

DUE TO MSDE: 8-23-2021

Local School System: Somerset

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

Dr. John B. Gaddis

Superintendent's Name

Superintendent's Signature

8/16/21
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.

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?

Staff will be provided training to develop strategies that will result in the creation of a support and culturally response school climate. Staff will be able to recognize and support students with behavioral health needs. Types of training include: Youth Mental Health First Aid, Adverse Childhood Experiences Interface (ACES), Trauma-Sensitive Care, Restorative Practices, and Creating a Positive Environment (PBIS). Staff will provide school-wide support for students by implementing their PBIS framework, teaching social emotional lessons and using restorative practices. All staff will be trained on SCPS's Learning Support Team process for identifying students who may be in need of more supportive services. Supportive services such as group counseling, check-in/check-out, behavior assessments/plans and referrals for outside services like mental health counseling will be provided. The Mental Health Coordinator will facilitate a student support steering committee that is comprised of the local mental health providers who provide school based and community based mental health services to students and families.

(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?

Staff will receive training on how COVID-19 has affected staff, students, and families and how to recognize and support students who have been impacted by this. The Student Services department will continue to compile data regarding students who have been identified and are receiving services such as mental health or other wraparound services. This data will be used to determine future programming and to identify gaps in services. Surveys will be given to staff, students and parents to assess the impact of the services provided and to ensure student and parent voice is included in the decision making process. School-wide practices such as teaching social emotional learning and using restorative approaches will help students learn coping skills, strengthen, restore and repair relationships. All staff will be trained in the Learning Support process, which will allow them to identify students who need more individual support and be connected to additional resources that are available, such as group counseling and/or a referral for mental health counseling from a community provider. Multidisciplinary teams will meet to review the provision of services such as transportation, special education, early childhood, instruction, etc., at monthly central office meetings.

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

Our system has a process in place, which includes a Learning Support Team at each school, which provides a guide to school staff on identifying and referring students who need additional supportive services, including those with behavioral needs. Once referred, the team meets to discuss and develop a plan to help support the student. Each school tracks this data monthly in the Learning Support Team Tracker. In addition, we have other data reports that student service school staff submit monthly that track services and interventions being offered to students, such as suicide prevention and intervention, the Community Liaison report (tracks referrals to community resources), and the Behavior Intervention Specialist report (tracks behavior interventions and referrals for community resources). These databases are monitored by school staff as well as district level student services staff. Students who are experiencing complex trauma and behavioral health issues may be referred to the Local Coordinating Team which is a multi-disciplinary team whose goal is to develop a plan to connect the student and family to wraparound services.

(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.

SCPS will review student data such as grades, discipline logs, attendance, daily progress sheets when applicable; parent communication; survey data from staff, students, and parents; and data from community providers regarding student progress on treatment goals. The process used to develop the key metrics and procedures will be through feedback obtained during central office meetings in the development of the SCPS master plan in regards to social emotional services and implementation; feedback from school based student services staff and community providers.

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

The spending plan aligns with all of the components listed above. Specifically, SCPS will use the Behavioral Health funds to hire a Homeless and Mental Health Coordinator for our district. This person is responsible for coordinating services for homeless students and mental health services. The individual will implement and monitor the processes, protocols and services for homeless students, and mental health services for all students in order to improve student achievement.