

**DUE TO MSDE: 8-23-2021**

**Local School System:           04-Calvert County Public Schools**

**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

Daniel D. Curry, Ed.D.

Superintendent's Name



Superintendent's Signature

8/20/21  
Date

**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.**

LEA: 04 Calvert

#### 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?

CCPS has a partnership with the Calvert County health department. This affords CCPS the opportunity to have therapists in each of our schools. The therapists provide therapy throughout the year in our school buildings. Our school psychologists, counselors, and social workers provide individual and group counseling throughout the school year.

Goal 1: Increase the number of students exposed to yoga and mindfulness practices in the classroom across Calvert County.

- Train CCPS wellness coordinators and social workers using the Yoga Ed course to equip staff with yoga and mindfulness tools to improve physical and mental health and teach social-emotional competencies.
- Utilize wellness coordinators and social workers to train school-based staff for Classroom Yoga and Mindfulness to support Pk-12 students using the Yoga Ed evidence-based program.
- Practice yoga and mindfulness during brain breaks, recess, or before student assessments
- Implement yoga and mindfulness into Pk-12 health and physical education curriculum.

Goal 2: Provide opportunities for students and staff to participate in mental health enhancing activities at school.

- Create monthly mental health activities at each school through the wellness team that engages the whole school community during morning announcements, lunch, SEL/advisory periods, or at after school activities.
- Create peace corners or calming rooms in schools to provide students a safe place to manage emotions and cope with difficult feelings.
- Collaborate with local community organizations such as Calvert Behavioral Health and wellness studios to connect students and staff with resources to enhance mental health.

Goal 3: Provide behavioral health services to students that address the trauma, stress, and anxiety exacerbated by the COVID-19 pandemic.

- Administer a universal screener for trauma and behavioral health to identify students who self-report areas of concern.

Student mental health and SEL are a priority for Calvert County Public Schools. Finding multiple opportunities for students to engage in SEL throughout the school day is imperative to their overall wellbeing. Youth need opportunities in school to practice and develop healthy coping strategies to enhance mental health. Students need to feel supported and empowered to take responsibility for their wellbeing. They need schools to work together and build relationships with community organizations to provide resources that enhance mental health. Through a system wide initiative to include yoga, mindfulness, and social-emotional learning as professional development opportunities for staff, we will be able to reach students across all grade levels to support their mental health needs and emotional growth.

(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?

Most students are experiencing anxiety and depression due to the isolation, losing loved ones and being afraid of getting the virus. Counseling services provided to students will address these emotions and the yoga will help them pay attention to where they are emotionally and learn how to go to a happy and calm place.

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

We will use the pre and post survey to monitor student’s progress as well as using a feelings check-in sheet to monitor them throughout the week.

(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.

The metrics survey we utilize will be a 5 point likert scale that we adopt from a universal social emotional screener.

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

The spending plan (budget narrative) aligns with the components above. CCPS has budgeted through this grant for a before/after school and summer program that supports social emotional learning for our students. CCPS has budgeted for professional development for teachers, counselors and social workers in the areas of mindfulness, yoga, and restorative practices. And finally, the budget includes materials for social emotional learning at the elementary level, K-12 calming rooms and mental health activities.