operated by individual high schools.

Topic: Prevention/early-intervention programs	Lead Office(s): Office of the Chief Academic Officer Office of Student and Family Support and Engagement	Responsible Person(s): Dr. Maria Navarro, Chief Academic Officer Dr. Jonathan Brice, Associate Superintendent
---	---	--

Action Steps:

Action Description	Status
Conduct a systemwide inventory of all school-sponsored prevention and early-intervention programs currently operated by individual high schools.	Design
Expand systemwide inventory to include primary and middle schools.	Design

Deliverables:

- Create a spreadsheet or list of all school-sponsored prevention and early-intervention programs

Additional Information:
 Mental Health and Wellness Resource Guide
www.montgomeryschoolsmd.org/uploadedFiles/departments/security-new/signs-of-student-suicide.pdf

KEY PRIORITY AREA #6
Systemwide prevention and early-intervention programs

RECOMMENDATION #6.2: Develop a plan to assess the identified programs to ensure their efficacy, using a variety of metrics, including student feedback as well as benchmarking with best practices in other districts.

Topic: Prevention/early-intervention programs	Lead Office(s): Office of the Chief Academic Officer Office of Student and Family Support and Engagement	Responsible Person(s): Dr. Maria Navarro, Chief Academic Officer Dr. Jonathan Brice, Associate Superintendent
---	---	--

Action Steps:

Action Description	Status
From the inventory of all school-sponsored prevention and early-intervention programs currently operated in high schools, develop a plan to assess each programs' efficacy and effectiveness (e.g., reduction in number of disciplinary incidents, overall school climate, overall student achievement).	Design
Research best practices for prevention and early-intervention programs in other districts; report findings; align to MCPS practices.	Design
Discuss prevention and early-intervention programs and their application to at-risk students at regular security meetings.	Design

Deliverables:

- Efficacy and effectiveness of programs using a variety of metrics, such as reduction in the number of disciplinary incidents, school climate, overall student achievement

Additional Information:

KEY PRIORITY AREA #6
Systemwide prevention and early-intervention programs

RECOMMENDATION #6.3: Create a systemwide approach to implement the most effective programs in high schools throughout the district.

Topic: Prevention/early-intervention programs	Lead Office(s): Office of the Chief Academic Officer Office of Student and Family Support and Engagement	Responsible Person(s): Dr. Maria Navarro, Chief Academic Officer Dr. Jonathan Brice, Associate Superintendent
---	---	--

Action Steps:

Action Description	Status
Research best practices for systemwide prevention and early-intervention programs; assess needs for individual MCPS schools based on a number of indicators, including incident reporting and school climate data.	Design
Build program capacities at schools, including resource building, staff training, raising community awareness, and requesting grants for additional funding; develop strategic plan for implementing programs at each school.	Design
Monitor and evaluate program(s) use, fidelity, and adaptation to each school.	Design
Make identified programs accessible for students in all high schools within the district.	Design

Deliverables:

- Identify schools for targeted expansion or implementation of effective programs, as needed

Additional Information:

KEY PRIORITY AREA #7
Collaboration with law enforcement and other partner agencies

RECOMMENDATION #7.1: Work with the ICB to determine how best to provide appropriate security for functions held in schools and increase the use of mechanisms, such as gates, that can limit where those using a school after hours may venture.

Topic: Partner Agency Collaboration	Lead Office(s): Department of Facilities Management	Responsible Person(s): James Song, Director
Action Steps:		
Action Description		Status
Assemble internal MCPS work group of DFM, DSSS, and school-based administrators to review current policies and regulations governing CUPF use of MCPS facilities/schools.		Completed
Schedule internal MCPS work group and CUPF team to discuss areas of concern, such as the provision of security staffing and facility enhancements for after hours use and events in MCPS facilities/schools.		In Progress
Report assessment of security needs for functions held in facilities/schools after hours and itemized facility mechanisms to limit access to unauthorized areas of the facility/school.		In progress
Deliverables: <ul style="list-style-type: none"> • Report how best to provide appropriate security for functions in facilities/schools and work plan for limiting access to unauthorized areas of facilities/schools during public use 		
Additional Information: Internal MCPS work group consists of staff from Facilities Management, School Safety and Security, and school-based administrators and school business administrators. The CUPF work group includes Ginny Gong, director, and associates.		

KEY PRIORITY AREA #7
Collaboration with law enforcement and other partner agencies

RECOMMENDATION #7.2: Continue to work with MCPD to review, update, and improve key implementation issues of the SRO program and other collaborative efforts.

Topic: Partner Agency Collaboration	Lead Office(s): Department of School Safety and Security	Responsible Person(s): Robert Hellmuth, Director
---	--	--

Action Steps:

Action Description	Status
Explore staffing SROs at schools five days/week instead of the four day/week schedule currently in place.	In progress
An updated Memorandum of Understanding between MCPS and local law enforcement agencies was issued and signed in an effort to enhance relationships and communication among the involved law-enforcement agencies, MCPS, administrators, staff, students, parents, and community members. An additional section was added to address the need for gang awareness and to develop and implement gang prevention and intervention programs for MCPS students and their families, with a focus on outreach to at-risk MCPS students.	Completed
Design and implement additional gang-awareness training for MCPS security staff, in collaboration with MCPD and the State’s Attorney’s Office.	In progress
Review emergency response protocols with MCPD to ensure consistency and alignment of current practices.	In progress
Review active-shooter emergency protocols with MCPD and the Maryland Center for School Safety and make updates to protocols as necessary.	In progress

Deliverables:

- Updated *School Resource Officer Program & Other Law Enforcement Responses to School-Based Incidents* Memorandum of Understanding (MOU) with law enforcement partner agencies

Additional Information:

School Resource Officer Program & Other Law Enforcement Responses to School-Based Incidents Memorandum of Understanding (MOU) with law enforcement partner agencies (Updated October 2017)

KEY PRIORITY AREA #7
Collaboration with law enforcement and other partner agencies

RECOMMENDATION #7.3: Establish a working group consisting of affected schools, local law enforcement, and community service providers to share information on gang activities and gang-prevention efforts.

Topic: Partner Agency Collaboration	Lead Office(s): Department of School Safety and Security Office of Student and Family Support and Engagement	Responsible Person(s): Robert Hellmuth, Director Dr. Jonathan Brice, Associate Superintendent
---	---	--

Action Steps:

Action Description	Status
In the 2017–2018 school year, MCPS convened gang-prevention meetings with partner agencies.	Completed
Increase frequency of meetings with law enforcement partner agencies.	Design
Expand gang-prevention work to include community service providers.	Design

Deliverables:

- GOAL: Establish a routine/frequency and appropriate forum for communication and information exchange between MCPD and MCPS that provides community news and updates

Additional Information: