

SB0770/693423/1

BY: Education, Energy, and the Environment Committee

AMENDMENTS TO SENATE BILL 770
(First Reading File Bill)

AMENDMENT NO. 1

On page 1, strike in their entirety lines 2 and 3 and substitute “**Public Schools and Youth Services – Crisis Support and Assistance and Workgroup Study**”; strike beginning with “requiring” in line 4 down through “minors.” in line 14 and substitute “requiring each local school system to provide crisis support and assistance to a certain public school when a teacher or a certain other school employee is removed from the classroom or school building under certain circumstances; requiring each county board of education to establish a crisis response team and standardized crisis response protocols for a certain purpose; requiring the State Department of Education to convene a certain workgroup to examine the impact on the public school system in the State of adding a certain requirement to the hiring process for certain applicants and the impact on youth–serving organizations of adding certain hiring and registration requirements; and generally relating to crisis support and assistance for public schools and a workgroup to study hiring requirements for youth–serving entities and organizations.”; strike in their entirety lines 15 through 19, inclusive; and in line 22, strike “6–113.3” and substitute “4–147”.

On pages 1 and 2, strike in their entirety the lines beginning with line 25 on page 1 through line 1 on page 2, inclusive.

AMENDMENT NO. 2

On page 2, after line 4, insert:

“4–147.

(A) A LOCAL SCHOOL SYSTEM SHALL PROVIDE CRISIS SUPPORT AND ASSISTANCE TO A PUBLIC SCHOOL IN THE COUNTY WHEN A TEACHER OR OTHER

SCHOOL EMPLOYEE WITH DIRECT CONTACT WITH MINORS IS REMOVED FROM THE CLASSROOM OR SCHOOL BUILDING DUE TO ALLEGED CRIMINAL ACTIVITY OR FOR STUDENT SAFETY.

(B) TO PROVIDE THE SUPPORT AND ASSISTANCE FOR AN EVENT UNDER SUBSECTION (A) OF THIS SECTION, EACH COUNTY BOARD SHALL ESTABLISH:

(1) A CRISIS RESPONSE TEAM; AND

(2) STANDARDIZED CRISIS RESPONSE PROTOCOLS.

(C) (1) A CRISIS RESPONSE TEAM ESTABLISHED UNDER SUBSECTION (B) OF THIS SECTION SHALL, AT MINIMUM, INCLUDE A TRAUMA-INFORMED COUNSELOR AND LEGAL COUNSEL.

(2) IT IS THE INTENT OF THE GENERAL ASSEMBLY THAT A CRISIS RESPONSE TEAM BE ESTABLISHED USING THE EXISTING RESOURCES OF THE LOCAL SCHOOL SYSTEM.

(D) THE STANDARDIZED CRISIS RESPONSE PROTOCOLS REQUIRED UNDER SUBSECTION (B) OF THIS SECTION SHALL INCLUDE:

(1) A COMMUNICATIONS PLAN THAT PROVIDES ACCURATE INFORMATION TO ALL STAKEHOLDERS IN A SCHOOL'S COMMUNITY, INCLUDING STUDENTS, SCHOOL PERSONNEL, PARENTS AND GUARDIANS, AND ANY OTHERS, IN A MANNER THAT IS:

(i) TIMELY;

(II) CLEAR AND INFORMATIVE;

(III) COMPLIANT WITH LEGAL ADVICE; AND

(IV) TRAUMA-INFORMED;

(2) RESOURCES FOR PARENTS AND GUARDIANS THAT PROVIDE GUIDANCE ON:

(I) AGE-APPROPRIATE METHODS TO DISCUSS DIFFICULT TOPICS WITH CHILDREN, INCLUDING BOOKS AND WEBSITES;

(II) AGE-APPROPRIATE SYMPTOMS AND BEHAVIORS OF CHILDREN AFFECTED BY TRAUMATIC EVENTS; AND

(III) RELEVANT MEDICAL OR MENTAL HEALTH PROFESSIONALS AND SERVICES;

(3) THE PROVISION OF OR REFERRAL TO TRAUMA-INFORMED COUNSELING SERVICES FOR STUDENTS AND IMPACTED FAMILIES;

(4) RESOURCES FOR SCHOOL PERSONNEL THAT PROVIDE GUIDANCE ON:

(I) LOCAL SCHOOL SYSTEM PROCEDURES AND PROTOCOLS;

(II) AGE-APPROPRIATE METHODS TO DISCUSS DIFFICULT TOPICS WITH CHILDREN, INCLUDING BOOKS AND WEBSITES;

(Over)

(III) AGE-APPROPRIATE SYMPTOMS AND BEHAVIORS OF CHILDREN AFFECTED BY TRAUMATIC EVENTS AND WHEN AND TO WHOM TO REFER CHILDREN EXHIBITING RELEVANT SYMPTOMS AND BEHAVIORS; AND

(IV) RELEVANT MEDICAL OR MENTAL HEALTH PROFESSIONALS AND SERVICES;

(5) THE PLACEMENT OF IMPACTED STUDENTS IN SPACES IN THE SCHOOL THAT MINIMIZES TRAUMA;

(6) LEGAL GUIDANCE FROM THE LOCAL SCHOOL SYSTEM ATTORNEY; AND

(7) ANY OTHER INFORMATION DETERMINED RELEVANT BY THE COUNTY BOARD.

(E) A LOCAL SCHOOL SYSTEM SHALL:

(1) PROVIDE TO EACH PRINCIPAL AND AT LEAST ONE OTHER DESIGNATED ADMINISTRATOR OF A SCHOOL IN THE COUNTY:

(I) A COPY OF AND TRAINING ON THE USE OF THE STANDARDIZED CRISIS RESPONSE PROTOCOLS ESTABLISHED UNDER SUBSECTION (B) OF THIS SECTION;

(II) CLEAR GUIDANCE ON WHEN AND HOW TO ACTIVATE THE CRISIS RESPONSE TEAM; AND

(III) ANY OTHER ASSISTANCE CONSISTENT WITH THE INTENT OF THE REQUIREMENTS OF SUBSECTION (A) OF THIS SECTION;

(2) ESTABLISH A METHOD FOR RECEIVING FEEDBACK FROM PRINCIPALS AND OTHER LOCAL SCHOOL SYSTEM STAKEHOLDERS ON THE EFFECTIVENESS OF THE STANDARDIZED CRISIS RESPONSE PROTOCOLS AND CRISIS RESPONSE TEAM; AND

(3) CONTINUALLY UPDATE THE STANDARDIZED CRISIS RESPONSE PROTOCOLS BASED ON:

(I) FEEDBACK FROM SCHOOL PRINCIPALS AND STAKEHOLDERS;

(II) UPDATED BEST PRACTICES; AND

(III) A REVIEW BY THE LOCAL SCHOOL SYSTEM AFTER THE CONCLUSION OF AN EVENT UNDER SUBSECTION (A) OF THIS SECTION REQUIRING ACTIVATION OF THE STANDARDIZED CRISIS RESPONSE PROTOCOLS AND CRISIS RESPONSE TEAM.”.

AMENDMENT NO. 3

On pages 2 through 13, strike in their entirety the lines beginning with line 5 on page 2 through line 10 on page 13, inclusive.

On page 13, after line 10, insert:

“SECTION 2. AND BE IT FURTHER ENACTED, That:

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(a) The State Department of Education shall convene a diverse stakeholder workgroup to examine the impact on:

(1) the public school systems in the State of adding a requirement to the hiring process for applicants for a position involving direct contact with minors to include information regarding the applicant's history of boundary-violating behavior; and

(2) youth-serving organizations in the State of adding requirements for hiring personnel and organization registration with an appropriate government agency.

(b) (1) The State Superintendent of Schools shall select the members of the workgroup.

(2) The workgroup shall, at minimum, include representation from:

(i) the Maryland State's Attorneys' Association;

(ii) the Maryland Chapter of the Academy of Pediatrics;

(iii) the Maryland State Child Care Association;

(iv) the Maryland State Family Child Care Association;

(v) the State Council on Child Abuse and Neglect;

(vi) the Maryland Association of Counties;

(vii) the Maryland Municipal League;

(viii) the Maryland Department of Health; and

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(ix) a child advocacy center.

(c) (1) In this subsection, “boundary–violating behavior” means an adult behaving in a manner that:

(i) compromises the safety and well–being of a minor;

(ii) is exploitative or harmful to a minor; or

(iii) is otherwise inappropriate, including unwanted physical contact, emotional manipulation or abuse, or sharing inappropriate information.

(2) The workgroup shall review the definition of boundary–violating behavior to determine whether it is sufficiently precise, specific, and unambiguous to be clearly understood by employers to describe a specific set of behaviors and actions that are harmful to minors and distinct from existing criminal behaviors.

(3) If the workgroup does not find that the definition of boundary–violating behavior set forth in paragraph (1) of this subsection is sufficiently precise, specific, and unambiguous, the workgroup shall recommend a definition of boundary–violating behavior that meets the criteria in paragraph (1) of this subsection, if possible.

(4) The workgroup shall examine the impact on the public school system in Maryland of implementing a change to the hiring process requiring an applicant for a position involving direct contact with minors to include information regarding the applicant’s history of boundary–violating behavior, as defined under paragraph (1) or (3) of this subsection, in the following areas for cost, administrative burden, and timeliness:

(i) hiring process;

(ii) licensing;

(Over)

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- (iii) training and professional development; and
- (iv) enforcement.

(d) (1) In this subsection, “youth-serving organization” means an organization, an institution, an agency, a government program, a community group, or any other entity that is responsible for the care, supervision, guidance, education, development, or training of minors, including after school programs, mentor programs, summer camps, and recreational sports leagues and teams.

(2) The workgroup shall review the definition of youth-serving organization to determine whether it is sufficiently precise, specific, and unambiguous to be clearly understood by an organization that would be subject to potential hiring and registration requirements that the organization is subject to those requirements.

(3) If the workgroup does not find that the definition of youth-serving organization set forth in paragraph (1) of this subsection is sufficiently precise, specific, and unambiguous, the workgroup shall recommend a definition of youth-serving organization that meets the criteria in paragraph (1) of this subsection, if possible.

(4) The workgroup shall examine the impact on youth-serving organizations in the State by implementing a change to the hiring process requiring an applicant for a position involving direct contact with minors to include information regarding the applicant’s history of boundary-violating behavior, as defined under subsection (c)(1) or (3) of this section, in the following areas for cost, administrative burden, and timeliness:

- (i) hiring process;
- (ii) licensing, if applicable;

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(iii) training; and

(iv) enforcement.

(5) The workgroup shall discuss and recommend an appropriate State government agency to administer a registration process and provide oversight for any hiring requirements for youth-serving organizations.

(e) On or before December 1, 2025, the State Department of Education shall submit a report on the findings and recommendations of the workgroup established under this section to the General Assembly, in accordance with § 2-1257 of the State Government Article.”;

and in line 11, strike “2.” and substitute “3.”.