

Howard County Public School System

PROCEDURES  
FOR THE  
THREAT  
MANAGEMENT  
PROCESS

Updated September 2017

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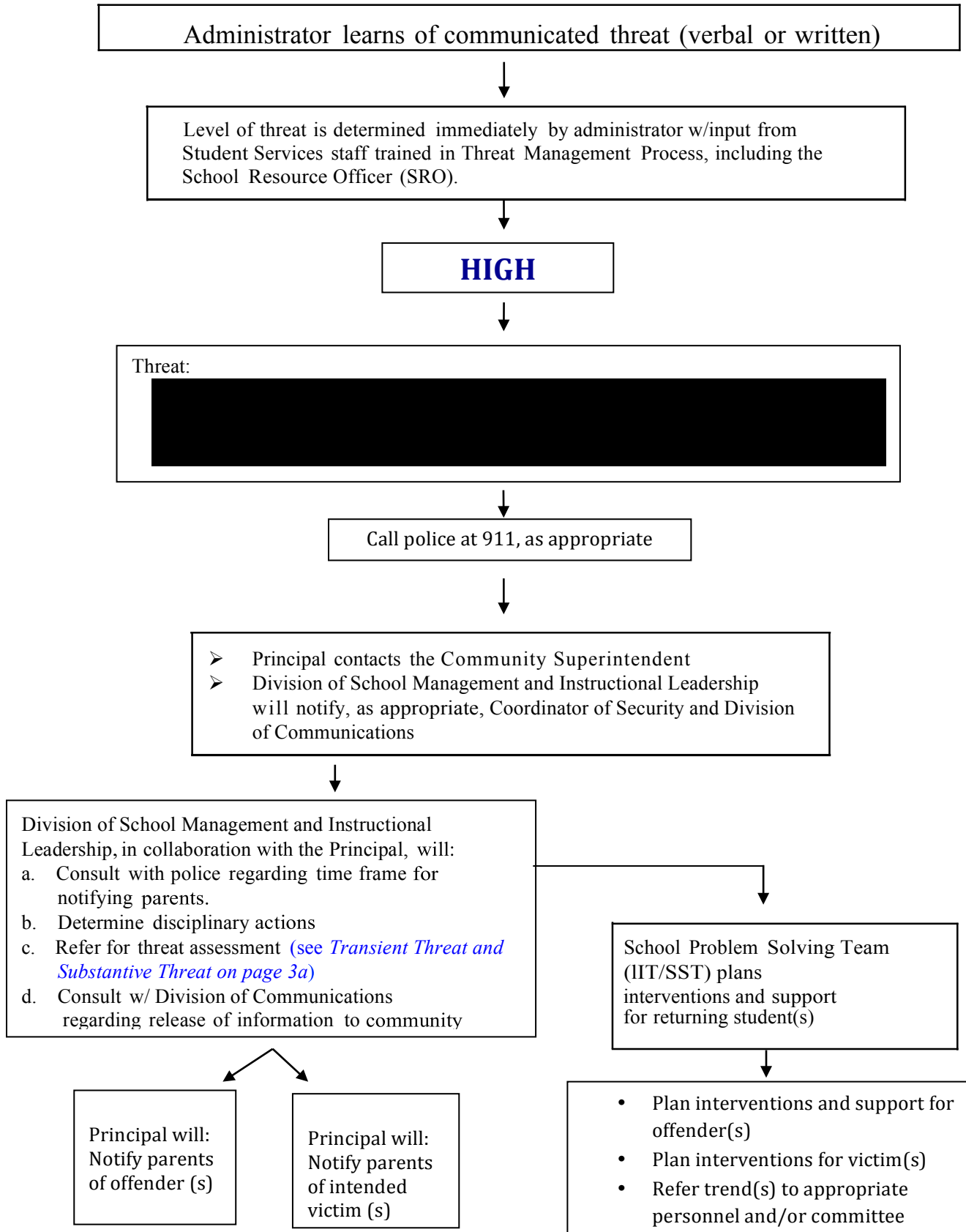
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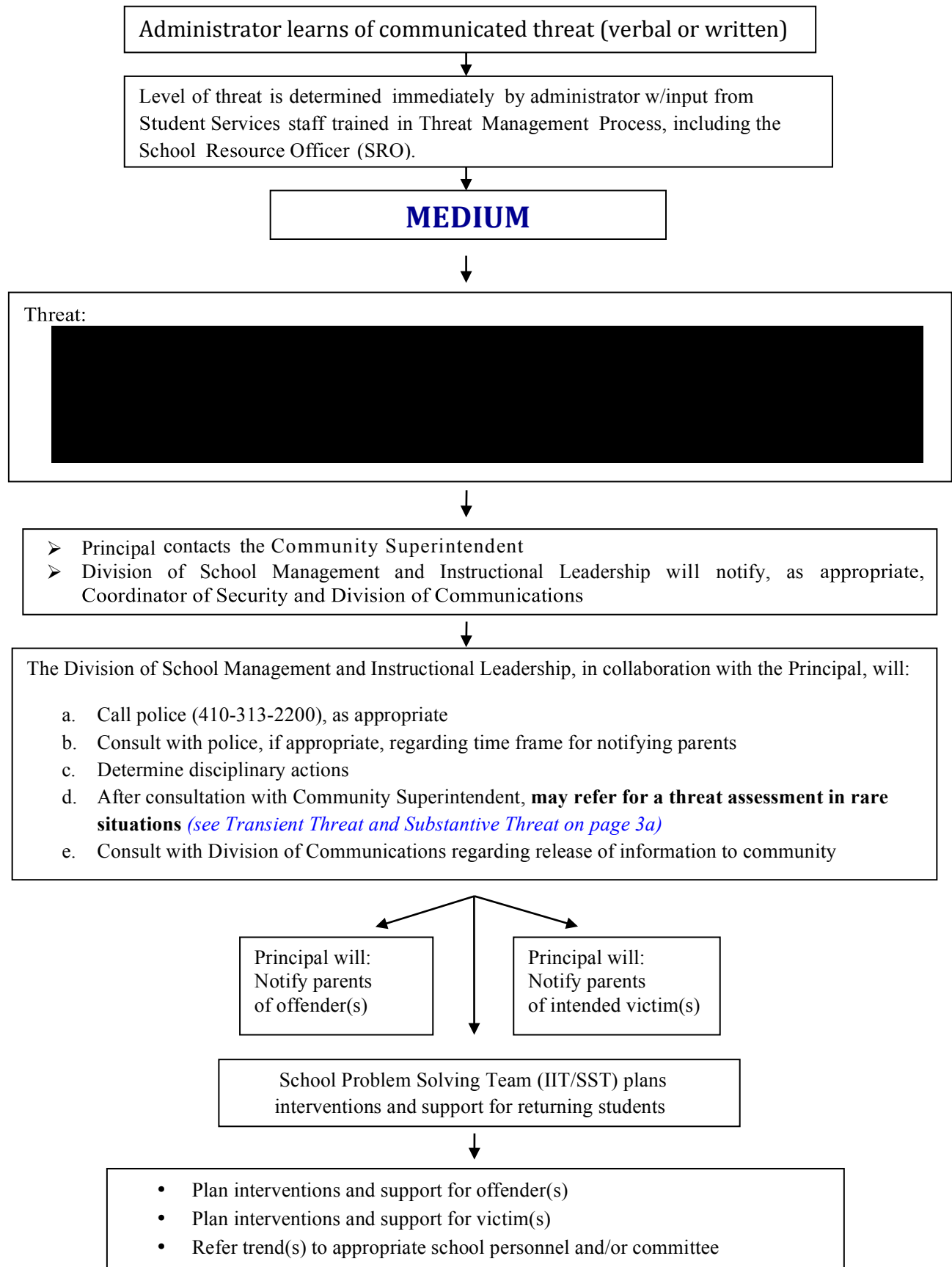
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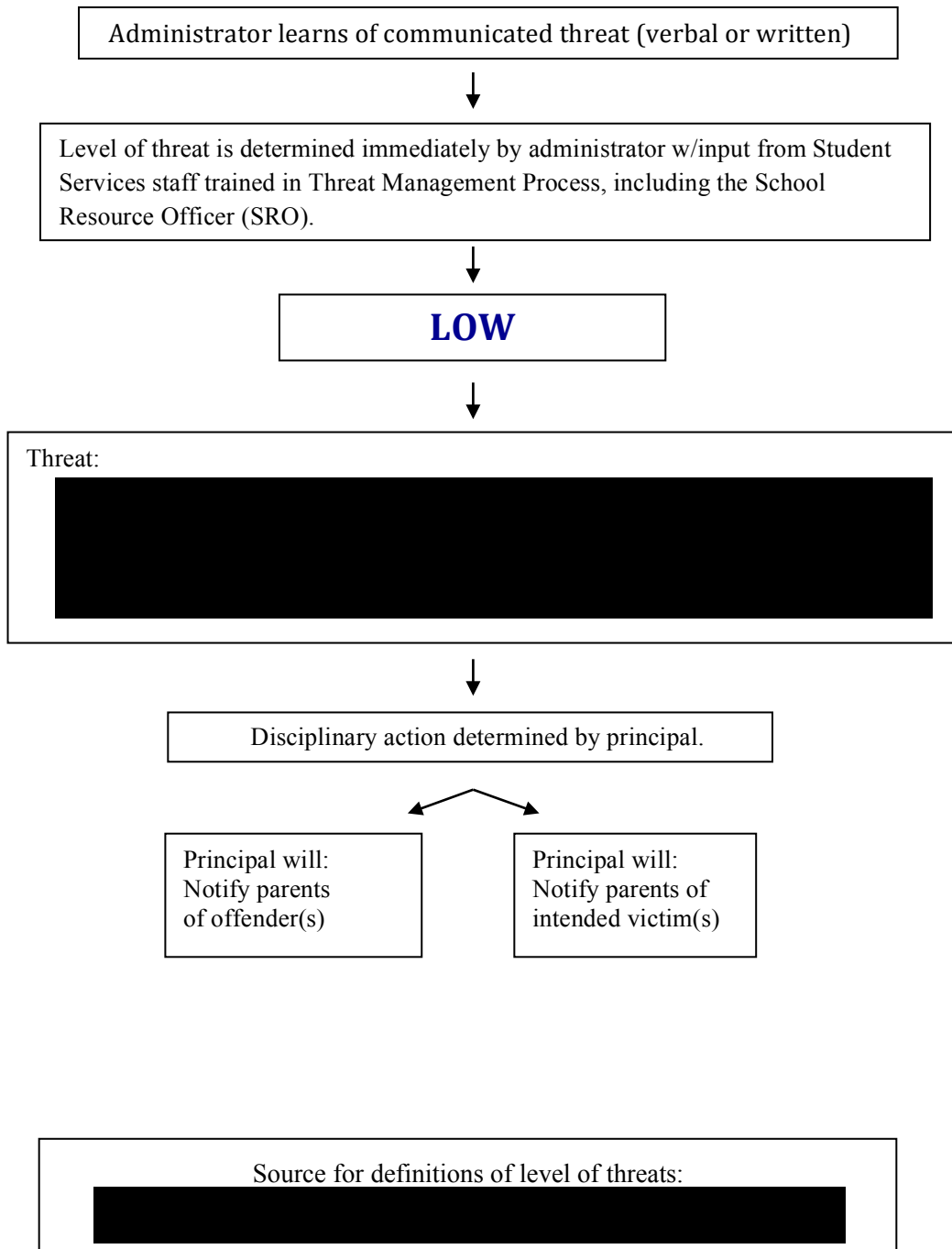
# THREAT MANAGEMENT PROCESS



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## **Threat Management Process**

### **Additional Information – February 2015**

#### Determining Level of Threat:

- Final determination is responsibility of school administration in collaboration with Administrative Director, as appropriate.
- Recommend school administration seek input from Student Services Team members and School Resource Officer, if available.

**\*\*NEW\*\* Further Analysis of Threat** should consider [REDACTED]

#### ***TRANSIENT THREAT***

#### ***SUBSTANTIVE THREAT***

#### Referral for a Threat Assessment (NOT a Psychiatric Evaluation):

- Sole purpose of TA is to determine whether student is safe to return to school (NOTE: A TA is NOT a comprehensive evaluation of student's social-emotional functioning; a referral for psychological and/or psychiatric evaluation is made by the IEP Team).
- TA appropriate for high levels of threat or a very serious substantive threat.
- TA **may** be appropriate in rare cases of a medium level of threat or a serious substantive threat.
- TA is not appropriate for a low level or transient threat.
- After determination of safety is made the HCPSS Threat Assessment Team provides recommendations to support student's return to school.

If the Principal determines that a police response is required,  
the following will occur:

## POLICE RESPONSE TO SCHOOL-BASED THREATS

### High Risk Threats

- The officer will need to be briefed on all facts known about the threat. Have a knowledgeable staff member meet the officer when he or she arrives at the school. The briefing would include full information on the suspect(s), weapons, suspect vehicles, past incidents, parent contact information, and specifics of the threat. Witnesses should be isolated and available for private interviews when possible.
- Quarantine the suspect and/or the weapon and keep them under observation until the police arrive. If this is not practical, discretely monitor the movements of the suspect so that the police will know where to find him/her when they arrive. *Do not alert the suspect that the police are responding if you feel it may escalate the potential for violence.*
- The search for and seizure of weapons and evidence should be handled by the investigating officer.

### Investigative Phase

- Once an officer is notified of a threat (high or medium) he/she will investigate to determine the acts and decide whether criminal charges are appropriate.
- The investigating officer will need to speak with any witnesses who have specific knowledge of the events. He/she will need a location within the school where discreet and private interviews may be conducted with any witnesses.
- School staff and students who are witnesses to a criminal event will be asked to provide statements (verbal and/or written) relating to their observations.
- School administrator should notify parents/guardians whenever there is an interaction by the police with their child. Whenever possible, the investigating officer will share the results of the investigation with school officials.
- Some school-based threats are reported directly to the police during non-school hours. Every effort will be made to investigate and deal with significant threats before the next school day. Investigating officers may contact school staff during non-school hours to provide or obtain information relating to these ongoing investigations.

## PROCESS FOR OBTAINING A THREAT ASSESSMENT FOR STUDENTS EXHIBITING THREATENING BEHAVIORS

School administrator consults with Community Superintendent and decision is made to refer student for a threat assessment.



Principal or Assistant Principal informs parent(s) about request for a threat assessment.



Principal or Assistant Principal telephones Administrative Secretary, Office of Psychological Services (ext. 7479) to request an appointment for a threat assessment.



Principal or Assistant Principal informs:

- School Counselor to prepare written summary of educational history and copy pertinent records.
- School Psychologist to secure parent authorization for assessment.



Administrative Secretary, Office of Psychological Services contacts:

- Psychiatrist/Psychologist's office to schedule appointment
- Pupil Personnel Worker assigned to carry out assigned responsibilities
- School Psychologist assigned to carry out assigned responsibilities
- Parent/guardian to inform of scheduled appointment



Administrative Secretary will e-mail date of scheduled appointment to Principal, Community Superintendent, Executive Director of Student Services, Coordinator of School Psychology, Section 504 and Instructional Intervention, Coordinator of Special Education, and Resource Psychologist. In addition, the Administrative Secretary will inform all parties of student's grade level, disciplinary information and whether the student is receiving special education services or has a 504 plan. \*



On the date of scheduled appointment, parent(s) and student meet with Psychiatrist/Psychologist to complete threat assessment. \*\*



Psychiatrist/Psychologist completes written report. (Typically within 24-36 hours.)

\* Student is suspended while the school awaits a decision re: whether they are safe to return to school. (Contact Department of Special Education for students with an IEP or Department of Student Services for students with a 504 Plan).

\*\*If parent elects to have assessment completed by an outside provider, please refer to criteria for threat assessment on page 10.



## PROCESS FOR OBTAINING A THREAT ASSESSMENT FOR STUDENTS EXHIBITING THREATENING BEHAVIORS (continued)

Psychiatrist/Psychologist's office contacts Administrative Secretary prior to sending fax of the report. An original report will be sent to the Administrative Secretary via U.S mail.



The Threat Assessment Team, listed below, will review a copy of the completed threat assessment report, discuss the next steps, and provide the Community Superintendent and Principal with recommendations (May take 36-48 hours after receipt of report):

- Executive Director of Student Services
- Coordinator, School Psychology, Section 504 and Instructional Intervention
- Coordinator, Special Education
- Resource Psychologist



The PPW will deliver a copy of the report to the Principal for review and storage in a limited access file in the Principal's office



The Community Superintendent, after reviewing the report and recommendations from the Threat Assessment Team, contacts the Principal to discuss next steps. A written plan for transitioning the student back to school, if appropriate, should be included.\*\*\*



Principal arranges for follow-up of recommendations.



The Confidential Information Memorandum will be stored in the student's record. The memorandum indicates that a confidential report exists and that it is stored in the Principal's office.



The Office of Psychological Services will maintain copies of all confidential reports for the students assessed due to threatening behavior.



Staff in the psychologist/psychiatrist's office will submit bill for the threat assessment to the Administrative Secretary, who will process for payment.

\*\*\* The transition plan may be part of an Action Plan, Section 504 Plan, or an IEP.

# **PROCESS FOR OBTAINING A THREAT ASSESSMENT FOR STUDENTS EXHIBITING THREATENING BEHAVIORS**

## *SCHOOL ADMINISTRATOR'S RESPONSIBILITIES*

### Before & During Referral

- Consult with appropriate Community Superintendent, and decide whether or not the student offender(s) will be referred for a threat assessment.
- Inform parent(s) about request for threat assessment, after informing School Psychologist.
- Notify Administrative Secretary, Office of Psychological Services (x 7479) about need for threat assessment and provide:
  - name of school and contact person for psychiatrist/psychologist
  - whether the student receives Special Education services or has a 504 plan
  - number of suspension days.
- Ask student's School Counselor to: 1) write a summary of the student's educational history and 2) gather copies of previous assessment reports and educational records for psychiatrist/psychologist.
- Ask appropriate staff to provide: 1) written description of the incident  
2) written chronology of student's academic and behavioral concerns  
3) educational history 4) any prior assessments and 5) student witness and adult statements for the threat assessment referral packet.

### Following Assessment

- Discuss results of threat assessment with Community Superintendent.
- Review threat assessment report, in consultation with the School Psychologist and other staff, as appropriate.
- Arrange for follow-up actions.
- Arrange for a referral to school problem solving team (IIT/SST) to discuss and develop interventions and supports for the returning student.
- Principal will receive a copy of the original report. The report will be stored in a confidential file in the Principal's office. This threat assessment report does not transfer with the student.
- A Confidential Information Memo (see Appendix) is to be placed in the student's record.

## **PROCESS FOR OBTAINING A THREAT ASSESSMENT FOR STUDENTS EXHIBITING THREATENING BEHAVIORS**

### *SCHOOL PSYCHOLOGIST'S RESPONSIBILITIES*

#### Secure Consent For Threat Assessment

- Principal contacts School Psychologist and shares information about referral before School Psychologist contacts parent(s).
- After parent(s) have been informed about referral, School Psychologist meets with parents or makes arrangements to obtain parent consent for threat assessment.
- Signed consent needs to be obtained within two school days.
- Provide copy of signed consent to PPW for threat assessment referral packet.
- Inform Administrative Secretary that signed consent has been secured.

#### Prepare Threat Assessment Referral Packet

- Ensure threat assessment referral packet includes:
  - Written description of the incident
  - Name of a contact person at the school for the psychiatrist/psychologist
  - Written summary of the educational history (school counselor)
  - Copies of previous reports and behavior plans
  - Written review of medical records (cluster/school nurse)
  - Student and adult witness statements, if applicable
  - Signed parent consent for the threat assessment
- Provide Pupil Personnel Worker with two copies of the packet.

### *SCHOOL COUNSELOR'S RESPONSIBILITIES*

School Counselor, in consultation with the administrator, prepares a written summary of the educational and behavioral history, copies of previous reports, and behavior plans (e.g., psychiatric, psychological, educational, 504 plan, current IEP, functional behavior assessment, and behavior intervention plan) for the threat assessment referral packet.

## **PROCESS FOR OBTAINING A THREAT ASSESSMENT FOR STUDENTS EXHIBITING THREATENING BEHAVIORS**

### *CLUSTER/SCHOOL NURSE'S RESPONSIBILITIES*

Cluster Nurse prepares a written review of pertinent medical records (e.g., Health Record review including summary of current and past medications, health problems, health room visits, past health history, pertinent birth/developmental and psychosocial information) for the threat assessment referral packet.

### *PUPIL PERSONNEL WORKER'S RESPONSIBILITIES*

- The Pupil Personnel Worker will be contacted by the Administrative Secretary to pick up the threat assessment referral packet from the school.
- Contact the school and arrange for the pickup of the packet.
- Deliver the packet to the designated psychiatrist/psychologist at least 2 days prior to the scheduled assessment.
- Deliver a duplicate packet to the Administrative Secretary.
- Once evaluation is completed and original report received by the Administrative Secretary, deliver report to designated school.

**NOTE:** For threat assessments completed by a provider outside of HCPSS (as selected by the family) the PPW delivers the threat assessment referral packet to the provider's office. At times, this may require delivery outside of Howard County to a neighboring country where the provider's office is located. For any questions or additional information please contact the Coordinator of Pupil Support Services or the Coordinator of School Psychology, Section 504 and Instructional Intervention.



## **Criteria for Threat Assessment Report Completed By a Provider Outside of HCPSS**

- Provider is professionally qualified to conduct the assessment requested (a licensed psychiatrist or licensed psychologist trained in risk assessments; not a licensed social worker).
- Report is written, dated and signed by the individual who conducted the assessment.
- Any standardized test(s) administered to the student to assess risk is/are valid for specific purpose of threat assessment (name of test and results must be provided in the written report).
- Report reflects the provider's accurate knowledge of the threat incident(s) that precipitated this threat assessment.
- Report reflects the provider's accurate knowledge of relevant educational history; this information could be obtained from either a review of school records or interview with school administrator or other school staff member.
- Report indicates whether or not there are early distress indicators associated with threat behavior (e.g., access to, possession of, and use of firearms; drug use and alcohol use; past history of violent and aggressive behavior; uncontrolled anger; social withdrawal).
- Report clearly summarizes data used to formulate conclusion (e.g., parent report, record review, clinical assessment).
- Report clearly states whether or not the student poses a danger to others.

## **TELEPHONE NUMBERS TO REFERENCE**

Community Superintendent, Area 1 – Marcy Leonard	6760
Community Superintendent, Area 2 – Theo Cramer	5332
Community Superintendent, Area 3 – Pat Saunderson	1260
Chief School Management and Instructional Leadership Officer – Frank Eastham	6607
Executive Director of Student Services – Linda Wise	7136
Executive Director of Special Education - Nancy Fitzgerald	6656
Coordinator, School Psychology, Section 504 and Instructional Intervention - Cynthia Schulmeyer	7021
Coordinator, Special Education – Terrell Savage	5350
Resource Psychologist – Ivan Croft	7343
Coordinator, School Security – Kevin Burnett	7329
Chief Communication, Community/Workforce Engagement Officer – Jahantab Siddiqui	6680
Safety, Environment and Risk Management Officer – Pierre van Greunen	6739
Administrative Secretary, Psychological Services – Jae Stevenson	7479

## *Threat Management*

### *Frequently Asked Questions*

1. *How long will it take for a threat assessment to be scheduled?*

The Office of Psychological Services collaborates with the provider(s) to schedule a threat assessment appointment as soon as possible. At times, it may take up to ten school days for an appointment to be scheduled.

2. *How long should a student remain out of school when referred for a threat assessment?*

Recommendation of a threat assessment means that there are questions regarding the student's safety and the safety of others. The student should be suspended from school until the threat assessment has been completed and reviewed.

3. *For a student with an IEP what if the threat assessment is scheduled for more than 10 school days after the incident?*

When a student with an IEP requires a threat assessment please contact the Office of Psychological Services IMMEDIATELY to ensure prompt processing of the request. Should the appointment be scheduled after the ten days of suspension have expired the student will need to return to school and adult supervision provided.

4. *Can a parent choose to obtain the threat assessment from their child's provider and what information is required?*

Yes. A licensed psychiatrist or licensed psychologists trained in risk assessment are eligible to complete a threat assessment (a licensed social worker is not an approved provider). Please refer to page 10 in the Threat Management booklet for the "Criteria for Threat Assessment Report Completed By a Provider Outside of HCPSS."

5. *What is the difference between a threat assessment and a comprehensive psychiatric evaluation recommended by the IEP Team?*

- A threat assessment answers the question: "Is a student safe to return to school?"
- A comprehensive psychiatric evaluation is recommended when an IEP Team has questions regarding differential diagnosis of social-emotional conditions.

**Additional clarifications:**

- a. The "psychiatric" and "psychiatric assessment" previously referenced in the Threat Management Process booklet is the threat assessment ONLY.
- b. Referrals for a comprehensive psychiatric evaluation must be accomplished at an IEP Team Meeting when the school psychologist is in attendance.
- c. A referral for a comprehensive psychiatric evaluation does not occur as a result of a threat but is appropriate when a preponderance of evidence and/or questions are evident regarding indicators of various social-emotional disorders.

- d. The purpose of a comprehensive psychiatric evaluation is to provide a diagnostic evaluation of the indicators that assist the IEP Team in designing an appropriate educational program for the student.
- 6. *When a parent is asked by the school psychologist to sign the "parent permission for threat assessment" and refuses to do so, what steps should be taken?*

Inform principal who will contact Community Superintendent to determine next steps.

- 7. *Who reviews the threat assessment report?*

Executive Director of Student Services, Coordinator of School Psychology, Section 504 and Instructional Intervention, Coordinator of Special Education and Resource Psychologist each review the report and develop recommendations. These recommendations are shared with the Community Superintendent and the Principal. A copy of the report is delivered to the school by the PPW for review by the Principal and the School Psychologist.

- 8. *Where is a threat assessment report stored?*

A threat assessment report is stored in the Principal's Confidential File. A completed copy of the Confidential Information Form (Appendix p. i) is placed in the student's cumulative file. A copy of the threat assessment is also stored at the Office of Psychological Services.

- 9. *Is the threat assessment report sent to the next level or new school when the student transfers?*

No

- 10. *How long are the threat assessment reports maintained?*

A threat assessment report, as a psychological evaluation and a comprehensive psychiatric evaluation, will be maintained at the Office of Psychological Services for six years post-graduation.



# Student with Safety Protocol Preparation for Return to School

## I. Schedule an Intake Meeting

Participants: Administrator, Student Services Team Members (e.g., counselor, psychologist), ITL (special education, grade level), Alternative Educator (if appropriate), parent, and student

Purpose: To develop a plan to support the student's successful return to school.

## II. Questions to Address

1. What behavioral supports would be helpful in supporting the student during the transition?
2. What academic supports are required?
3. How will parents be informed and involved?
4. What peer supports are available?
5. How will progress be monitored/how often/by whom?
6. Identify a key adult/mentor that can support the student.
7. Should a referral to IIT/SST or IEP be considered? If so, who will be responsible for submitting the referral?
8. Identify if there is someone in the community with whom we can connect in our efforts to support the student (e.g., counselor, physician, tutor).

## III. Plan for Follow-Up

1. Select a case manager for the student.
2. Record minutes of Intake Meeting.
3. Communicate details of plan with staff, as appropriate.
4. Develop a timeline for a follow-up meeting.

## Student Safety Protocol Preparation for Return to School

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Participants: \_\_\_\_\_

\_\_\_\_\_

### Questions to Address:

1. What behavioral supports would be helpful in supporting the student during the transition? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What academic supports are required? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. How will parents be informed and involved? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What peer supports are available? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. How will progress be monitored/how often/by whom? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Identify a key adult/mentor that can support the student. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Should a referral to IIT/SST or IEP be considered? If so, who  
will be responsible for submitting the referral? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. Identify if there is someone in the community with whom we can  
connect in our efforts to support the student (e.g., counselor,  
physician, and tutor). \_\_\_\_\_

\_\_\_\_\_

### Plan for Follow-Up

Case Manager:

Communicate plan to the following staff: \_\_\_\_\_

\_\_\_\_\_

Date for follow-up meeting: \_\_\_\_\_

# APPENDIX

**Howard County Public School System**  
**Office of Psychological Services**

10920 Clarksville Pike  
Ellicott City, Maryland 21042-6198  
(410) 313-6773

**CONFIDENTIAL INFORMATION**

Insert Date

Name of Student: \_\_\_\_\_ Student's Birthdate: \_\_\_\_\_

School: \_\_\_\_\_ Student Identification Number: \_\_\_\_\_

Confidential records are sometimes stored with the school principal. A confidential assessment of this student has been conducted. Please contact the principal if there is a need for the report of this assessment. A copy of the report is also maintained by the Office of Psychological Services at the above address.

c: Principal

Educational History  
(For Threat Management Process)

Name of Student \_\_\_\_\_

School \_\_\_\_\_

D.O.B \_\_\_\_\_ Grade \_\_\_\_\_

Educational History Completed by \_\_\_\_\_

Date Completed \_\_\_\_\_

1. School History Information

Retained: ☐ No ☐ Yes (Grade \_\_\_\_\_)

Number of Schools Attended: \_\_\_\_\_

Services Provided:

- |  |  |
|--|--|
| <input type="radio"/> Early Beginnings Program       | <input type="radio"/> Title I                        |
| <input type="radio"/> Preschool-Kindergarten Program | <input type="radio"/> Speech/Language Services       |
| <input type="radio"/> ESOL                           | <input type="radio"/> Evening School                 |
| <input type="radio"/> Reading Services               | <input type="radio"/> Home/Hospital Services         |
| <input type="radio"/> Special Education Services     | <input type="radio"/> Functional Behavior Assessment |
| <input type="radio"/> 504 Plan                       | <input type="radio"/> Other: _____                   |

Attendance Record for the Current Year: \_\_\_\_\_ Absent \_\_\_\_\_ Present

Grades in which absences exceeded 20 days:

Grade	Absent	Present
_____		
_____		
_____		

2. Test Information

- ☐ Copy of test card is attached.
- ☐ No test information is available in the student folder.

3. Report Cards and Teacher Comments

Attach current report card and report cards from the previous two years.

Retain a copy at the school

#### 4. Previous Evaluation

Attach previous school evaluations.

☐ Educational

☐ Psychological

☐ Speech-Language

☐ Medical

☐ Other, specify: \_\_\_\_\_

#### 5. Discipline Record

Office referrals for current year and previous two years

School Year	Grade	# of Office Referrals	Reasons for referral
-------------	-------	-----------------------	----------------------

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Suspensions for current year and previous two years

School Year	Grade	# of Office Referrals	Reasons for referral
-------------	-------	-----------------------	----------------------

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

#### 6. Other Relevant Information

_____
_____
_____

##### Attached Information

☐ IEP (if appropriate)

☐ 504 Plan (if appropriate)

☐ Behavior Plan (if appropriate)

☐ Previous School Evaluation

☐ Test Card

☐ Current and previous Two years Report Cards

Other: \_\_\_\_\_

Retain a copy at the school

Howard County Public School System

Health Services Office  
Health Record Review

STUDENT: \_\_\_\_\_

DOB: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

Grade: \_\_\_\_\_

PARENT/GUARDIAN: \_\_\_\_\_

Health Record(s) Document(s) Reviewed: \_\_\_\_\_

Reason for Record Review (Education, Behavioral): \_\_\_\_\_

Health Problems (Refer to examples on back):

Past Health History (illness, hospitalizations, injury, or disability):

Current Medications:

Vision and Hearing Status:

Health Team Observations (visits to HR):

Any Pertinent Birth/Developmental

History: Any Pertinent Psychosocial

Health Record Review complete by: \_\_\_\_\_

School Nurse/Cluster Nurse

Date

White Copy: Student Folder

Yellow Copy: Health Record



**Guidelines for Completion**

A. Examples of possible Health Problems by Body System/Conditions:

Allergies	Immune System
Cardiovascular	Musculoskeletal
Endocrine	Neurosensory
Respiratory	Ears/Nose/Throat (ENT)
Gastrointestinal	Skin

B. Past Health History:

Record any past health problems, hospitalizations, or history of an injury.  
Document any medical history of neuromotor, cognitive, psychiatric, or genetic problems.

C. List any current medications. Briefly describe any medication history if applicable.

D. Vision/Hearing Status:

Review Health Screening Card 5 for results of vision and hearing screenings.  
Review health survey and physical exam report for any history of sensory problems.

E. Health Team Observations:

Record any observations made by team. Is the student a frequent visitor to the health room?  
Does the student have frequent injuries? Is there concern regarding attendance?

F. Pertinent birth/developmental history:

List any pregnancy complications, birth complications, and whether born premature or past due date. Indicate any developmental delays.

G. Pertinent psychosocial history:

Note any recent changes in family/home:

- Any stresses
- Any behavior problems.

