



CECIL COUNTY PUBLIC SCHOOLS
DEPARTMENT OF BUSINESS SERVICES
GEORGE WASHINGTON CARVER EDUCATION LEADERSHIP CENTER
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Dr. Jeffrey A. Lawson
Superintendent of Schools

William H. Malesh
President, Board of Education

December 15, 2021

The Honorable Larry Hogan
State House
100 State Circle
Annapolis, Maryland 21401

The Honorable Bill Ferguson
President
Senate of Maryland
State House, H-107
Annapolis Maryland 21401

The Honorable Adrienne A. Jones
Speaker
Maryland House of Delegates
State House, H-101
Annapolis Maryland 21401

Re: Report required by HB 1372/Ch. 55(5(a)(4)), 2021 (MSAR # 13661)

Ladies and Gentlemen:

Enclosed please find five copies of our HB 1372/Ch. 55(5(a)(4)), 2021 (MSAR # 13661) Report for Cecil County Public Schools.

Sincerely,

Sandy Jack
Chief Financial Officer

Cc: Sarah Albert, Department of Legislative Services (5 copies)

Chapter 55 of the Acts of 2021 (HB1372) requires local school systems to provide two reports on the impact of trauma and behavioral health issues exacerbated by the COVID-19 Pandemic through the implementation of specific Trauma/Behavioral Health interventions.

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 a report to the State Board of Education, the State Implementation Board, the Governor, and, in accordance with § 2-1257 of the State Government Article, the Joint Committee of the General Assembly a report on how the county board spent funds provided in fiscal year 2021 to address trauma and behavioral health issues through summer school programs, including:
- (i) provided behavioral health services to students;
 - (ii) ensured that services provided to students addressed the trauma and behavioral health issues due to the COVID-19 pandemic; and
 - (iii) monitored students experiencing more trauma and behavioral health issues than other students; and

January 1, 2022 Report Certification

Jeffrey A. Lawson

Superintendent's Name

Jeffrey A. Lawson

Superintendent's Signature

12-15-21

Date

LEA: Cecil 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?

Cecil County Public Schools is using the Trauma and Behavior Supplemental Grant to support student social emotional learning through Student Support Centers and implement an evidence based SEL program in grades K-8. The grant has allowed CCPS schools to expand the centers to all school sites. The student support centers are staffed by trained student support technicians who provide social/emotional/behavior support to students who are in crisis and need time to de-escalate in a safe and supportive environment during the school day. The grant supports the additional 12 classroom sites and salaries for four student support technicians. In addition, the grant paid the balance of the Second Step SEL program. Second

(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?

Student support centers are designed to ensure that students who are in crisis can de-escalate in a safe and supportive environment. Each center is equipped with self-regulation tools, flexible seating, appropriate lighting, and de-escalation manipulatives. All students may access the Student Support Center. Student support technicians have received training in restorative practices and Life Space Crisis Intervention. School counselors and building administrators provide oversight to the technicians. Student Support Center data is reviewed on a regular basis through our Multi Tiered System of Support process. Additionally, all teachers (k-8) teach the research based Second Step program lessons on a weekly basis. This program is designed to decrease problem behaviors by promoting social emotional competence.

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

Each school's Student Support Team monitors and reviews all students referred through the Multi Tiered System of Support and assesses the need for Tier II and III supports and interventions.

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

Student support technicians collect data on who accessed the center and for what reason they accessed the center as well as the frequency in which they accessed the center. This data is monitored by the school counselor and building administration. Additionally, this data is analyzed through our MTSS process on a regular basis. School discipline data is also used to monitor and evaluate the effectiveness these programs have had on supporting student's behavioral health needs.