I. **PURPOSE:** The purpose of this procedure is to establish a threat assessment process that provides preventive and intervention measures for students, staff, volunteers, contractors and other non-affiliated individuals whose behaviors pose a threat to the safety of the school environment.

II. **BACKGROUND:** Each local school system is required to adopt a model policy, consistent with the Maryland Center for School Safety’s (MCSS) *Model Policy for Behavior Threat Assessment*, which is based on relevant Maryland statutes and a synthesis of established research and recognized standards of practice regarding threat assessment and management in school and workplace settings.

III. **DEFINITIONS:**

A. **Behavior Threat Assessment:** Behavioral threat assessment is a comprehensive structured group process used to identify, assess and manage the risk of threats of targeted violence posed by an individual or group.

B. **High Risk Threat:** A high risk threat is one in which the person/situation appears to pose a threat of serious harm, exhibiting behaviors that indicate both a continuing intent to harm and efforts to acquire the capacity to carry out the plan; and may also exhibit other concerning behavior that requires intervention.

C. **Imminent Risk Threat:** An imminent threat exists when the person/situation appears to pose a clear and immediate threat of serious violence toward others that requires containment and action to protect identified or identifiable target(s); and may also exhibit other concerning behaviors that require intervention.

D. **Low Risk Threat:** A low risk threat is one in which it is determined that the individual/situation does not appear to pose a threat of serious harm to self/others, and any exhibited issues/concerns can be resolved easily.

E. **Mental Health Services Coordinator** - Prince George’s County Public Schools (PGCPS) has designated a districtwide Mental Health Services Coordinator to serve the school system who is responsible for:

   - Coordinating existing mental health services and referral procedures for mental health services;
   - Working in collaboration with the Prince George’s County Department of Health and Human Services (DHHS), and other local providers of mental health services to refer students for treatment;
• Coordinating with DHHS and other agencies and organizations to identify and advocate for external funding for mental health and wraparound services; and
• Providing support to schools for coordination and delivery, as appropriate, of behavioral health and wraparound services to students exhibiting behaviors of concern.

F. **Moderate Risk Threat:** A moderate risk threat is one in which the person/situation does not appear to pose a threat of serious harm to self/others, at this time, but exhibits behaviors that indicate a continuing intent and potential for future violence or serious harm to self/others; and/or exhibits other concerning behavior that requires intervention.

G. **Non-affiliated Person:** A non-affiliated person is a person who is not an employee, student, contractor, family member or friend of a student or staff.

H. **Threat:** A threat is an expression of an intent to cause physical harm to someone. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means; and is considered a threat regardless of whether it is observed by or communicated directly to the target of the threat or observed by or communicated to a third party; and regardless of whether the target of the threat is aware of the threat. Threats may be direct (“I am going to beat you up.”), indirect (“I’m going to get him.”) or conditional (“Give me your money or you will regret it.”).

IV. **PROCEDURES:**

A. **Behavior Threat Assessment Teams**

1. **System-level Behavior Threat Assessment Oversight Team**

   a. The Chief Executive Officer (CEO) shall establish a system-level Behavior Threat Assessment Oversight Team to oversee and provide support for school-based behavior threat assessment teams. The system-level Behavior Threat Assessment Team shall consist of the following individuals:

   • Mental Health Services Coordinator
   • Director/Designee of Student Services
   • Director/Designee of Safety and Security Services
   • Director /Designee of Special Education
b. Responsibilities of the System Level Behavior Threat Assessment Oversight Team include:

- Analyze data collected regarding threats occurring in schools for underlying systemic causes that may contribute not just to a given case, but perhaps to a range of cases over time;
- Provide support to and oversight of the school level threat assessment teams;
- Maintain processes for effective information sharing between the school system and community mental health and law enforcement agencies;
- Assess the effectiveness of the threat assessment process throughout the school system;
- Recommend changes to policies and procedures to maintain an effective threat assessment process reflecting known best practices at the universal level and other tiers of intervention;
- Be knowledgeable of current trends regarding school safety and social media applications; and
- Conduct behavior threat assessments of alleged threats made by students, if the School-Based Behavior Threat Assessment Team members are not trained and/or not available to promptly fulfill assessment, as well as provide guidance and/or consultations to the impacted school or office in situations where any individuals who are not PGCPS students (including staff, parents, contractors, volunteers, and non-affiliated persons) are alleged to have pose a threat.
2. **School-based Behavior Threat Assessment Team**

   a. Each school shall establish a Behavior Threat Assessment Team that includes the following individuals:

   - Principal or designee who is a building administrator with experience in teaching and learning;
   - School-based mental health provider, such as: professional school counselor, school psychologist, pupil personnel worker (PPW), social worker, etc.);
   - School Resource Officer (SRO) or other law enforcement representative;
   - Safety and Security Services personnel, such as the Investigation Counselor Lead (ICL) or Investigation Counselor (IC), or Safety and Security Services personnel who conduct special investigations;
   - Human Resources personnel (as needed);
   - A representative with expertise in special education and familiarity with the student’s Individualized Education Plan (IEP) when faced with a threat made by, or directed towards, a student(s) receiving special education services or is/are in the special education assessment process;
   - The student’s counselor or Section 504 Coordinator/Case Manager, when the threat is made by, or directed towards a student with a Section 504 plan;
   - A staff member with English Learner (EL)/English for Speakers of Other Languages (ESOL) experience when the threat is made by or directed towards a student who receives ELL/ESOL services; and
   - Other school staff or community resources (as determined by the above members).

   b. The principal/designee is the team leader for the School-Based Behavior Threat Assessment Team.

   c. The School-Based Behavior Threat Assessment Team should meet when the principal and one or more mental health staff determines that a threat assessment should be conducted by the full team. The team members shall work collaboratively with each other, with other school staff, and as appropriate, with community resources to support the purposes of the School-based Behavior Threat
Behavior Threat Assessment Process

Assessment Team and the safety of the school, its students and its staff.

d. The principal or designee shall consult with the System-level Behavior Threat Assessment Team as needed and appropriate and keep the System-level Behavior Threat Assessment Team informed about pending cases.

e. The School-Based Behavior Threat Assessment Team must meet at least monthly to review cases. Cases reviewed by this team should be classified as:

   (1) Currently active and under review;
   (2) Active with proactive monitoring of behavior; or
   (3) Inactive with reactive monitoring, as needed.

f. The School-Based Behavior Threat Assessment Team does not conduct discipline related investigations.

B. Behavior Threat Assessment Team Trainings

1. All School Based Behavior Threat Assessment Team members should be trained to:

   a. Effectively triage cases and provide case management, which includes, but is not limited to:

      • Determining and documenting interventions;
      • Making referrals to outside agencies;
      • Providing supports to all students and staff involved and/or
      • Managing any school environmental and climate factors.

   b. Determine the meaning of the threat and the intent of the student making the threat, by conducting timely and thorough interviews of the person(s) who reported the threat, the target of the threat, other witnesses who have knowledge of the threat, and where reasonable, the student(s) who allegedly engaged in the threatening behavior or communication.
c. Understand implicit bias and promote disability and diversity awareness with specific attention to racial and ethnic disparities.

d. Analyze concerning behaviors to make a determination of the seriousness of the threat.

e. Adhere to student privacy and non-disclosure requirements including the Family Educational Rights and Privacy Act (FERPA).

f. Understand the strategies and guidelines set forth in the MCSS Model Policy for Behavior Threat Assessment.

g. Implement each step of this administrative procedure.

2. Staff and Student Training

The School-Based Behavior Threat Assessment Team should provide guidance to students and staff regarding recognition of potentially threatening behavior and processes for reporting threatening behavior by conducting presentations, broadly disseminating relevant information and ensuring access to consultation from the School-Based Behavior Threat Assessment Team.

C. Threat Assessment and Management Process

1. Identifying and Reporting Threats

   a. Nothing in this procedure shall preclude PGCPS staff from acting immediately to address an imminent threat to life and safety.

   b. All PGCPS employees, volunteers, contractors, students and parents shall report immediately to the principal or supervisor (or designee), or PGCPS staff member any student’s, employee’s, parent’s or guardian’s, volunteer’s, contractor’s or non-affiliated person’s expression of intent to harm another person, concerning communications, or concerning behaviors that suggest an individual may intend to commit an act of violence. Staff who receives such reports shall immediately convey the information to the principal/designee or appropriate supervisor.

   Students, employees, parents or guardians, volunteers, contractors, and community members may also anonymously report potential threats to the Safe Schools Maryland Tip Line at 833-MD-B-SAFE
(833-632-7233) or via the Safe Schools MD app. All schools and PGCPS facilities shall display posters with the Safe Schools Maryland contact information in multiple locations and share written and electronic resources with their parents and school community.

2. **Imminent Risk Threat by Students, Employees, Volunteers, Contractors, Parents or Unaffiliated Individuals**

   a. The principal/supervisor (or designee) and/or School-Based Threat Assessment Team is required to conduct an initial inquiry to make a determination of the seriousness of the threat as expeditiously as possible.

   b. If the individual appears to pose an imminent threat of serious violence to themselves or to others in the school, the principal/supervisor is required to call 911 immediately, and then provide notification to the Department of Safety and Security Services. Principals are also required to notify their Instructional Directors and if the individual is an employee, the principal is required to notify the Employee Labor Relations Office (ELRO). Supervisors are also required to notify ELRO if the individual is an employee.

   c. In accordance with the Maryland State Department of Education’s “Emergency Planning Guidelines for Local School Systems and Schools” (October 2017), school responses may include actions such as evacuation, lockdown and shelter-in-place.

   c. Within 24 hours of a determination, the School-Based Threat Assessment Team leader (principal/supervisor/designee) is required to adequately document the incident and upload the documentation into the electronic Behavior Threat Assessment Tracking System (BTATS).

3. **Low or No Risk Threat by a Student**

   a. If there is no imminent threat present, or once such an imminent threat is contained, the principal (designee) must notify two mental health members of the School-Based Behavior Threat Assessment Team to determine if the full team needs to proceed with the next steps in the threat assessment process.
b. The process may include, as necessary and appropriate:

1) Reviewing the initial report and any additional information regarding the threatening behavior or communication;

2) Reviewing school and other records for any prior history or interventions with the individual(s) involved;

3) Consulting with the SRO or law enforcement to obtain additional and relevant information regarding the threat;

4) Conducting timely and thorough interviews, as necessary, of the person(s) who reported the threat, the recipient(s) or target(s) of the threat, other witnesses who have knowledge of the threat, and where reasonable, the individual(s) who allegedly engaged in the threatening behavior or communication. (See Attachment A.)

The purpose of the interviews is to evaluate the individual’s threat in context, so that the meaning of the threat and intent of the individual can be determined; and

5) Making a determination as a team, as expeditiously as possible, of the level of threat and validity of the threat and the degree to which existing resources and mechanisms are sufficient to address the concern, or whether the full School-Based Threat Assessment Team should further assess and manage the situation.

If the team is struggling to determine exactly which level of threat is posed then err on the side of caution and determine the risk level to be more serious.

If the team is unable to come to a consensus, the leader (principal/supervisor) will contact a member of the oversight team. While the threat assessment process is a team process, in all assessments the principal will make the determination on the level of threat.

**NOTE regarding interviews with young students:**
Due to the varying abilities in development, language, and social skills of students in Pre-K – second grade, this population may need more support during interviews conducted and during the intervention and postvention process. It is important for adults familiar with the student to be present if the student requires more support. If rapport is not established, questions to get to know the student (age, grade, teacher, likes/dislikes, etc.) may need to be asked.

The use of visuals may also be beneficial. Drawing, writing, or speaking about the threat can be appropriate ways for the student to share information and participate in the threat assessment procedure. (See Attachment B.)

c. If the triage team determines that there are no identifiable threats or that there is a low threat of violence or harm to self or others, and no further assessment, intervention or monitoring is required at the time to prevent violence, the following actions are required as appropriate:

1) Within 24 hours of a determination, the School-Based Threat Assessment Team leader (principal/supervisor/designee) is required to adequately document the incident and the triage team’s review on the Student Threat Assessment and Response Form.

2) The School-Based Threat Assessment Team leader (principal/supervisor/designee) must place originals of all information gathered into the students Limited Access File (LAF), and the copies will be uploaded into the electronic Behavior Threat Assessment Tracking System (BTATS).

3) If the incident involves conduct that could be construed as bullying, harassment, or intimidation, the School-Based Threat Assessment Team leader (principal/designee) must complete the Bullying, Harassment, and Intimidation Reporting Form and conduct an investigation (See Administrative Procedure 5143).

4) If the risk of self-harm or suicidal ideation is present, the School-Based Behavior Threat Assessment Team leader will ensure that the Youth Suicide Risk Assessment Form is
completed, and that appropriate school staff conduct a suicide risk assessment.

5) If the incident involves conduct that could be construed as child abuse or neglect, Administrative Procedure 5145-Reporting Child Abuse and Neglect must be followed.

6) If the student for whom the report was made does not pose a threat but could benefit from or is in need of some additional assistance, the threat assessment team is required to ensure that the student is referred to the appropriate school or community-based resources.

7) If the student for whom the report was made has an IEP or 504 Plan, a Functional Behavioral Assessment (FBA) should be conducted. Based upon the FBA, a Behavior Intervention Plan (BIP) should be developed, if warranted.

4. **Moderate to High Risk Threat by a Student**

   a. If it cannot be determined with a reasonable degree of confidence that the alleged threat is not a threat, or is a low risk threat, then a more in-depth assessment will be undertaken by the School-Based Threat Assessment Team to determine the nature and degree of any safety concerns.

   b. Determination of a risk level requires at a minimum a school administrator and a school-based mental health provider. Security services personnel should be involved, as needed.

   A threat that is deemed high level will almost always require immediate law enforcement intervention.

   c. The behavior threat assessment may include, but is not limited to, the following:

      1) Record review

         a) The law enforcement member/Security Services member of the School-Based Behavior Threat Assessment Team may request and obtain criminal history record information to
further evaluate and assess the threat, where deemed appropriate.

b) Access to the student’s education and health records may be required, to the extent necessary for the School-Based Behavior Threat Assessment Team to perform its functions.

c) Additional information gathering techniques may be used to identify a student’s social media accounts, internet activity, calls for service, and other information or data that supports the School-based Behavior Threat Assessment Team’s review.

2) Interviews

In consultation with the law enforcement representative/Security Services staff member on the team, the school-based mental health provider(s) will conduct timely and thorough interviews with the student (and teacher, witnesses and/or parent/guardian, as deemed appropriate), analyze the findings and determine the risk level. (See Attachment A)

3) Documentation

a) Within 24 hours of a determination, the School-Based Behavior Threat Assessment Team leader (principal/designee) is required to adequately document the incident and the triage team’s review on the Student Threat Assessment and Response Form. (See Attachment C)

b) The School-Based Behavior Threat Assessment Team leader (principal/designee) must place originals of all information gathered into the student’s Limited Access File (LAF) and the copies will be uploaded into the electronic Behavior Threat Assessment Tracking System (BTATS).

5. **Student Records and Confidentiality**

   a. Upon preliminary determination by the threat assessment team that a student poses a threat of violence to self and/or to others in the school or school building or at a school sponsored event, the law enforcement member of the School-Based Behavior Threat Assessment Team may
request and obtain criminal history record information to further evaluate and assess the situation, where deemed appropriate.

b. No member of the School-Based Behavior Threat Assessment Team shall re-disclose any criminal history record information obtained pursuant to the threat assessment or otherwise use any record of an individual beyond the purpose for which such disclosure was made to the School-Based Behavior Threat Assessment Team in order to carry out its prescribed activities.

c. The School-Based Behavior Threat Assessment Team may not maintain an individual’s criminal history record obtained to carry out its functions, nor may Team members make copies of it.

d. Criminal history information obtained under the behavior threat assessment process may not be placed in the student’s LAF or otherwise maintained as a student education record.

e. All members of the School-Based Behavior Threat Assessment Team who are not PGCPS staff, i.e. SRO, etc. are required to sign a confidentiality and non-disclosure statement limiting re-disclosure of student records.

6. Parent/Guardian Notification

a. Unsubstantiated - Low Risk Student Threats

In cases involving unsubstantiated or low risk threats, the principal may notify the parent or guardian of any student who is the target/recipient of a threat and is required to notify the parent or guardian of any student who made the threat.

b. Moderate - High risk Student Threats

1) In instances where the threat is deemed moderate risk or high risk, or requires further intervention to prevent violence or serious harm, the principal is required to notify the parent or guardian of any student who is the target/recipient of a threat as well as the parent or guardian of any student who made the threat.

2) The principal shall immediately report any act noted above that may constitute a criminal offense to the parents and/or guardians of
any minor student who is alleged to have committed the act and shall report that the incident has been reported to local law enforcement.

3) The principal shall inform the parents and/or guardians that they may contact local law enforcement for further information, if they so desire.

4) When it is necessary to arrest the student making the threat on school premises during school hours, the principal shall ascertain: the facts from the arresting officer, which will enable him/her to fully advise the parent or guardian and other appropriate school officials of the nature of the charge; the identity of the arresting officer; and the location to which the student is being taken.

5) If the parent or guardian refuses to follow the safety recommendations for the student or does not take the suicide risk seriously, the principal/designee may contact Child Protective Services at (301)909-2450 or (301)699-8605 to report suspected child neglect.

6) The principal/designee must document the date and time of phone calls and meetings with parents and guardians regarding suspected threats.

D. Intervening, Monitoring and Resolving Student Threats

As part of all behavior threat assessments, the School-Based Behavior Threat Assessment Team, with assistance from the Mental Health Services Coordinator, will identify available resources including law enforcement and other public safety agencies and community support organizations to assist, as appropriate, in developing and implementing a case management plan for the student of concern and any potential victims.

1. The Case Management Plan will identify appropriate actions to implement with the student making the threat. Examples of such actions may include, but are not limited to: designating a case manager; referring the student to the SIT/SSP/IEP team; referring for school-based counseling; providing individual counseling referrals to community resources and medical services; developing a school-based safety plan, etc. Updates regarding the case are to be documented and uploaded regularly by designated case manager, at least every 30 days, until the case is resolved and person is no
longer assessed to pose a threat to the school or its staff or students. See Response, Management and Support Plan (See Attachment D).

2. The Case Management Plan will also identify actions with potential victim(s) of the threat or students impacted by the threat. Examples of such actions may include, but are not limited to: offering brief supportive counseling; school based staff to monitor student who was the victim at regular intervals, etc. See Response, Management and Support Plan (See Attachment D).

E. Student Discipline

1. Regardless of threat assessment activities, disciplinary action should be taken in accordance with the PGCPS Student Code of Conduct. How suspension or expulsion from school might affect the Team’s ability to monitor the student should be considered when making a decision about the appropriate disciplinary level. Removing a student from school does not eliminate the risk to the school community.

2. If a student must be suspended or expelled, the School-Based Behavior Threat Assessment Team should develop strategies to stay connected to the student’s family and the student, to determine whether the student’s situation is deteriorating or the behaviors of concern are escalating so that they can respond.

F. Employees

1. Upon receipt of information indicating that the employee has demonstrated threatening behavior, the principal or supervisor will conduct an initial inquiry to make a determination of the seriousness of the threat as expeditiously as possible.

Other actions may include:

a. In consultation with the police department and/or Security Services conduct timely and thorough interviews, as necessary, of the person(s) who reported the threat, the recipient(s) or target(s) of the threat and other witnesses to determine the seriousness and validity of the threat.

b. Reviewing the employee’s employment history to see if this behavior has been reported previously or if the employee has received previous disciplinary actions related to inappropriate behavior.
c. Completing an Observed Behavior Checklist on the employee to document any questionable behavior. (See Attachment E)

2. **Imminent Risk Threat by an Employee**

   a. If the employee appears to pose an imminent threat of serious violence to themselves or to others in the school, the principal/supervisor is required to call 911 immediately and then notify Security Services and ELRO.

   b. The Police Department and/or Safety and Security Services are responsible for conducting an investigation.

   c. In accordance with the Maryland State Department of Education’s “Emergency Planning Guidelines for Local School Systems and Schools” (October 2017), school responses may include actions such as evacuation, lockdown and shelter-in-place.

   d. In accordance with Administrative Procedure 4156, ELRO shall place the employee on administrative leave when the allegation involves a physical altercation, similar incident of a serious nature, pending criminal charge, an allegation of a sexual or discriminatory nature, or incident that causes concern for the safety of students, coworkers and/or other individuals.

   e. Depending on the actual threat and causes of concern for the safety of students, coworkers, and/or other individuals, possible injuries to others resulting from the threat, and results of the investigation(s), the following actions may be taken by ELRO:

      • Loudermill (due process) hearing conducted by an ELRO Advisor; and

      • Employee is required to provide medical/mental health documentation indicating that the employee is fit to return to work.

   f. Within 24 hours of a determination, the principal/supervisor is required to adequately document the incident in the Employee Incident Tracking System (EITS) and in the electronic Behavior Threat Assessment Tracking System (BTATS).
3. **Low or No Risk Threat by an Employee**

   a. The principal/supervisor may provide a corrective action, including a Letter of Counsel.

   b. The principal/supervisor may recommend Employee Assistance Program (EAP) to the employee.

   c. The principal/supervisor may provide disciplinary action consisting of a Letter of Reprimand.

   d. The principal/supervisor may contact ELRO. Depending on the facts of the case the following actions may be taken by ELRO:

      - Loudermill (due process) hearing conducted by an ELRO Advisor;
      - Recommendation to employee to contact Employee Assistance Program (EAP).

   e. Within 24 hours of a determination, the principal/supervisor is required to adequately document the incident in the Employee Incident Tracking System (EITS) and in the electronic Behavior Threat Assessment Tracking System (BTATS).

4. **Moderate to High Risk Threat by an Employee**

   a. If the employee appears to pose a moderate to high risk threat of serious violence to themselves or to others in the school, the principal/supervisor is required to call 911 immediately and then notify Security Services and ELRO.

   b. The Police Department and/or Safety and Security Services is responsible for conducting an investigation.

   c. In accordance with Administrative Procedure 4156, a limited alternative placement should be recommended when the allegation involves a physical altercation, similar incident of a serious nature, pending criminal charge, an allegation of a sexual or discriminatory nature, or incident that causes concern for the safety of students, coworkers and/or other individuals.
d. Based on the results of the investigation(s) by ELRO, the following actions may be taken:

e. Loudermill (due process) hearing conducted by an ELRO Advisor; or

f. Recommendation to employee to contact Employee Assistance Program (EAP).

g. Within 24 hours of a determination, the principal/supervisor is required to adequately document the incident in the Employee Incident Tracking System (EITS) and in the electronic Behavior Threat Assessment Tracking System (BTATS).

G. Communication with Media and the Community

The school principal or designee should coordinate with the Area Office, Security Services (301-449-7000), and/or the Office of Communications (301-952-6001) for the release of any information. **No one should speak with the press without approval from the Office of Communications.**

V. MONITORING AND COMPLIANCE:

A. Principals will maintain a list of team members and a record of the training team members, staff and students have received annually.

B. Principals will be responsible for ensuring that information about threats occurring in their buildings are entered into the Behavior Threat Assessment Tracking System (BTATS) 24 hours following an incident. The Department of Student Services will randomly audit the BTATS to ensure that schools have entered information about all threats occurring in their school.

C. Case Management Plans will be monitored on a monthly basis by the mental health providers on the team. The Department of Student Services will randomly audit Case Management Plans to ensure consistent follow-through with students who made a threat and/or students who were the subject of a threat.

D. The Department of Safety and Security Services will randomly check schools throughout the school year to ensure that all schools and PGCPS facilities have displayed posters with the MCSS School Safety Tip Line contact information in
multiple locations and share written and electronic resources with their parents and school community.

VI. RELATED PROCEDURES

Administrative Procedure 2950: Crisis Intervention at the School in Response to Suicide, Death, and Related Traumas;
Administrative Procedure 3524: Emergency Communications System;
Administrative Procedure 3541.35: Evacuation of School Buses;
Administrative Procedure 4156: Administrative Leave or Temporary Placement of Employees;
Administrative Procedure 5062: Student Behavior Interventions;
Administrative Procedure 5124: Student Intervention Team and Student Support Team;
Administrative Procedure 5125: Individual Student School-Based Records;
Administrative Procedure 5144: Cooperation with Law Enforcement Officers and Government Officials Contacting Students;
Administrative Procedure 5145: Reporting Suspected Child Abuse and Neglect;
Administrative Procedure 10201: Disruptive Acts Requiring Security Measures; and
Administrative Procedure 10101: Student Rights and Responsibilities Handbook

VII. LEGAL REFERENCE:

Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. §1232h, 34 CFR Part 98;
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §1400;
Annotated Code of Maryland, Education Article, §4-131;
Maryland Safe to Learn Act, Annotated Code of Maryland, Education Article, §7-1501 et seq.;
COMAR 13A.01.04.03; COMAR 13A.08.03.06; COMAR 13A.08.01.11;
COMAR 13A.08.01.12-1.

VIII. MAINTENANCE AND UPDATE OF THESE PROCEDURES: These procedures originate with the Department of Student Services and will be reviewed on an annual basis and updated as required.

IX. CANCELLATIONS AND SUPERSEDEDURES: None. This is a new procedure.

X. EFFECTIVE DATE: October 18, 2019
Attachment(s): 
Attachment A: Threat Assessment Student Interview Questions
Attachment B: PK-2 Threat Assessment Interview Questions
Attachment C: Student Threat Assessment and Response Form
Attachment D: Response, Management and Support Plan
Attachment E: Employee Observed Behavior Checklist