

LEA: Charles County Public Schools

Trauma - Behavioral Health Report
FY 2021 Spending Report

Based on the LEA's plans to address trauma and behavioral health issues exacerbated by the COVID-19 pandemic on students and their families and to identify and provide necessary supports and services for students, please describe how the county board spent funds provided in fiscal year 2021 under paragraph (1) of this subsection to address trauma and behavioral health issues through summer school programs, including how the county board:

(i) Provided behavioral health services to students?

Currently, CCPS supports salary and benefits for 87 school counselors, 44 school psychologists, 23 pupil personnel workers, and 5 behavioral specialists, who all provide mental and/or behavioral health support to students. Some of these positions either remain unfilled or have individuals on extended leave due to health concerns. Over the summer, funds were used to support parent consultation clinics, mental health supports for in-person learning students, and virtual group sessions for students with either a school counselor and/or school psychologist. Parent consultation clinics were established to extend support to families who may have had limited contact with the school during SY20-21, and to help parents prepare their child for return to in-person learning. School psychologists were contracted to attend various schools who required behavioral consultation and support with struggling in-person learners. In addition, a social-emotional learning program entitled Readyville was provided daily to all middle schools students attending summer programming, approximately 485 students in total. School counselors or school psychologists built on this program and provided 50 minute lessons to classrooms throughout the week, with

(ii) Ensured that services provided to students address the trauma and behavioral health issues due to the effects of exacerbated by the COVID-19 pandemic?

All services that are provided above link to some aspect of trauma and behavioral health issues. The focus of all the services are to identify students in need, many times through behaviors demonstrated in school, and link them to a service that matches their needs. Some of the programs are also more global in nature, such as training on trauma and deescalation for non-certificated staff, to ensure that all CCPS staff have some exposure to symptoms of trauma and basic responses to address initial concerns. We are also continuing to implement early intervention programs, such as Signs of Suicide, to identify students in distress prior to more severe behaviors emerge.

(iii) Monitored students experiencing more trauma and behavioral health issues than other students?

Currently, CCPS mental health staff monitor student's mental health through a number of data points. Issues such as attendance challenges and discipline

referrals may be a broad snapshot of a student struggling with underlying mental health concerns. Thus, these numbers are tracked by school teams and referrals made as needed. In addition, student self-harming statements and/or threats to others are tracked through a centralized database to ensure follow-up services are being provided to these students. CCPS also uses on-line social-emotional learning platforms such as BASE Education for secondary students and Move This World for elementary age students to track student responses and use profiles in order to identify students in need of greater interventions. BARK is a software tool used by CCPS that is attached to students Office 365 accounts that track issues such as self-harming statements, threats, behavioral concerns, etc. made by students in writing that can trigger the need for support for the student. Students are made aware of this software linkage when they agree to appropriate computer/internet use at the beginning of the school year.

(iv) Measured the effectiveness and impact of behavioral health services provided to students using key metrics and procedures developed under this section.

Currently, it is very early in the school year to have definitive data to report on effectiveness of interventions, as many of the ESSER funds are just beginning to be utilized. However, we are gathering baseline data this year on areas such as excessive absences (more than 20 days), discipline referrals, referrals for mental health screenings with school counselors and school psychologists, and use of Tri-County Youth Services that may link to increased levels of trauma experienced by students during the height of COVID-19. We are gathering baseline data, as SY 2021 data may not be reflective of the needs of our student population due to loss of in-person instruction and limited direct face-to-face interactions with students. We are measuring early intervention strategies, such as the SOS program, and outcome data such as number of referrals generated by participants.

Chapter 55 of the Acts of 2021 (HB1372) requires local school systems to provide two reports on the System's actions to address trauma/behavioral health issues exacerbated by the COVID-19 Pandemic through the implementation of specific Trauma/Behavioral Health Supports for students.

Continued: SECTION 5. AND BE IT FURTHER ENACTED, That:

(4) On or before **January 1, 2022**, each county board of education, including Baltimore City, shall submit to the Accountability and Implementation Board, the Governor, and, in accordance with § 2-1257 of the State Government Article, the Legislative Policy Committee of the General Assembly a report on how the county board spent funds provided in fiscal year 2021 under paragraph (1) of this subsection to address trauma and behavioral health issues through summer school programs, including how the county board:

- (i) provided behavioral health services to students;
- (ii) ensured that services provided to students addressed the trauma and behavioral health issues due to the effects of exacerbated by the COVID-19 pandemic; and
- (iii) monitored students experiencing more trauma and behavioral health issues than other students; and

January 1, 2022 Report Certification

Mania Navarro
Superintendent's Name

[Signature]
Superintendent's Signature

12/22/21
Date