

HB1372 Trauma & Behavioral Health

FY22 Spending Plan

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

MSAR# 13633

Submitted: October 25, 2021

DUE TO MSDE: 8-23-2021

Local School System: **Anne Arundel 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

George Arlotto, Ed.D.

Superintendent's Name



Superintendent's Signature



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: Anne Arundel

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?

Anne Arundel County Public Schools (AACPS) will be providing behavioral health services and trauma support to students in a tiered format during the 2021-22 school year and beyond. The Tier I supports that we will be providing will address behavioral health and trauma in a universal manner. This started with enhanced social-emotional learning opportunities at AACPS summer programs. Student Services staff (school counselors, school psychologists, and school social workers) provided students with lessons that supported the development of social-emotional learning skills that will allow them to successfully transition into the 2021-22 school year. AACPS also partnered with the Anne Arundel County Department of Parks and Recreation to offer a summer camp for thirty elementary-aged students who are identified as McKinney-Vento and lack a fixed residence.

As staff returns to school, school building administrators have the opportunity to utilize a professional development program for staff, "Second Step's Social-Emotional Learning for Adults." This program focuses on supporting the educator's social-emotional skills and well-being in an effort to create a positive classroom culture as students return to school. Another universal support will be the implementation of social-emotional learning and wellness blocks at the elementary, middle, and high school level. For all elementary and middle schools, AACPS will be implementing the Second Step K-8 Digital Social-Emotional Learning Curriculum. In high school, AACPS will be implementing a community wellness block with lessons created through a collaboration with Johns Hopkins University. AACPS School counselors will continue to provide lessons on social skills topics in the classroom at all levels through the AACPS Core School Counseling Curriculum. AACPS early education teachers will be trained in SEFEL (Social and Emotional Foundations for Early Learning), so they have the tools and language to support our youngest learners with their social-emotional needs.

AACPS staff are in the process of being trained in Multi-Tiered Systems of Support and Restorative Practices with the goal of 100% of schools trained within the next few years. AACPS will also be providing Tier II supports for targeted groups of students to support their behavioral health. In addition to the mental health supports that AACPS school counselors, school psychologists, school social workers, and pupil personnel workers provide to students, AACPS will be hiring contract school social workers and school psychologists to meet the additional needs that students will have as they return to school in September 2021.

AACPS is training forty-eight Student Services staff members to become certified Youth Mental Health First Aid Instructors. These individuals will be providing Youth Mental Health First Aid training to AACPS staff throughout the school year in order to further support students who are experiencing a crisis and/or a mental health challenge. AACPS will also be partnering with The Family Tree to train pupil personnel workers to provide trauma training to AACPS staff throughout the school year. This training will be adapted to provide information to staff about the ways in which trauma impacts children in Anne Arundel County and the way that poverty connects to the trauma that they may be experiencing.

The AACPS Arlington Echo Outdoor Center is working with ten schools to create outdoor wellness spaces at those schools. Students will be able to engage in strategies to support their own well-being through the use of the outdoors. These will also be spaces in which outdoor individual and group counseling will occur for students. AACPS is partnering with Notre Dame University of Maryland the St. Louis University to create a "Student Alliance for the Flourishing" clubs at five schools. These clubs will focus on how students can flourish individually, in their community, and globally. AACPS will also be providing Tier III behavioral health and trauma supports as intensive interventions for a smaller group of students. AACPS has a program called, "Expanded School-Based Mental Health," in which we partner with five clinical community counseling agencies who provide intensive mental health services to students. The clinicians work with a small number of students, provide therapy in the school building, and bill services through Medicaid and private insurance. AACPS is expanding these programs to support students who do not have insurance, so all students have access to high-quality mental health services without any barriers.

AACPS has a program in middle and high schools called STAR (Screening Teens Access to Recovery) in which students who are struggling with substance use can go to the health room and get a virtual screening with an addictions clinician. Based on the screening, the clinician will connect the student to appropriate mental health and substance use services. AACPS has created a Central Office Crisis Behavioral Team as a support for schools when they have a student in extreme behavioral crisis. Members of Central Office will come out to the school and brainstorm ideas and supports that they can provide and create an action plan for support to allow the student and the school to be successful. Supports will include additional teaching assistant support, additional mental health support, and additional sensory tools and items for the classroom. AACPS also partners with Thrive Behavioral Services on the implementation of a program called, "Early Childhood Behavior Intervention." In this program, students are referred and provided in-class behavioral support from a mental health clinician and a behavioral technician. The students learn skills and strategies on how to make good decisions outside of the classroom and the clinician and behavioral technician support the student and the teacher in allowing for the student to apply those learned skills in the classroom. AACPS is investing in a district Behavioral Threat Assessment system. This will create a central tracking system for any threats of harm toward others and will allow us to best support these students toward becoming successful AACPS students. These are the universal, targeted, and intensive behavioral health and trauma supports that Anne Arundel County Public Schools will be implementing during the 2021-22 school year to support students as they transition back-to-school.

(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?

By providing the tiered services and programs indicated in the previous answer, Anne Arundel County Public Schools (AACPS) is ensuring that universal supports, targeted supports, and intensive supports are in-place to address trauma and behavioral health issues due to the effects exacerbated by the COVID-19 pandemic. As students engage in Tier I or universal services, staff will be able to identify and refer students who are showing the signs of being more adversely impacted by trauma and experiencing more behavioral health challenges that are impacting their academic success. When this occurs, these students will be provided with the Tier II and Tier III services mentioned in the previous answer. Pending grant approval, Anne Arundel also plans to partner with Attendance Works, so they can provide intensive training to administrators in thirty targeted schools that have been impacted by chronic absenteeism related to the pandemic. These trainings will focus on understanding how their students were impacted by the pandemic and the potential trauma that they have experienced, how to reengage these students back in school, additional social-emotional supports that these students may need, and the structures that need to be put in place to support school attendance and academic success.

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

Anne Arundel County Public Schools (AACPS) will closely monitor those students who are experiencing more trauma and behavioral health issues than other students. AACPS will educate staff on the warning signs of trauma and behavior health challenges in children and adolescents and the process of referring these students to a Student Services staff member (school counselor, school psychologist, school social worker, pupil personnel worker) in the school building. Student Services staff members will provide professional development and training to school staff on suicide prevention and intervention and other mental health challenges throughout the school year. When a staff member identifies a student who is displaying signs of potential trauma and/or behavioral health issue, staff is trained to refer the student to the school counselor, school psychologist, and/or school social worker. If the student has truancy concerns impacted by trauma and/or mental health challenges, staff is also aware of the process to refer a student to the pupil personnel worker. Student Services teams have regular and consistent meetings in which they discuss students who they are providing trauma and behavioral health services to, so they can brainstorm ideas for service and have knowledge of how each practitioner is supporting the student. Schools also engage in the Collaborative Decision-Making process, which is a teaming process in which students who are displaying signs of trauma and/or behavioral health concerns can be referred to for support. The team of staff is made up of teachers, Student Services staff, and other resource staff in the school building. The team discusses the challenges that the student is displaying in the school and creates a plan with clear, measurable objectives to address the concerns. The team meets regularly to monitor the student's progress and modifies the plan to continue to support the student toward success.

(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.

Anne Arundel County Public Schools (AACPS) will use key metrics to evaluate the effectiveness and impact of behavioral health services provided to students at the Tier I, Tier II, and Tier III intervention level. In order to assess Tier I interventions, AACPS will collect data through a system-wide assessment in the fall and spring focused on social-emotional learning and behavioral health. This assessment will take place during the social-emotional learning and student wellness blocks at elementary, middle, and high school. Areas of focus of the assessment will be around the development of self-management skills, self-awareness skills, social awareness, relationship skills, and responsible decision-making. Results will be compared from the fall to the spring to indicate skill growth within these areas. The Tier II support of individual and group counseling provided by school counselors to identified students will be monitored through Targeted Intervention Plans (TIPs). All school counselors will be required to create TIPs for students who they have identified as needing additional trauma and behavioral health supports and will measure their growth in the identified areas throughout the school year. The Tier III intervention of trauma and behavioral health services through Expanded School-Based Mental Health Services will be evaluated by comparing the attendance, discipline, and academic data of students who have been referred for trauma and behavioral health services prior to the services starting and at significant point after these services have been provided to the student. These metrics will be evaluated throughout the school year and changes to interventions will take place based on the results of the data.

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

A majority of the components identified above have been and are in the process of being implemented due to the grant funding available through the American Rescue Plan Supplemental Grants I/II and ESSER II/III. We have aligned these initiatives to meet the needs of students who have experienced trauma and are in need of behavioral health services due to the impact of the pandemic on their lives. We will continue to monitor the behavioral health needs of students throughout the school year and adjust initiatives, as necessary.