

FREDERICK COUNTY PUBLIC SCHOOLS	Reg. No. 400-53
Subject: THREATS OF HARM BY STUDENTS	Date of Issue: 12/13/00
Preparing Office: Office of the Superintendent	Amended: 5/10/06

I. Policy

II. Procedure

A. Purpose

The purpose of conducting threat assessments is to provide a safe environment for all students and to ensure students are receiving appropriate support and interventions.

B. Definitions

1. Threat Made Against A Person Or School Property

A threat consists of any indication – direct or indirect, oral or written – that would suggest intention to harm any person or school property. (This may include, but not be limited to: a bomb threat, a hit list, or verbal statements such as, “I am going to kill you.”)

2. Functional Behavior Assessment (FBA)

An integrated problem-solving process that provides a framework for reliably predicting:

- Why a student is acting inappropriately – context, pattern, function of behavior;
- What factors in the environment contribute to the occurrence of the behavior, and;
- What strategies might be used to bring about positive change.

3. Behavior Intervention Plan (BIP)

A plan to be used by the student’s teachers and school personnel to help the student change the behaviors determined to be inappropriate, disruptive, or that interfere with the student’s learning or the learning of others

4. Individualized Education Program (IEP)

A written description of the special education and related services needed by the student.

5. Student Threat Assessment (STA)

An assessment to determine if the student is a threat to harm others. The STA provides a *degree of risk statement*, not any prediction that a student will or will not perpetrate a violent act.

C. Administrative Fact-Finding Investigation

1. School administrator will investigate the situation and consult with the school psychologist.
2. If threat is not legitimate, the investigation will end.
3. The appropriate director should be contacted to discuss the legitimacy of the threat.

D. Administrative Consultation With Appropriate Individuals (i.e., individuals most familiar with the student)

1. Based on the investigation and assessment at the school, if the threat is legitimate and immediate, the school administrator should:
 - a. Alert appropriate authorities. (Refer to page IV of the FCPS Crisis Manual.)
 - b. Make environment safe and secure. (Consult Crisis Manual for instructions in specific situations.)
 - c. Remove the student from school.
2. Based on the investigation and assessment at the school, if the threat is legitimate but non-immediate, e.g., student threatens to commit an act but does not have necessary means at that time, the school administrator should:
 - a. Contact the identified student's parents.
 - b. Contact the pupil personnel worker if pursuing a disciplinary action.
 - c. Contact school staff familiar with the student.
 - d. Contact legal authorities as appropriate.
 - e. Determine necessity of removing student from school.
3. If it is determined that the threat is not legitimate, the investigation shall end.

E. Determining Necessary Notification, Supports and Intervention

1. The school psychologist will conduct the STA, including the "risk factors" checklist and make recommendations to be considered at the STA meeting.
2. The building principal, in consultation with the instructional director, will determine appropriate communication if any to the staff and/or the larger school community.
3. The building principal, in consultation with appropriate staff, will determine the appropriate notifications and/or interventions for the victim.

F. Reporting the Results of the Student Threat Assessment

Following the administrative fact-finding, consultation, and interviews, the STA results are reported in a Student Threat Assessment meeting, as follows:

1. For the non-special education student, a meeting is held to review the STA and other relevant information. The meeting should include a school administrator, school psychologist, parent, student (if appropriate), guidance, school support, pupil personnel worker, and teacher. The team should rule out any suspicions of a disability as required in COMAR 13A.08.03.10.a-d. If suspicions are ruled out, a student support plan and administrative disciplinary plan of action will be developed.
2. If, as a result of the STA review, the team determines that the non-special education student may have a disability that requires special education, the following steps must be taken:
 - a. Request that parents waive 10-day notice
 - b. Convene an immediate IEP screening meeting to determine the appropriate assessments and obtain written parent permission
 - c. Develop a temporary student support plan to be used in the interim
 - d. Follow existing special education procedures related to disciplinary actions for students with suspected disabilities
 - e. Reconvene in an expedited manner to determine eligibility

3. For the student already receiving special education services, an IEP meeting is held:
 - a. Follow present special education procedures related to disciplinary actions for students with a disability
 - b. Determine if the behavior is a manifestation of the student's disability when required by special education procedures
 - c. Review and/or revise the current IEP, if appropriate
 - d. Decide if updated assessments are necessary
 - e. Consider devising a student support plan
 - f. If a BIP is in place, review and revise, as needed. If there is no BIP, conduct a FBA and develop a BIP

Approved:

original signed by

Linda D. Burgee
Superintendent

Student Threat Assessment Flow-Chart

