“Prevention is worth a pound of cure.”

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

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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

### Support Needed vs. 24-Hour Services

<table>
<thead>
<tr>
<th>Support Needed</th>
<th>24-Hour Services</th>
<th>Hotlines</th>
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</thead>
<tbody>
<tr>
<td>Youth Crises (any)</td>
<td>Maryland Youth Crisis Hotline</td>
<td>1-800-422-0009</td>
</tr>
<tr>
<td>Mental Health</td>
<td>Crisis Response System</td>
<td>410-931-2214</td>
</tr>
<tr>
<td></td>
<td>Grassroots Crisis Intervention Center</td>
<td>1-410-531-6677</td>
</tr>
<tr>
<td>Social Services/Family Services Child Abuse/Financial Assistance</td>
<td>Department of Social Services (DSS)</td>
<td>410-853-3000</td>
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<td>Sexual Assault/Domestic Violence</td>
<td>Domestic Violence and Sexual Assault</td>
<td>410-828-6390</td>
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<td></td>
<td>Family Crisis Center of Baltimore County</td>
<td>410-285-7496</td>
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<td></td>
<td>Turnaround</td>
<td>443-279-0379</td>
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<tr>
<td>Parenting Skills/Abuse Prevention</td>
<td>Family Tree Parenting Help Line</td>
<td>1-800-243-7337</td>
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<tr>
<td>Any Health and Human Service Topic (information and referral only)</td>
<td>211 Maryland (United Way)</td>
<td>410-685-0525</td>
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### Services vs. Community Resources/Agencies

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<tr>
<th>Services</th>
<th>Community Resources/Agencies</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Counseling Services</td>
<td>Main Street Community Mental Health Center</td>
<td>410-526-7882</td>
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<tr>
<td></td>
<td>Kennedy Kreiger Institute</td>
<td>443-923-9400</td>
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<tr>
<td></td>
<td>Counseling Team Baltimore County Police Department</td>
<td>410-887-5823</td>
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<td></td>
<td>Western Region (Precincts 1-4)</td>
<td>410-887-1394</td>
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<td>Central Region (Precincts 6-8)</td>
<td>410-887-5823</td>
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<td>Eastern Region (Precincts 9-12)</td>
<td>410-887-0241</td>
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<td>Office of School Counseling, BCPS</td>
<td>443-809-0291</td>
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<td>Sheppard Pratt Hospital</td>
<td>410-938-3000</td>
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<tr>
<td>Continuing Education</td>
<td>Office of Education Options, BCPS</td>
<td>443-809-2270</td>
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<td>Community Colleges of Baltimore County – Catonsville, Essex, and Dundalk</td>
<td>443-840-2222</td>
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<td>Life Enrichment and Continuing Education</td>
<td>443-840-4700</td>
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<td>Free State Challenge Academy</td>
<td>1-800-820-6692</td>
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<td></td>
<td>The Choice Program</td>
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<td></td>
<td>Cherry Hill Location</td>
<td>410-354-5511</td>
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<td>Catonsville Location</td>
<td>443-695-4318</td>
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<td>Employment Training</td>
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<td>Liberty Center American Job Center</td>
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<td>Health Services</td>
<td>Office of Health Services, BCPS</td>
<td>443-809-6368</td>
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<td>Baltimore County Department of Health</td>
<td>410-887-2243</td>
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<tr>
<td>Legal Services</td>
<td>Maryland Disability Law Center</td>
<td>410-727-6352</td>
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Comprehensive Safety Plan 14 August 2018
### SERVICES

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<th>SERVICES</th>
<th>COMMUNITY RESOURCES/AGENCIES</th>
<th>PHONE</th>
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<tr>
<td>Legal Aid Bureau</td>
<td>Marylands Volunteer Lawyers Service</td>
<td>410-296-6705</td>
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<tr>
<td>Medical Assistance Application</td>
<td>Maryland Children’s Health Program (MCHP)</td>
<td>410-887-2957</td>
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<td>Medical Assistance Application</td>
<td>Youth Services Bureaus</td>
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<td>(for Medical Assistance, private</td>
<td>Dundalk Youth Service Center</td>
<td>410-288-4356</td>
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<td>insurance, or sliding scale fees)</td>
<td>First Step Cockeysville</td>
<td>410-628-6120</td>
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<td>First Step Owings Mills</td>
<td>410-526-7400</td>
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<td>Lighthouse Youth and Family-Catonsville</td>
<td>410-788-5483</td>
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<td>Mental Health Services for Medical Assistance</td>
<td>Maryland Public Behavioral Health System</td>
<td>1-800-888-1965</td>
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<td>Mental Health for Uninsured or Underinsured</td>
<td>Baltimore Medical Systems</td>
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<td>Loyola University Clinical Center</td>
<td>410-617-1200</td>
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<td>In Spirit Counseling Services referral</td>
<td>410-433-2241</td>
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<td>Office of Pupil Personnel Services</td>
<td>BCPS</td>
<td>443-809-0404</td>
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<td>Parent Support Service</td>
<td>Homeless Children and Youth in Baltimore County</td>
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<td>Maryland Department of Juvenile Services</td>
<td>1-888-639-7499</td>
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<td>Young Parent Support Center</td>
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<td>Pregnancy/Family Planning</td>
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<td>DSS Services for Pregnant and Parent Adolescents</td>
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<td>Planned Parenthood – Maryland</td>
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<td>Parent Resource Centers: Battle Monument, Maiden Choice, Campfield, Middlesex, White Oak</td>
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<td>Suspensions/Expulsions</td>
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<td>Substance Use or Abuse</td>
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<td>Youth Services Bureaus</td>
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