



# Charles County Public Schools

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October 25, 2021

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 HB 1372/Ch. 55(5(a)(2)), 2021 (MSAR # 13640)

Ladies and Gentlemen:

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. 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.

Sincerely,

A handwritten signature in black ink, appearing to read "M. Navarro", with a large, stylized flourish at the end.

Maria V. Navarro, Ed. D  
Superintendent of Schools

SF/sa

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

DUE TO MSDE: 8-23-2021

Local School System: Charles 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

Maria Navarro  
Superintendent's Name

[Signature]  
Superintendent's Signature

8/23/2021  
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: Charles 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?**

CCPS currently has 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. In addition, CCPS has a long standing contract with Tri-County Youth Services Bureau (TCYSB) who staff each CCPS school with a part-time contracted mental health clinician. TCYSB staffing is supported both through general school system funding as well as targeted grant funding. Mental and behavioral health supports by these various providers have been provided both for in-person learners as well as for virtual learners through multiple virtual platforms. In addition, CCPS has been active in writing and obtaining grant funding to secure additional mental health provider staffing as well as to implement trauma informed and behavioral health programming in our schools. TCYSB high school clinicians are supported through Title IV and Governor's Office for Crime Prevention funding. These grants sunset by December 30, 2021. ESSER III grant requests have been made to support these services through FY2024. In addition, CCPS has made ESSER II and III grant requests for the following programs: Mental Health First Aid (18 classes taught over 2 year period, Signs of Suicide (SOS) pilot program in 3 high schools, parent/caregiver evening workshops on trauma informed care to help target our ESOL population, professional development funding targeting behavioral health topics for 16 secondary schools, train the trainer training for 12 CCPS based restorative practices trainers, mentoring program to strengthen student resiliency skills for 8 Title 1 elementary schools, trauma and verbal de-escalation staff development for non-certificated staff (i.e. Instructional Assistants, bus drivers, bus attendants, food service workers) to ensure all CCPS staff receive training on trauma informed practices, trauma informed care trainings for all school teams, and professional development on trauma informed care for student services staff (school counselors, school psychologists, school nurses, pupil personnel workers).

**(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?**

The mission of CCPS Student Services staff and programs are to ensure that trauma informed practices and behavioral health supports are in place in each building. Training for all CCPS school administrators took place on August 13, 2021 with the focus of the social-emotional health of students as all students return to in-person learning. Using an MTSS focus, all schools will be asked to provide data in areas such as attendance, discipline, and office referrals to reflect their focus on ensuring the behavioral health needs of students are met. Professional development focused on trauma informed practices and behavioral health topics will be mandated for all schools, and grant funds will also be provided to enhance this practice throughout the school year. Staffing will be provided to ensure student access to mental health services, and grant funded programs will be provided to supplement direct services. CCPS is also providing a number of virtual social-emotional learning platforms, including Move This World for students K-6 grade and BASE Education for students in grades 6-12. Tier II interventions have also become a central tenet of CCPS supports to include areas such as Check-In/Check-Out and restorative practices. In addition, the Second Step counseling curriculum is provided by school counselors both for classroom and small group instruction.

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

CCPS uses several methods to monitor student behavioral progress which relates to their behavioral and mental health. PBIS teams at each building analyze discipline data and attendance via our Synergy platform monthly to track overall patterns in the building, as well as identify individual and/or small groups of students who are demonstrating behavioral patterns of concern. Students identified through this method will be referred to problem solving teams, such as a Student Support Team, to address concerns. CCPS has a Check-In/Check-Out module through Synergy that also allows for data tracking and Tier II level interventions for struggling students. In addition, county wide risk and threat assessment data is collected for analysis. CCPS also utilizes data from the Youth Risk Behavior Survey (YRBS) to obtain information about student behavior. As an example, 2018 YRBS data indicated that of the approximately 7000 students completing the survey, 32% stated that felt sad or hopeless almost everyday for at least 2 weeks, 21% had suicidal ideations over the past year, and 19% had developed a plan to attempt suicide. This data helped spur us to develop the SOS program and suicide awareness training for all staff.

(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.

Metrics used to evaluate the effectiveness and impact of behavioral health services to students will vary depending on the extent of the service. Behavioral health services provided to individual students will be measured based on the individual goals established by the student and clinician with parent/guardian input. Broader programs focus on different outcome measures, many of which focus on areas such as reduced disciplinary referrals, regular and/or increased school attendance, and pre and post measures of social-emotional development depending on the focus of the program. When outcome data is requested, break downs by program will be provided.

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

CCPS uses both restricted general funds and grants to support all of the programs and services outlined above. School psychological, school counseling, and pupil personnel staffing is supported through various general funds which have shown an approximate 30% growth over the past 5 years. TCYSB services are supported at the elementary and middle school level through restricted funds. TCYSB services at the high school are supported by grant funding that is not due to sunset until FY2024. Second Step curriculum materials are supported through restricted funds, as are Move This World and BASE Education subscriptions. All other programs listed will be supported through ESSER II and ESSER III funding.

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