

DUE TO MSDE: 8-23-2021

Local School System: **Cecil County**

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.

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

- (a) (1) Each county board of education, including Baltimore City, shall use State and federal funds provided in for COVID-19 relief in the State budget for fiscal years 2021 and 2022 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.
- (2) On or before **September 1, 2021**, 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 plan for spending the fiscal year 2022 funds under paragraph (1) of this subsection, including how the county board will:
- (i) provide behavioral health services to students;
  - (ii) ensure that services provided to students address the trauma and behavioral health issues due to the effects of exacerbated by the COVID-19 pandemic; and
  - (iii) monitor students experiencing more trauma and behavioral health issues than other students; and
  - (iv) develop key metrics and procedures, consistent with State and federal guidance, to evaluate the effectiveness and impact of behavioral health services provided to students under this section.
- (3) Funding may not be provided to a county board under paragraph (1) of this subsection for fiscal year 2022 until the county board submits a plan in accordance with paragraph (2) of this subsection.
- (b) To the extent practicable, county boards are encouraged to utilize school-based health centers to coordinate and deliver services to students.
- (c) Funds may be used under this section to train teachers and school staff to recognize signs of student trauma or behavioral health concerns.

The September 2021 Report template is included in the 9-1-2021 tab. The January Report template is included in the 1-1-2022 Tab.

September 1, 2021 Report Certification

Jeffrey A. Lawson, Ed.D.

Superintendent's Name

Superintendent's Signature

Date

8-23-21

**NOTE: For the September 1 Report only, MSDE will transmit the reports to the AIB, the Governor, and the Legislative Policy Committee of the General Assembly. As such, reports are due to MSDE by August 23, 2021.**

EA: Cecil County Public Schools

#### Trauma - Behavioral Health Report

The LEA's FY 2022 Trauma/Behavior Health Grant cannot be released until this report is submitted.

Please describe 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 in each of the following sections.

(i) How will the LEA provide behavioral health services to students?

In FY22, Cecil County Public Schools will use the Trauma and Behavior Supplemental Grant to support student social emotional learning through Student Support Centers and implementing an evidence based SEL program in grades K-8. The grant will allow CCPS schools to expand the centers to all school sites. The student support centers will be staffed by trained student support technicians who will 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 will support the additional 12 classroom sites and salaries for four student support technicians. In addition, the grant will pay the balance of the Second Step SEL program. Second Step will be delivered to all students in grades K-8 on a weekly basis.

(ii) How will the LEA ensure 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 will 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) will 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) How will the LEA monitor students experiencing more trauma and behavioral health issues than other students?

Each school's Student Support Team will monitor and review all students referred through the Multi Tiered System of Support and assess the need for Tier II and III supports and interventions.

(iv) Identify the key metrics the LEA will use to evaluate the effectiveness and impact of the behavioral health services provided to students. Please also identify the process used by the LEA to develop key metrics and procedures, consistent with State and federal guidance, to evaluate the effectiveness and impact of behavioral health services provided to students under this section.

Student support technicians will 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 will also be used to monitor and evaluate the effectiveness these programs have had on supporting student's behavioral health needs.

(v) How does the LEA's FY 2022 spending plan align with the components identified above.

The spending plan aligns with the components identified above by the increase of Student Support Technicians and the needed supplies for the center as well as the purchase of the research based Second Step program.