



COMPREHENSIVE  
**SAFETY PLAN**



"Prevention is  
worth a pound  
of cure."

- Benjamin Franklin

**Volume II:**  
**Student-Focused  
Prevention, Intervention,  
and Educational  
Supports**

BALTIMORE COUNTY PUBLIC SCHOOLS



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# Student-Focused Prevention, Intervention, and Educational Supports

## Introduction

The purpose of implementing student-focused prevention, intervention, and supports is to facilitate positive emotional, mental, and physical well-being in all students by creating safe and supportive learning environments. Safety concerns often arise when students behave inappropriately. This plan includes supports that will enhance school safety and climate.

Assumptions inherent in providing student-focused prevention, intervention, and support opportunities include:

- Teaching positive behavioral expectations and holding students accountable for their behaviors contributes to a safe and orderly learning environment.
- Positive school climates and cultures are essential to academic achievement.
- Partners in school safety include Baltimore County Public Schools (BCPS) staff and external partners.
- “Student voice” is critical to creating positive school climates and cultures.

A safe and healthy environment is essential to promoting student achievement.

## Background Information

The Maryland State Department of Education (MSDE) has set forth general requirements to provide school systems with standards for the delivery of student support services ([COMAR 13A.05.05.01](#)).

These requirements are intended to provide school systems and schools with direction in formulating coordinated services that include school counseling, college/career development, school psychology, pupil services, school social work, school health services, home/hospital instruction, safe and drug-free schools, and initiatives to reduce disruption and violence, address risk behaviors, and facilitate academic achievement.

The Maryland State Department of Education has also published a [resource guide](#) featuring mental health and wellness resources throughout Maryland that place a special focus on student mental health issues and provides information about prevention and intervention resources.

### **Guiding Principle**

Each school’s climate and culture will empower all students to graduate from BCPS with the skills necessary to be responsible, compassionate, and productive members of a globally competitive society. Students must be provided with equitable access to preventative and responsive services that address their academic, behavioral, social, emotional, and health needs.

### **Objectives**

By implementing this plan, the following objectives will be met:

- Employees and service providers will implement risk reduction and prevention practices that keep students and staff safe.
- Employees and service providers will implement intervention programs that promote social-emotional learning and positive behavior.
- Employees and service providers will enforce logical consequences as needed.
- Employees and service providers will apply responsive strategies that support and restore school communities.

### **Policies and Rules**

The Education Article of the Annotated Code of Maryland requires county boards of education to “determine the educational policies of the county school system.” Md. Code Ann., Educ., §4-108. Moreover, all local boards are required to “adopt, codify and make available to the public, bylaws, rules, and regulations not inconsistent with State law, for the conduct and management of the county public schools.” In Baltimore County, all [policies](#) adopted by the Board of Education (Board) and **rules** issued by the superintendent of schools are found on the BCPS web site.

A **policy** is a statement of the vision, goals, principles, or position of the Board to guide and direct the Superintendent and staff.

Policies are adopted by the Board at one of its regular meetings in accordance with the procedures set forth in [Policy 8130](#).

A **rule** is issued by the superintendent of schools to implement the policies of the Board and to establish how Board policies are to be executed.

## **Structures for Support**

Most students come to school with the maturity, temperament, and predisposition to learn and achieve in school. Prevention and intervention services are support systems designed to help school staff develop and maintain an optimum environment for learning and developing, while ensuring students receive appropriate supports. Such social and emotional supports are essential for academic achievement.

### **Multi-Tiered System of Support**

The Multi-Tiered System of Support (MTSS) is a framework to guide staff to provide a continuum of prevention and intervention services and supports. Decisions regarding the needed services and supports should be made:

- Based on data.
- Using practices proven by research to be effective at achieving the identified goals (evidence-based practices [EBPs]).
- In a manner that ensures equitable and culturally proficient outcomes.
- Using a multi-disciplinary team process.

To successfully implement a tiered system of support, school staff must cultivate a collaborative school culture in which all staff take responsibility for the success of all students. As part of this collaborative culture, it is important that employees and service providers have a time, place, and process for engaging in collaborative problem-solving.

- **Tier 1** interventions are what ALL students receive in the form of behavioral and social-emotional student supports. Tier I interventions focus on the implementation of school wide initiatives.
- **Tier 2** interventions are what SOME students receive in addition to Tier 1. The purpose of Tier 2 interventions is to improve student performance under Tier 1 performance expectations.
- **Tier 3** interventions are what FEW students receive and is the most intense service level a school can provide to a student. The purpose of Tier 3 interventions is to help students overcome significant barriers to school success.

### **School Teams**

Schools can use one or more multi-disciplinary teams at Tier 1. Some schools use the school improvement team, a subcommittee of that team, or other existing teams.

### **Student Support Team**

Each school should have a Student Support Team (SST) that plans, coordinates, and evaluates supports at the Tier 2 and 3 levels. SSTs are chaired by school administrators and include the following positions based on student need: school counselor, school nurse, school psychologist, pupil personnel worker, school social worker, teacher, and parent. Additional members may be added.

The SST is a planned means of combining the knowledge and competencies of student support services personnel and other school staff to address complex academic and behavioral problems of individual students, groups of students, and the entire student body. The SST can address concerns

within the school through multiple levels of prevention, early intervention, and more intensive intervention. The implementation of the SST complies with the MSDE regulation mandating the provision of a coordinated pupil services program for all students, including the use of preventive and remedial approaches to meet student needs and alternative and supplemental programs for students at risk (COMAR: 13A.05.05.01).

### **Individualized Education Program Team**

Each school must also have an Individualized Education Program (IEP) team. The IEP team is a group of individuals composed of the parents/guardians of a child with a disability, an administrator, a general education teacher, a special education teacher/provider, an individual who can interpret the instructional implications of evaluation results, related services personnel, and, whenever appropriate, the child with the disability. The IEP team members combine their knowledge and experience to design an educational program that helps the child to be involved and progress in the general education curriculum. The IEP team also guides the delivery of special education and related services and supplementary aids for the child with a disability.

### **School Personnel: Partners in School Safety**

The responsibilities of identified BCPS school staff positions them to engage in prevention and intervention supports that impact student behavior and school climate. Each of these positions is supported by central office staff.

#### **Behavior Interventionist**

Under the direction of the school principal and in collaboration with central office staff, the behavior interventionist develops and implements systematic academic and behavioral supports. The behavior interventionist also assists teachers in planning and implementing inclusive education efforts; facilitates school-based team meetings for students attending regional programs; provides advice, consultation, and training to school staff regarding student behavior issues; and reviews IEPs and behavior intervention plans (BIPs).

#### **Pupil Personnel Worker**

The pupil personnel worker provides direct and indirect services to school personnel, students, and families of students who are experiencing academic, behavioral, emotional, physical, and/or social difficulties. The pupil personnel worker is a liaison between the home, school, and community. Interventions of the pupil personnel worker promote students' achievement and provide them with an opportunity to achieve maximum benefits from their educational experiences.

#### **School Counselor**

The school counselor facilitates the proactive development of many competencies needed by students in the areas of school success, personal decision making, career exploration, goal setting, self-esteem, and interpersonal relationship skills. Additionally, school counselors provide remediating interventions for many students who experience problems during their development. School counselors aid students in avoiding negative perceptions and inappropriate coping behaviors. School counseling is an integral part of the school's goals for promoting student achievement and maintaining a safe and orderly environment.

### **School Nurse**

The school nurse advances the well-being, academic success and lifelong achievement of students. School nurses facilitate positive student responses to normal development; promote health and safety; intervene with actual and potential health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaptation, self-management, and learning.

### **School Psychologist**

The school psychologist provides consultation to solve problems of student learning and behavior. They also provide assessment to enable more effective decision-making for student support and intervention services to students, staff, and parents/guardians to improve achievement for all students and to maintain a safe and orderly learning environment in every school.

### **School Social Worker**

The school social worker provides preventive and remedial interventions to remove barriers to learning. The school social worker supports the educational program and a safe and orderly learning environment by facilitating a positive connection between the student's home and school environment; providing consultation to the classroom teacher, administrator, and other school personnel on strategies to promote communication with parents/guardians; locating resources; serving as an expert in the management of mental health needs; and providing therapeutic services to advance students' social and emotional learning outcomes.

## **Community Partners**

### **School Resource Officer**

The School Resource Officer (SRO) Program is a partnership between BCPS and the Baltimore County Police Department (BCoPD) that promotes a safe and orderly learning environment in secondary schools. The presence of the SRO on a school's campus is an effective tool in promoting positive behavior, curbing disruptive behavior, and deterring crime and violence. The SRO is responsible for promoting positive relationships among local law enforcement agencies, students, and the community at large; educating students about destructive decisions, including those related to DARE (Drug Abuse Resistance Education); helping to maintain a safe and orderly school environment; and enforcing the law.

### **Community Mental Health Partnerships**

Community Mental Health agencies provide school-based therapy to students in need of additional supports outside of what is available by school personnel. These services should enhance school achievement by addressing unmet needs and should not negatively impact the delivery of the school instructional program. All community mental health partnerships must be approved by the Office of Student Support Services. Information about required documentation is available on the [BCPS Health Services' Web site](#).

More information regarding [PS115, Process for Screening and Monitoring In-School Community Partnerships with Mental/Physical Health Providers](#) can be found on the Health Services' Web site.

A [list](#) of BCPS approved community partnerships is available by clicking on the “list” link.

### Community Resources

A list of community resources can be found in [Appendix A: Resource List for Baltimore County Children and Families](#).

### **Student-Focused Prevention**

Student-focused prevention includes programs, initiatives, policies, rules, and procedures that are implemented to specifically encourage positive student actions.

#### **Bullying, Cyberbullying, Harassment, and Intimidation Prevention**

The Board is committed to ensuring that every student learns in an environment that is safe, secure, and conducive to learning. The Board believes that bullying, cyberbullying, harassment, or intimidation are disruptive to learning and can adversely affect academic achievement, emotional well-being, and school climate.

The superintendent has directed that a Bullying Prevention Week be conducted each year. During this week, students at every level participate in prevention activities to highlight the negative consequences of bullying and the importance of positive school climates. Students design activities around positive words selected for each day of the week.

Resources and information regarding bullying, cyberbullying, harassment, and intimidation can be found on the following Web sites:

- [Stop Bullying](#)
- [NetSmartz](#)
- [National PTA](#)
- [Committee for Children](#)
- [National School Safety Center](#)

[Policy](#) and [Rule 5580, Bullying, Cyberbullying, Harassment or Intimidation](#), can be found on the BCPS Web site. Infractions of the policy or rule can be reported using the [Bullying, Harassment or Intimidation Reporting Form](#).

#### **Character Education**

Character education is the intentional effort to develop core ethical and performance values that are widely affirmed across all cultures. It includes a broad range of concepts such as positive school culture, moral education, just communities, caring school communities, social-emotional learning, positive youth development, civic education, and service learning.

Parents are their children’s first and most influential teachers of values and ethics. In successful character development programs, schools, parents, and communities work together to intentionally provide opportunities for students to learn what it means to be good citizens.

Research shows that good character building programs improve school culture and climate, improve student behavior, reduce acts of violence, reduce drug and substance abuse, improve student identity and attachment to school, improve social and moral thinking, and improve academic performance.

BCPS is committed to the implementation of character education in all schools. School staff approach the development of character in students using a variety of strategies, depending upon the needs of the school. Character development can be infused in the curriculum, taught through direct instruction on appropriate behavior, taught through special programs and support services, and can be enhanced by teachers and other caring adults.

Staff can find [additional information](#) about implementing character education programs at their schools. Schools that demonstrate the Character Education Qualities and implement the Principles of Effective Character Education can apply for annual recognition at the state and national levels.

### Health Education

Health education for students in Grades K-12, provides opportunities for students to learn about positive behaviors that contribute to a safe learning environment. In addition to content regarding drug awareness and violence and bullying prevention, educators cover topics such as decision making and peer pressure resistance.

### Internet Safety/Digital Health

BCPS has partnered with *Common Sense Media* to provide instructional resources for students, tip sheets for families and caregivers, and video content to help keep our students safe. All stakeholders are encouraged to model positive digital behavior by setting a good example. Parents can consider the following suggestions for their homes:

- Keep the computer in a visible area of the home.
- Establish limits for which online sites children may visit and for how long. Activate parental controls provided by service providers.
- Create and sustain a family media agreement.
- Monitor mobile devices such as cell phones, gaming devices, and laptops.
- Surf the Internet with children and discuss safe sites.
- Know who is connecting with children online and set rules for social networking, instant messaging, e-mailing, online gaming, and Webcams.
- Keep the lines of communication open and the dialogue ongoing about online safety.

### Gender Inclusive Practices

The Board believes that every student should receive an education that maximizes his/her potential to become a globally competitive graduate. The Board is committed to the success of every student in every school. Disparities based on race, special education status, gender, ethnicity, sexual orientation, English language learner (ELL) status, or socioeconomic status are unacceptable and are directly at odds with the opportunity for all students to achieve.

The Maryland State Department of Education has developed guidelines to assist local school systems with gender equity and non-discrimination. The guidelines address administrative best practices, access to activities and areas, bullying and harassment, discrimination, and athletics.

A copy of these guidelines, [\*PROVIDING SAFE SPACES FOR TRANSGENDER AND GENDER NONCONFORMING YOUTH: GUIDELINES FOR GENDER IDENTITY NON-DISCRIMINATION\*](#), can be found on the MSDE Web site.

### **Mentoring Programs**

Fostering positive relationships is essential to providing students with the environment they need to be successful life-long learners. Through mentoring, students are provided a safe outlet and a trusted adult or peer to help guide them through their school experiences and beyond.

Mentoring is an option under prevention in the BCPS Framework for Climate. Students can form positive relationships with adults, peers, and others through mentoring provided in one-to-one, group, and peer settings. All participants in mentoring programs have access to training and resources to help support relationship-building over time.

### **Sexual Discrimination and/or Harassment**

BCPS is committed to creating and maintaining a learning environment free from all forms of discrimination and harassment, including sexual discrimination and/or harassment and discrimination and/or harassment based on race, national origin, disability, and/or religion of any student or school personnel at school or any school-sponsored activity. Infractions can be reported using the [electronic](#) or [hard copy](#) of the Bullying, Harassment or Intimidation Reporting Form.

### **Student Code of Conduct**

*The Student Handbook* is designed to help students understand their rights, responsibilities, and behavioral expectations so that they can enjoy learning in safe and orderly environments. Positive behavior in the school is extremely important to the maintenance of safe and orderly learning environments for all students. Positive behavior displayed in school increases the chances that students will reach expected outcomes. Each school develops its own routines, regulations, procedures, and expectations for student conduct based on the school system's Code of Student Conduct. A variety of strategies may be used by school staff to teach, practice, and reinforce the schoolwide code of conduct, rules, and expectations for student behavior. In maintaining positive behavior, each student is expected to adhere to the school's code of conduct; follow all routines, regulations, and procedures included in the school's progress plan; and behave appropriately. [The Student Handbook](#) can be found on the BCPS Web site.

### **Substance Abuse Prevention**

The Board is committed to promoting and providing an alcohol-free and drug-free environment for all students and appropriate safeguards for the administration of prescription medications and nonprescription drugs. The Board further believes that collaboration with parents and the community is essential in its efforts to deter student use of alcohol and other drugs.

Substance abuse prevention education is provided in the following ways.

- Health education curricula.
- Red Ribbon Week activities.
- Drug Abuse and Resistance Education (DARE) lessons taught by SROs in middle schools.
- Drug abuse prevention/awareness lessons taught in high schools by SROs.
- Special assemblies and programs such as Students Against Destructive Decisions (SADD) and prom season activities.

More information can be found regarding [Rule 5540, Alcoholic Beverages, Controlled Dangerous Substances, Intoxicants, Prescription, and Nonprescription Drugs](#) on the BCPS Web site.

### **Suicide Prevention**

According to the Substance Abuse and Mental Health Services Administration (SAMHSA), nearly 40,000 people in the United States die from suicide annually. The rate of death by suicide is on the rise. Suicide is a serious national public health problem that causes immeasurable pain, suffering, and loss to individuals and families. The causes of suicide are complex and determined by multiple combinations of factors, such as mental illness, substance abuse, painful losses, exposure to violence, and social isolation.

Suicide prevention efforts seek to:

- Increase the factors that help strengthen, support, and protect individuals from suicide.
- Reduce factors that increase the risk for suicidal thoughts and behaviors.

BCPS recognizes the importance of creating a safe and healthy environment for all students. Through a multifaceted approach, BCPS is establishing a suicide prevention program that includes staff education, student education, parent education, and protocols for helping students at risk of suicide. The Maryland Crisis Hotline, 1-800-422-0009, and the National Suicide Prevention Lifeline, 1-800-273-TALK, can be called for assistance.

### **Youth Development and Leadership**

Youth development refers to the intentional efforts of schools to provide opportunities for students to grow and reach their full potential. Youth leadership is the practice of youth gaining the skills and knowledge they need to participate in decisions made that affect them and their peers. Involvement of students in creating and enhancing safe learning environments is critical to the success of a school. Administrators must look for opportunities for students to be involved on a variety of levels. Below are some examples of youth leadership opportunities in BCPS.

#### **Baltimore County Student Councils and Superintendent’s Student Advisory Council**

The Baltimore County Student Councils and the Superintendent’s Student Advisory Council work together to discuss and create prevention and intervention strategies to keep schools safe and secure. These student groups serve in an advisory capacity to share insights on school-based issues and work together to identify strategies to promote a positive school climate and culture. They also work with school-based leadership teams to create activities and awareness to improve the school and community environment.

#### **Safe School Ambassadors Program**

The [Safe School Ambassadors \(SSA\) Program](#) is an evidence-based program that engages the socially influential leader of a school’s diverse cliques and equips them with effective non-violent communication and intervention skills they can use with their peers to prevent, stop, and report bullying, cyber-bullying, and harassment. Twenty schools have received training in the program.

#### **School Safety Patrol**

The School Safety Patrol Program is implemented in elementary schools. AAA School Safety Patrol members are school-sponsored student volunteers from upper elementary grades. Patrollers direct children, not traffic. As school-age leaders in traffic safety, patrol members teach other students about traffic safety on a peer-to-peer basis. They also serve as models for younger children who look up to them.

School Safety Patrol members:

- Complete training in traffic safety.
- Protect students from hazards of crossing roads and highways on their way to and from school.
- Assist bus drivers in safely transporting students to and from school.
- Teach fellow students about traffic safety.
- Serve in other leadership roles under the direction of school officials.

Typically, teachers and principals appoint patrol members, who participate with parental approval. A teacher usually serves as the patrol advisor.

### **Students Against Destructive Decisions**

For 35 years, [Students Against Destructive Decisions \(SADD\)](#) has been the leading organization committed to saving lives by empowering teens to stand strong against destructive decisions. Since its foundation in 1981, SADD has impacted the lives of millions of students, friends, parents, school and community leaders, law enforcement officials, and more. The strong connections that these groups built with SADD has resonated and grown into a brand that is recognized across the nation as a remarkable experience, equipping teens to become leaders and role models in their home communities and across the nation. Because motor vehicular crashes remain the number one killer of teens today, SADD's core focus will remain traffic safety until statistics change. However, the issues that teens face daily have expanded. In 1997, SADD expanded its mission to include other emerging issues, such as substance abuse, suicide, depression, bullying, violence, and body image. SADD does its best to equip students with the best, most effective resources to take the lead on the issues that matter to them.

### **Student Member of the Board of Education**

Annually, student leaders work with an adult committee to nominate and select a high school student (Grades 11 or 12) to serve as the Student Member of the Board of Education. The student, nominated and approved by the governor, serves as the “student voice” on issues and policies that impact BCPS students. The Student Member of the Board serves on the Baltimore County Student Councils and the Superintendent's Student Advisory Council and is the liaison to the board, sharing student opinions and feedback on issues. This student plays a key role in voting on policies that directly impact the students in the school system.

### **Student-Focused Intervention**

#### **Child Abuse and Neglect**

The Board is committed to providing a safe and secure learning environment for all students. Physical abuse, sexual abuse, and child neglect violate state law and must be reported to the appropriate authorities. The Board is further committed to ensuring that all Board employees and service providers are held accountable for reporting suspected child abuse and neglect in accordance with state law and that they understand their legal obligations for reporting.

More information regarding [Policy](#) and [Rule](#) 4000, *Child Abuse and Neglect*, can be at the BCPS Web site.

### Gang Awareness

The Board believes that gangs and gang-related activities pose a serious threat to the safety of students and staff members and that gang and gang activities can significantly disrupt the educational environment. Therefore, the Board prohibits gang activity and similar destructive or illegal group behavior on school property, on school buses, and at school-sponsored events.

More information regarding [Policy](#) and [Rule 5551, Gangs, Gang Activity and Similar or Illegal or Destructive Behavior](#), can be found at the BCPS Web site.

### Multi-Tiered System of Support

Students who need support beyond that offered in Tier 1 that applies to all students might benefit from interventions at Tiers 2 and 3.

- **Tier 2** interventions are what SOME students receive in addition to Tier 1. The purpose of Tier 2 interventions is to improve student performance under Tier 1 performance expectations.
- **Tier 3** interventions are what FEW students receive and is the most intense service level a school can provide to a student. The purpose of Tier 3 intervention is to help students overcome significant barriers required for school success.

### Student Support Plans

Student Support Plans assist students with complex academic and/or behavioral needs in meeting their goals within the general education setting. Student Support Plans typically include one to two measurable academic and/or behavioral goals and interventions based upon a documented need, which describes the expected result because of the proposed intervention. Interventions should be researched-based, connected to a student's goal, and easily embedded in the classroom whenever possible.

### Student Safety Plans

Students who have been the alleged targets of bullying, harassment, and/or intimidation might need special protection to ensure their emotional and physical safety and security during investigations and/or after sanctions have been imposed on aggressor students.

The safety plan template raises key issues for individuals to consider in the protection of a student and in the development of a safety plan. It is understood that each situation is different and that additional considerations may be included.

It is recommended that the Targeted Student Safety Plan, found on the Department of School Safety Intranet site, be completed by staff who are best suited to consider the needs of the student in collaboration with the parent/guardian of the student, if appropriate. Once the plan has been developed, the principal or his or her designee will see that it is implemented in collaboration with the student and his or her family. The principal will also share this plan with all necessary school staff emphasizing the need for confidentiality, consistency, and subtlety.

**Appendix A:**

**BALTIMORE COUNTY PUBLIC SCHOOLS  
DEPARTMENT OF SCHOOL SAFETY  
RESOURCE LIST FOR BALTIMORE COUNTY CHILDREN AND FAMILIES**

**COUNTY WEB SITES CONTAINING RESOURCES FOR TEENS**

[Baltimore County Public Schools \(BCPS\) Web Site](#)  
[Baltimore County Public Library Teen Information Web Site](#)  
[Baltimore County Public Library Community Connections Web Site](#)

<b><u>SUPPORT NEEDED</u></b>	<b><u>24-HOUR SERVICES</u></b>	<b><u>HOTLINES</u></b>
Youth Crises (any)	Maryland Youth Crisis Hotline	1-800-422-0009
Mental Health	Crisis Response System Grassroots Crisis Intervention Center	410-931-2214 1-410-531-6677
Social Services/Family Services Child Abuse/Financial Assistance	Department of Social Services (DSS)	410-853-3000
Sexual Assault/Domestic Violence	Domestic Violence and Sexual Assault Family Crisis Center of Baltimore County Turnaround	410-828-6390 410-285-7496 443-279-0379
Parenting Skills/Abuse Prevention	Family Tree Parenting Help Line	1-800-243-7337
Any Health and Human Service Topic (information and referral only)	211 Maryland (United Way)	410-685-0525

<b><u>SERVICES</u></b>	<b><u>COMMUNITY RESOURCES/AGENCIES</u></b>	<b><u>PHONE</u></b>	
<b>Counseling Services</b>	Main Street Community Mental Health Center	410-526-7882	
	Kennedy Kreiger Institute	443-923-9400	
	Counseling Team Baltimore County Police Department	Western Region (Precincts 1-4)	410-887-5823
		Central Region (Precincts 6-8)	410-887-1394
		Eastern Region (Precincts 9-12)	410-887-5823
		Office of School Counseling, BCPS	410-887-0241
		Sheppard Pratt Hospital	443-809-0291
		Office of Education Options, BCPS	410-938-3000
	<b>Continuing Education</b>	Community Colleges of Baltimore County – Catonsville, Essex, and Dundalk	443-809-2270
		Life Enrichment and Continuing Education	443-840-2222
Free State Challenge Academy		443-840-4700	
The Choice Program		Cherry Hill Location	1-800-820-6692
		Catonsville Location	410-354-5511
<b>Employment Training</b>		443-695-4318	
	ABC Apprenticeship Program	410-821-0351	
	Job Corps	410-625-8400	
	Maryland Job Service	410-859-3499	
	Eastpoint American Job Center	410-288-9050	
	Hunt Valley American Job Center	410-887-7940	
<b>Health Services</b>	Liberty Center American Job Center	410-887-8912	
	Office of Health Services, BCPS	443-809-6368	
	Baltimore County Department of Health	410-887-2243	
<b>Legal Services</b>	Maryland Disability Law Center	410-727-6352	

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<u>SERVICES</u>	<u>COMMUNITY RESOURCES/AGENCIES</u>	<u>PHONE</u>
<b>Medical Assistance Application</b>	Legal Aid Bureau	410-296-6705
	Maryland Volunteer Lawyers Service	410-529-6800
	Maryland Children’s Health Program (MCHP)	410-887-2957
<b>Mental Health/Substance Abuse</b> (for Medical Assistance, private insurance, or sliding scale fees)	Youth Services Bureaus	
	Dundalk Youth Service Center	410-288-4356
	First Step Cockeysville	410-628-6120
	First Step Owings Mills	410-526-7400
<b>Mental Health Services for Medical Assistance</b>	Lighthouse Youth and Family-Catonsville	410-788-5483
	Maryland Public Behavioral Health System	1-800-888-1965
<b>Mental Health for Uninsured or Underinsured</b>	Baltimore Medical Systems	410-558-4700
	Loyola University Clinical Center	410-617-1200
	In Spirit Counseling Services referral	410-433-2241
<b>Office of Pupil Personnel Services</b>	BCPS	443-809-0404
<b>Parent Support Service</b>	Homeless Children and Youth in Baltimore County	443-809-6485
	Maryland Department of Juvenile Services	1-888-639-7499
	Young Parent Support Center	410-853-3860
<b>Pregnancy/Family Planning</b>	Baltimore County Department of Health – Clinical Services	410-887-2705
	Pre-Natal Enrichment Program and Early Childhood Program	410-887-3725
<b>Parenting for Teens</b>	DSS Services Main Line	410-853-3000
	DSS Services for Pregnant and Parent Adolescents	410-853-3164
	Planned Parenthood – Maryland	410-363-1655
	Baltimore County Department of Health	410-887-2437 (no fee)
<b>Student Attendance</b>	Office of Student Support Services, BCPS	443-809-0216
	Project Attend, Office of Pupil Personnel Services, BCPS	443-809-0404
<b>Students with Disabilities</b>	Office of Special Education, BCPS	443-809-3660
	Parent Resource Centers: Battle Monument, Maiden Choice, Campfield, Middlesex, White Oak	
<b>Superintendent’s Designees – Suspensions/Expulsions</b>	Southeast Area	410-887-7570
	Northeast Area	410-887-6498
	Central Area	410-887-7656
	Northwest Area	410-887-6943
	Southwest Area	410-887-6843
<b>Substance Use or Abuse</b>	Department of School Safety, BCPS	443-809-4360
	Baltimore County Department of Health of Behavioral Health	410-887-3828
	Alcoholics Anonymous (AA)	410-663-1922
	AA-Anon/Alateen	410-832-7094
	Epoch Counseling Center	410-284-3070
	Narcotics Anonymous (NA)	410-566-4022
	Youth Services Bureaus	(see above)