

DUE TO MSDE: 8-23-2021

Local School System Queen Annes 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 and behavioral health issues exacerbated by the COVID-19 pandemic on students and their families and to identify and provide necessary supports and services.
- (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 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.
- (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 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

Dr. Patricia W. Snelens
Superintendent's Name


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:

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?

QACPS will provide behavioral services through traditional protocol, as well as the use of expanded student services employees and external school based mental health services. Students will continue to receive behavioral services through school counselors, school psychologists and mental health coordinators. Pupil Personnel Workers will continue to make home visits to assist families with the referral process and connection with needed services. The use of school based external mental health providers will continue, and will be expanded to increase service hours during the school day as well as after school hours with transportation provided. In addition, QACPS will hire two new full time student service workers with experience in school counseling, social work or mental health. Each student service worker will be assigned to one of our two high school feeder systems and will serve students in PK-12

(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?

QACPS will use the comprehensive SEL curriculum, Zones of Regulation (ZoR), to foster self regulation and emotional control. ZoR will address the social and emotional needs for students, and will provide teachers with the knowledge and skills to recognize students who may need more intensive interventions and support. These may be students disproportionately impacted by COVID-19 and include low-income students, students of color, English learners, homeless students, migratory students and students with disabilities. Students who do require more intensive interventions will be referred to the school counselor and/or school psychologist to triage the situation and determine the need for additional behavioral services. Going forward, QACPS plans to use ESSR III funds to employ two full time student services employees with experience in social work, school counseling or mental health services. Each student service employee will be assigned to one of the two high school feeder systems and will serve students in grades PK-12. In addition, QACPS will partner with current and new school based counseling providers to provide after school counseling and mental health services to student and families disproportionately affected by the trauma of COVID-19. Transportation will be provided for all students and families as needed in order to ensure access to behavioral and mental health needs.

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

In order to monitor students who are experiencing increased behavioral and mental health issues, each school will collect and record data on all referrals to school counselors, school psychologists and mental health coordinators. Referrals can be made by students, staff and parents. Once a referral is made, the student will be entered into a database (school based) where all recommendations, follow up actions and progress will be

documented. The Student Support Services Team (SST) at each school will monitor the progress of each student regarding the frequency of behavioral services as well as grades, attendance, behavior and overall social/emotional wellness as reported by classroom teachers and parents.

(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 key metrics QACPS will use to evaluate effectiveness include quantitative measures such as student enrollment, attendance/engagement, academic progress (performance measures), discipline data, and frequency of behavioral services. In addition, qualitative measures will be used to include compliance with school based mental health/behavioral appointments, as well as behavioral and social/emotional wellness reports from classroom teachers and parents. Pre-referral data regarding these metrics will be the baseline and ultimately compared to ongoing and updated data on a monthly basis. The process used to determine these metrics incorporated the Student Support Service Team's traditional protocol of monitoring "at-risk" students through "grades, attendance and behavior". QACPS also recognized the documentation of external services, the frequency and duration of these services, as well as the qualitative reports from school based mental health providers are an essential part in evaluating a student's progress from a holistic perspective.

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

The QACPS spending plan includes the use of supplemental grants as well as ESSR II and ESSR III monies to increase funding in the areas of comprehensive SEL implementation, expansion of external school based mental health services (to include after school hours), transportation for access to after hours school based mental health services, and the hiring of two full time employees with school counseling, social work or mental health experience.