

JOINT MEETING AGENDA



Stuart City Commission Martin County Board of County Commissioners Martin County School Board


**Thursday, February 14, 2019 – 9:00 am
John F. Armstrong Wing, Blake Library
2351 SE Monterey Road, Stuart**

- I. Call to Order and Pledge of Allegiance**
Rebecca S. Bruner, Mayor, Stuart City Commission
- II. Introductions and Opening Comments**
Rebecca S. Bruner, Mayor, Stuart City Commission
Edward Ciampi, Chairman, Martin County Board of County Commissioners
Christia Li Roberts, Chair, Martin County School Board
- III. Public Comments**
- IV. Agenda Items**
 - a. County and City Capital Improvement Programs**
George Dzama, Capital Projects Manager, Martin County BOCC
 - b. Growth and Development Trends**
Samantha Lovelady, AICP, Principal Planner, Martin County BOCC
 - c. Career and Technical Academies**
Ely Parsons, Coordinator of Career and Technical Education
 - d. School Safety**
Frank Frangella, Director of Safety and Security
 - e. Legislative Priorities**
Marsha Powers, School Board Member
 - f. Parks/School District Master Interlocal Agreement**
- V. Additional Items As Needed**
- VI. Adjournment**

NOTICE: In compliance with the Americans with Disabilities Act (ADA), anyone who needs a special accommodation to attend this meeting should contact the City's ADA coordinator at 772-288-5306 at least 48 hours in advance of the meeting, excluding Saturday and Sunday. If a person decides to appeal any decision made by the Board with respect to any matter considered at this meeting, he will need a record of the proceeding, and that for such purpose he may need to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which the appeal is to be based.

Agenda Item IV. a.

County and City Capital Improvement Programs
George Dzama, Capital Projects Manager, Martin County BOCC



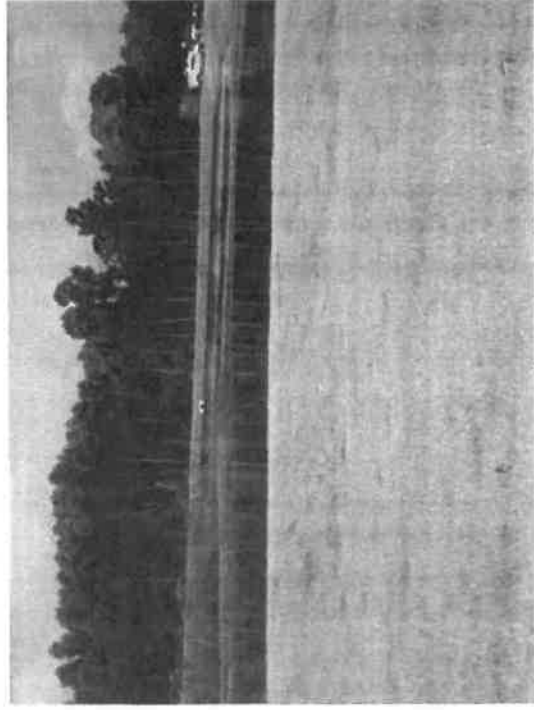
MARTIN COUNTY PUBLIC WORKS

FEBRUARY 14, 2019

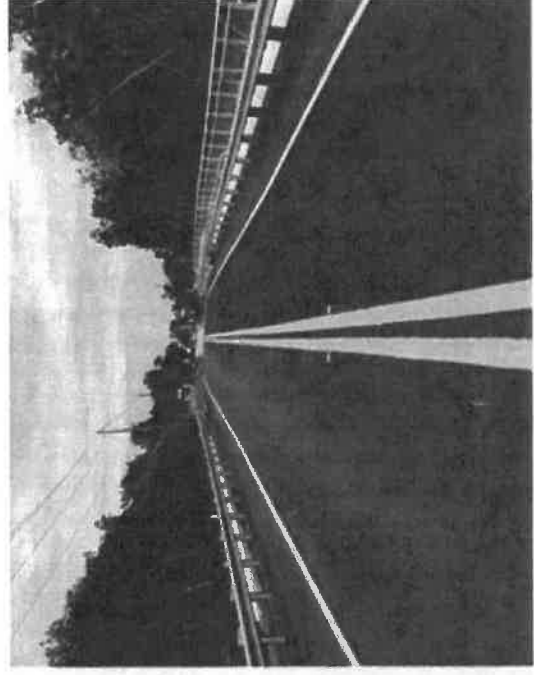
2018 COMPLETED PROJECTS

- Palm City Farms Neighborhood Restoration
 - Turtle Creek Neighborhood Restoration
 - Canoe Creek Neighborhood Restoration
 - Mapp Road Multi-Modal
 - Mapp Road Resurfacing & Drainage
 - Mapp Road Lake
 - Britt Road Bridge
 - Bridge Road Box Culvert

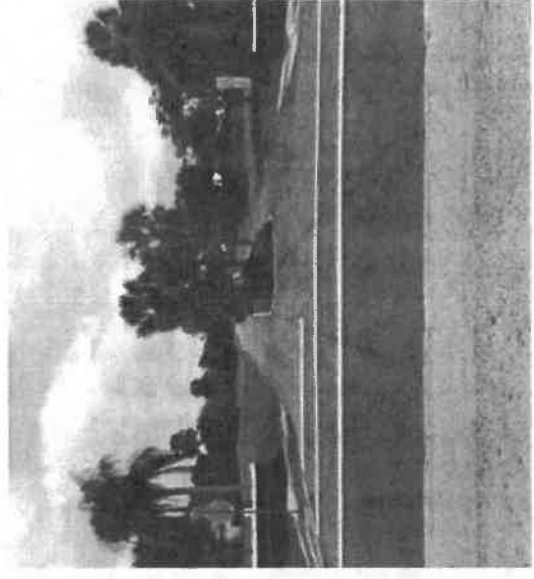
**Pictured: Mapp
Road Lake**



**Pictured: Britt Road
Bridge**



**Pictured: Canoe
Creek Neighborhood**



A black and white photograph of a construction site. In the foreground, a worker wearing a hard hat and a high-visibility vest is partially visible. In the background, an excavator is working on a dirt mound. The scene is surrounded by trees and vegetation.

NEIGHBORHOOD RESTORATION PROJECTS

Pictured: North River Shores

NEIGHBORHOOD RESTORATION PROJECTS

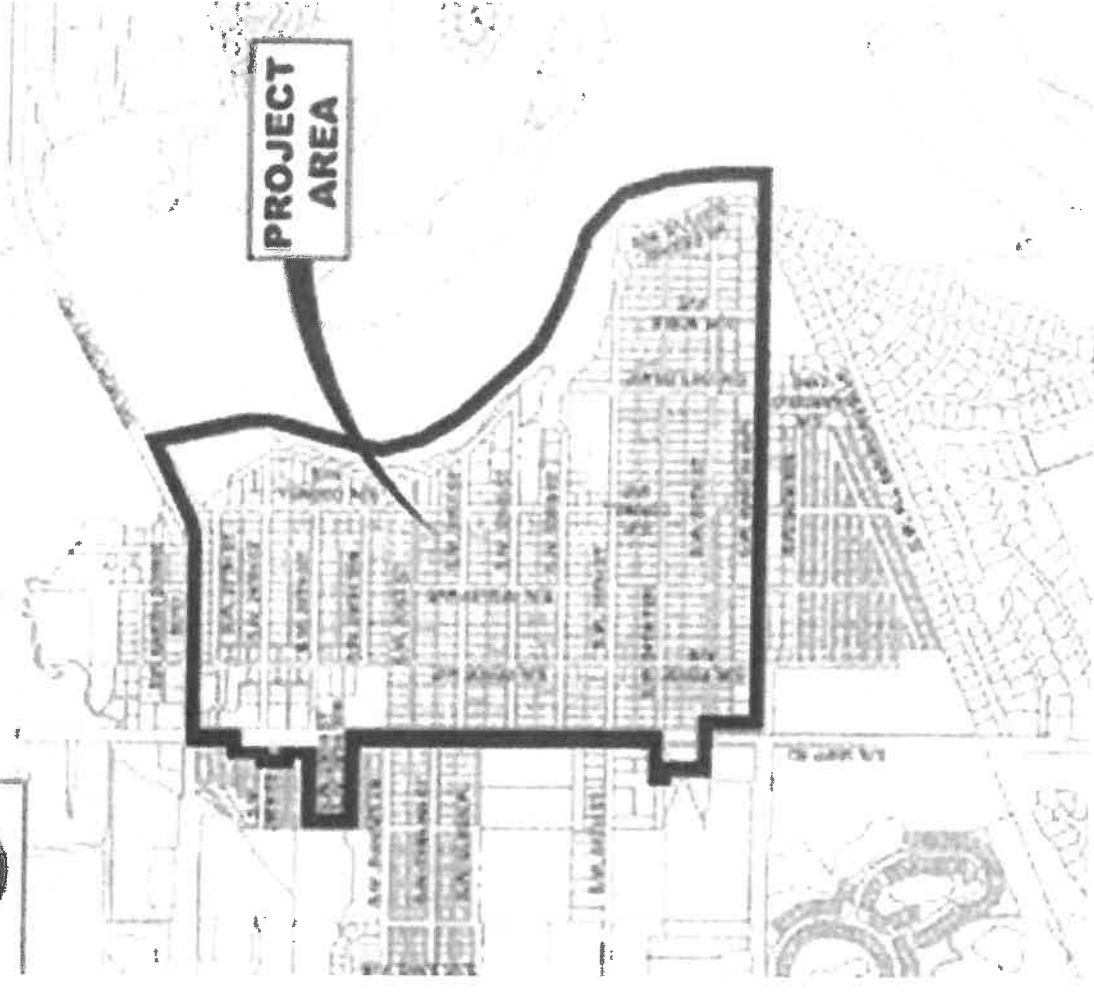
FY19 Construction Projects

- | | |
|------------------------------------|-------------------------|
| • Fisherman's Cove | Started ~ March 2018 |
| • Hobe Heights / East Ridge Estate | Started ~ July 2018 |
| • North River Shores | Started ~ July 2018 |
| • Vista Salerno | Started ~ October 2018 |
| • Palm Lake Park | Started ~ December 2018 |
| • Tropical Farms | Starting ~ June 2019 |
| • Heritage Ridge – Phase 2 | Starting ~ June 2019 |
| • Golden Gate | Starting ~ July 2019 |

FY19 Design Phase

- Old Palm City
- Port Salerno
- New Monrovia / Cove Ridge
- Sunset Trail
- Hibiscus Park
- Harbor Estates / Linden Street
- Gomez

**Pictured: Old Palm City
Neighborhood Restoration
Site Map**



FY19 ROADWAY/RESURFACING PROJECTS

- 138th Street
FY19 Design
- MacArthur Boulevard
FY19 Design
- Flamingo Drive / Karin Street
FY19 Construction
- High Meadow Avenue
FY19 Construction

**Pictured: Flamingo Drive clearing of
Karin Street intersection**

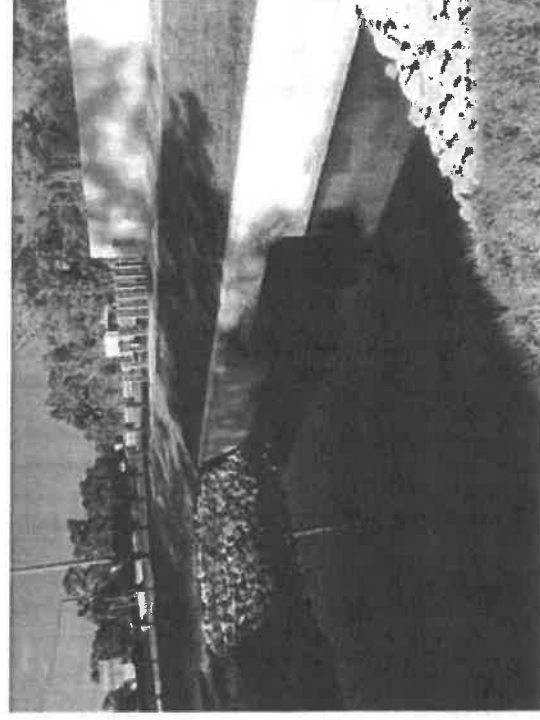
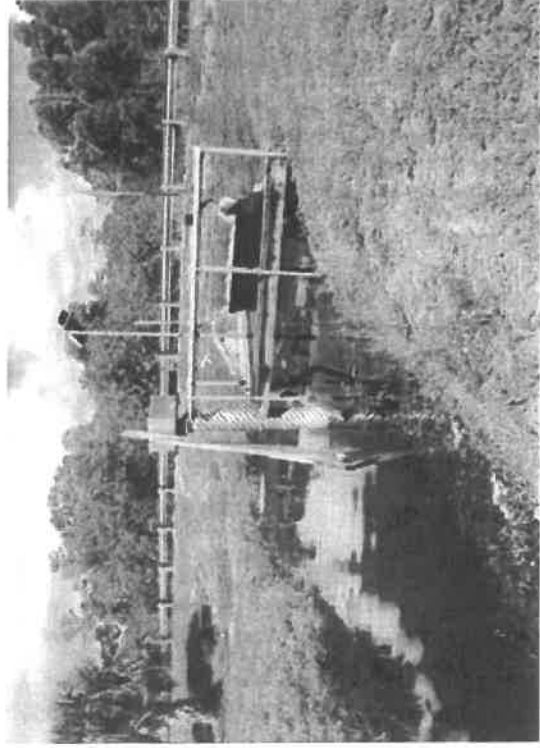


**Pictured: High Meadow
Avenue**



BRIDGE PROJECTS

- | | |
|--|---------------------------|
| • Bridge Road Box Culvert | Completed ~ October 2018 |
| • Britt Road Bridge Replacement | Completed ~ December 2018 |
| • Dixie Hwy/Manatee Creek
Culvert Replacement | |
| • Cove Rd/Manatee Creek
Culvert Replacement | Starting ~ June 2019 |
| • Dixie Highway / East Fork Creek | Design FY19 ~ Const. FY20 |
| • Murphy Road Bridge | Design FY19 ~ Const. FY20 |



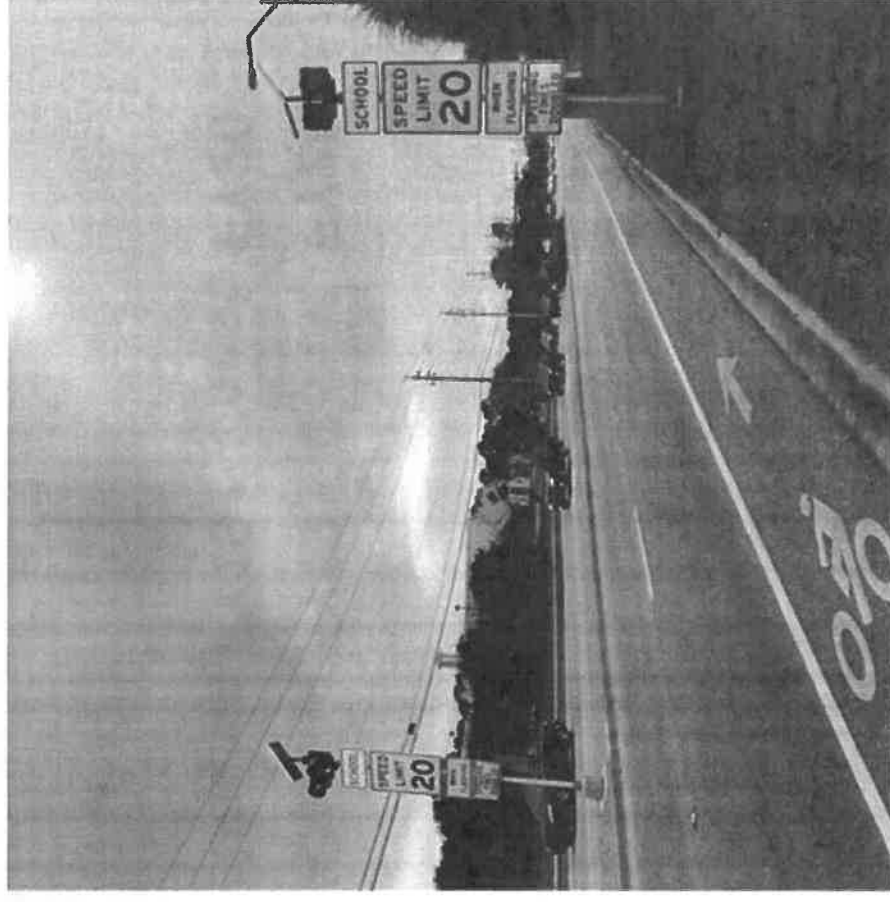
**Pictured: Bridge
Road Box Culvert
Before and After**

TRAFFIC DIVISION PROJECTS

School Zone Traffic Control

New statewide standards

- School zone flashing beacons on each side of a divided roadway
- SPEEDING FINES DOUBLED



TRAFFIC DIVISION PROJECTS

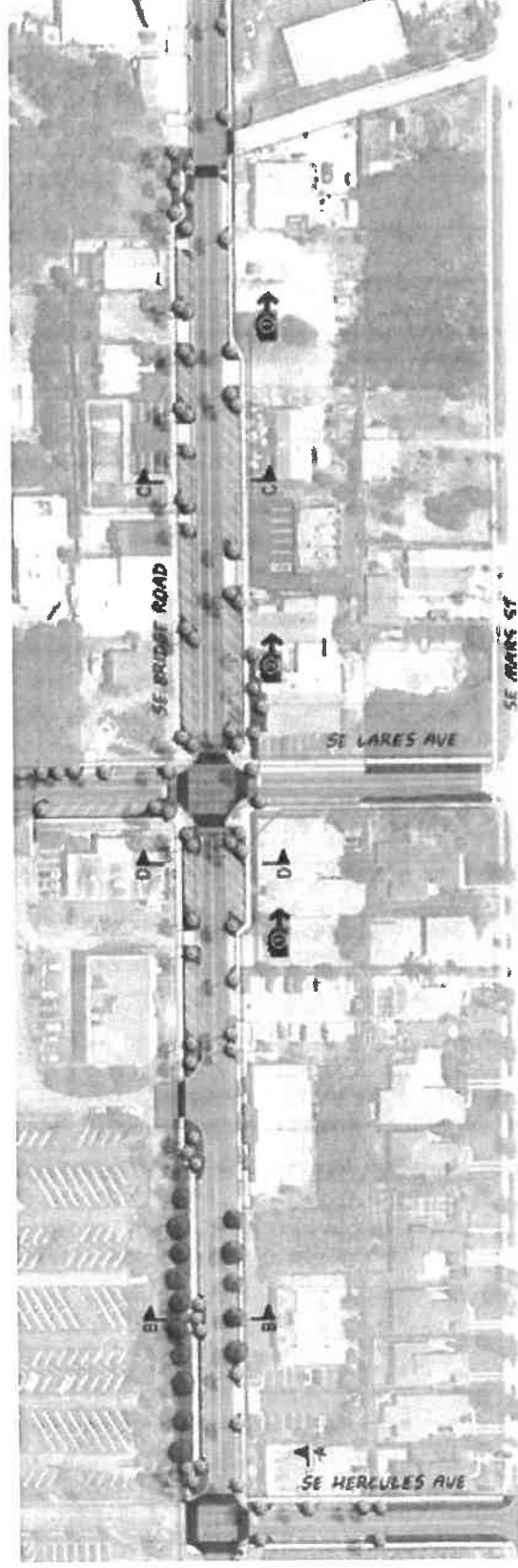
Hazardous Walking Conditions

Coordinated with School District, City, Sheriff, FDOT, MPO, parents

- Cleared a path on SE Seabbranch Blvd to provide a continuous path from Seabbranch Elementary School to US-1 (SE Federal Hwy)
- Applied for FDOT funds for a continuous sidewalk on SE Salerno Rd from SE Willoughby Blvd to US-1 (SE Federal Hwy)
- Negotiating for a continuous sidewalk on SE Cove Rd from SR-76 (S Kanner Hwy) to SE Willoughby Blvd

CRA PROJECTS

	Construction Start ~ April 2019
• Bridge Road Main Street Improvements	
• Mapp Road Town Center	FY19 Design
• Gomez Affordable Housing	FY19 Design
• Old Palm City Ripple Stormwater Eco Art Project	FY19 Design
• Port Salerno Parking	FY19 Design
• Rio Sidewalk Improvements	Completed ~ December 2018



Pictured:
Bridge
Road Main
Street

CITY/SCHOOL BOARD/LAP PROJECTS

**Port Salerno Sidewalks – Safe
Route to Schools ~ FY19
Design / FY 19 Construction**



**Dixie Highway Sidewalk
~ FY19 Design / FY19
Construction**



Agenda Item IV. b.

Growth and Development Trends

Samantha Lovelady, AICP, Principal Planner, Martin County BOCC

Growth and Development Trends

February 2019

Martin County Growth Management Department

Nicki van Vonno, AICP
Director

Samantha Lovelady, AICP
Principal Planner

City of Stuart Development Department

Kevin Freeman
Development Director



Martin County Growth Management Department
2401 SE Monterey Road
Stuart, FL 34996
772-288-5495
www.martin.fl.us

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Growth and Development Trend Report For the Martin County School Board

The Interlocal Agreement for School Facility Planning was approved by the City of Stuart, the School Board of Martin County, and the Martin County Board of County Commissioners at a joint meeting on November 17, 2003, and updated on March 11, 2008. It requires that the County and City provide the School Board with an annual report on growth and development trends within their jurisdiction. The report is to include:

1. the type, number, and location of residential units which have received zoning or site plan approval;
2. information regarding future land use map amendments which may have an impact on school facilities;
3. building permits issued for the preceding year and their location;
4. information regarding the conversion or redevelopment of housing or other structures into residential units which are likely to generate new students;
5. information regarding the conversion of residential units or properties into nonresidential uses;
6. the identification of any development orders issued which contain a requirement for the provision of a school site as a condition of development approval;
7. the identification of any lapsed development orders issued which permitted residential units; and
8. population projections apportioned geographically per CSA as described in Section 6.4.1 of the Agreement.

Section I of this report provides the information required in Section 2.4.3 of the Interlocal Agreement. Section II provides additional information. City of Stuart information has been added where appropriate. Electronic data files are provided separately to the School Board Capital Projects Planning Specialist.

Except where noted, data in this report is produced by the Martin County Growth Management Department and the City of Stuart Planning Division. Inquiries should be directed to the Martin County Growth Management Department.

Section I

1. The type, number, and location of residential units that received zoning or site plan approval in 2018: (SF – Single Family, TH – Townhouse, MF – Multifamily, Apts. – Apartments)

Unincorporated County, Calendar Year 2018

Project	Location	Type	Units
Banyan Bay Ph 2A Final	Kanner Highway	SF	111
Berry Grove	Berry Avenue, Palm City	SF	62
Kanner 5601, LLC	Kanner Highway	SF	65
Manatee Isles	Port Salerno	SF	17
Rio Town Center Ph 1 Final	Rio	MF	18
River Oaks	Murphy Road	SF	21
Pineland Prairie*	Western Palm City	SF/MF	4,200
West Jensen PUD Ph 1B 10.2, 17.1, 17.2, 17.3	Jensen Beach	SF	130
Total			4,624

*Also shown in the Comprehensive Plan Amendment, Part 2 below.

City of Stuart, Calendar Year 2018

Project	Location	Type	Units
Pineapple Place	E. Ocean Blvd	MF	5
Osprey Preserve	Green River Parkway	MF	86
Sovana at Stuart	NW Federal Highway	MF	183
Watermark Apartments	North of Windemere Point	MF	284
Hidden Key	East of Kanner Road	TH	13
Total			571

2. Information regarding future land use map amendments which may have an impact on school facilities

Martin County approved 1 Future Land Use amendment in the 2017-2018 cycle that resulted in a increase of 4,200 residential units.

- CPA 17-3, Pineland Prairie – 4,200 lots (also addressed in the Zoning, Part 1 above)

The City of Stuart did not report any Future Land Use amendments in the 2017-2018 cycle that resulted in an increase of residential units.

3. Building permits issued for the preceding calendar year

Martin County issued 357 single family permits, and 10 mobile home permits.

The City of Stuart issued 22 residential permits.

- **Unincorporated Units Associated with Permits Issued, by Year**

Type	2010	2011	2012	2013	2014	2015	2016	2017	2018
Single-family	162	183	268	414	324	304	283	281	347
Duplex	0	0	0	0	2	4	10	0	0
Multi-family	32	19	21	0	8	11	86	46	0
Mobile home	2	2	2	4	2	5	0	1	10
Total	196	204	291	418	336	304	379	328	357

4. Information regarding the conversion or redevelopment of housing or other structures into residential units which are likely to generate new students.

None.

5. Information regarding the conversion of residential units or properties to nonresidential units;

None.

6. The identification of any development orders issued which contain a requirement for the provision of a school site as a condition of development approval.

None.

7. The identification of any lapsed development orders issued which permitted residential units.

None.

Section II

Estimated and Projected Population .

The 2018 estimates for population for municipalities are provided below. The 2018 projections have not yet been released, so the 2017 projections are provided in Parts 2 and 3.

1. 2018 Estimates from the Bureau of Economic and Business Research (BEBR) provided to the Florida Office of Demographic Research

Municipality	2018 Estimate
Indiantown	6,707
Jupiter Island	826
Ocean Breeze Park	163
Sewall's Point	2,078
Stuart	16,425
Unincorporated	129,357
Total	155,556

2. Municipalities (2017)

Municipalities City/County	2010	2016	2020	2025	2030	2035	2040	2045
Total County	146,318	150,870	157,481	164,293	169,749	174,300	178,077	181,312
Jupiter Island	817	810	810	810	810	810	810	810
Ocean Breeze Park	355	343	1,030	1,030	1,030	1,030	1,030	1,030
Sewalls Point	1,996	2,002	2,099	2,109	2,119	2,121	2,123	2,125
Stuart	15,593	16,197	16,906	17,638	18,224	18,712	19,118	19,465
Unincorporated	127,557	131,518	136,636	142,706	147,567	151,627	154,997	157,882

Source: Florida Office of Demographic Research, adjusted locally.

3. Unincorporated Martin County Planning Areas (2017)

Comprehensive Plan Planning Areas	2010	2016	2020	2025	2030	2035	2040	2045
N. River Shores	4,848	5,189	5,698	6,224	6,645	6,996	7,287	7,537
North County	17,237	17,772	18,571	19,395	20,054	20,604	21,061	21,452
Hutchinson Island	2,691	2,788	2,933	3,082	3,201	3,301	3,383	3,454
Stuart Urban	17,920	18,564	19,334	20,128	20,764	21,294	21,734	22,111
Palm City	23,120	24,380	26,264	28,205	29,760	31,057	32,133	33,055
Port Salerno/76 Corridor	22,248	22,550	23,001	23,466	23,838	24,149	24,407	24,628
Mid County	9,994	10,372	10,938	11,520	11,987	12,376	12,699	12,976
South County	37,952	38,887	40,285	41,725	42,878	43,841	44,639	45,323
Indiantown/West County	10,308	10,368	10,457	10,549	10,622	10,683	10,734	10,778
Total County	146,318	150,870	157,481	164,293	169,749	174,300	178,077	181,312


Source: Florida Office of Demographic Research, adjusted locally.

The Stuart Urban planning area is for Martin County statistical planning and not based on Stuart City limits.

Agenda Item IV. c.

Career and Technical Academies

Ely Parsons, Coordinator of Career and Technical Education



Career & Technical Education

PRESENTED BY ELIA R. PARSONS,
COORDINATOR OF CTE
FEBRUARY 14, 2019



CAREER & TECHNICAL EDUCATION

What is CTE

- Career and Technical Education (CTE) prepares students for a wide range of careers and further educational opportunities.
- These careers may require varying levels of education—including industry-recognized credentials, postsecondary certificates, and two- and four-year degrees.
- Many Career Academy students earn industry certifications, which make them more employable.

HIGH SCHOOL CAREER ACADEMIES

- Architectural Drafting (MCHS, SFHS)
- Automotive Collision Repair (MCHS)
- Auto Service Technology (SFHS, MCHS)
- Building Construction (SFHS)
- Commercial Photography (MCHS)
- Culinary Arts (MCHS)
- Digital Design (SFHS, JBHS)
- Early Childhood (JBHS) opening 2019-2020
- Entrepreneurship (JBHS)
- Finance (SFHS)



HIGH SCHOOL CAREER ACADEMIES

- Future Teachers (MCHS) opening in 2019-2020
- Global Finance (JBHS)
- Landscape Operations (SFHS)
- Marketing Management (MCHS)
- Medical Sciences (SFHS, MCHS, JBHS)
- Network Support Services (MCHS)
- Pre-Engineering (JBHS)
- Structural Drafting (JBHS)
- Television Production (SFHS, MCHS, JBHS)
- Veterinary Assisting (SFHS)
- Opening in 2019-2020:



Industry Certifications

Industry certifications are an important component of Career Academies and Career and Technical Education Programs.

Students have the opportunity to earn certifications that verify skill mastery, educational attainment, and the ability to perform a task or operation—conveying real economic benefits in the labor market.

Certifications also valuable to employers, allowing them to determine the skill or education level of job applicants without having to perform an assessment for each one.

INDUSTRY CERTIFICATIONS OFFERED

- Adobe Premiere Pro, Photoshop, Dreamweaver, Illustrator
- Agriculture Associate Certification
- ASE Auto Maintenance and Light Repair (G1)
- ASE Entry Level - various, new this year
- AutoCAD, Autodesk, Revit Architecture
- Certified Food Protection Manager (ServSafe)
- Certified Nursing Assistant/Medical Administrative Assistant
- Certified Veterinary Assistant
- Certified Horticulture Professional
- Engineering Core certification
- Florida Automobile Dealers Association Certified Technician
- Microsoft Office Specialist
- National ProStart Certificate of Achievement
- NCCER
- RECF Pre-Engineering Certification
- RECF Robotics Certification

CAREER ACADEMY STUDENTS IN ACTION

To learn more about the
District's CTE Programs
please visit our Facebook
page at:
www.facebook.com/MCSDFlorida



Question I often get

Why doesn't Martin County have HVAC, Electrical or Plumbing academies?

While we don't have those specific academies, we do offer a Building Construction Academy at SFHS. Students in this academy learn:

- Carpentry
- Blueprint Reading
- Masonry skills
- Drain, waste and vent (DWV) systems
- Troubleshooting, repairing and installing plumbing systems.
- Troubleshooting, repairing and installing electrical systems.
- Maintaining, repairing and installing heating, ventilation and air-conditioning (HVAC) systems.

Students then have the opportunity to transition to one of the IRSC Industrial Education programs or enter into an Apprenticeship Program.

THANK YOU FROM CTE

Elia R. Parsons, Coordinator of CTE
772-219-1200 ext. 30412
parson1@martin.k12.fl.us

Please contact me if you have additional questions or
would like to set up a tour of our academies.

Visit the CTE Department Website @
[MCSD CTE](#)

Agenda Item IV. d.

School Safety

Frank Frangella, Director of Safety and Security



Martin County School District

Safety and Security Department

Mr. Frank Frangella
Director of Safety and Security

The Martin County School District (MCSD) is committed in providing our students and staff a safe and secure learning environment. The following is a brief description of the MCSD safety and security procedures:

- All school administrators, teachers, and support staff receive training on school security, school threat assessment, and school emergency planning best practices. (ALICE, Crisis Go, Youth Mental Health First Aid, etc.)
- MCSD frequently updates school emergency preparedness plans as situations change or better practices are learned. Radio communication is provided to all district leadership in times of emergency.
- Security risk assessments were completed on all campuses and the MCSD has initiated projects for "school hardening" based on priority.
- MCSD and the Martin County Sheriff's Office (MCSO) are in compliance with F.S. 1006.12 to provide one School Resource Officer on every school campus.
- Lockdown drills are conducted with the assistance of the District, Law Enforcement, and Fire Rescue.
- The MCSD maintains a file to ensure drills are being conducted.
- MCSD is creating, implementing and maintaining enhanced crisis communications plans and social media strategies in an effort to be proactive to potentially prevent an attack.
- All campuses utilize a single point of entry system and each visitor is screened through the Raptor system; all doors are locked at all times, staff is trained to challenge visitors on campus without identification, vendor or visitor badge.
- All campuses utilize radio communication among designated staff daily.
- Extended day dismissal complies with single point entry.
- All staff instructed to check that doors are locked throughout the day and to be aware of their surroundings at all times (see something-say something).
- Threat assessment teams are in place, with monthly meeting.
- MCSO zone patrol, when available, conducts campus visits during off hours and during extended day.
- Staff is required to wear ID badges at all times while on campus.
- High School students issued ID badges with lanyards that are worn at all times while on campus.
- Undercover personnel utilized to attempt security breaches at our schools.
- Constant research and collaboration with other districts, counties and states to learn any new trends, concerns, etc.

The MCSD is committed in their effort to provide a safe learning environment and will continue to be vigilant in matters of safety and security.

EDUCATE ALL STUDENTS FOR SUCCESS

An Equal Opportunity Agency

Agenda Item IV. e.

Legislative Priorities
Marsha Powers, School Board Member

Laurie J. Gaylord, Superintendent

THE SCHOOL BOARD OF MARTIN COUNTY, FLORIDA

500 East Ocean Blvd • Stuart, Florida 34994 • Telephone (772) 219-1200 Ext: 30222 • Facsimile: (772) 219-1231



1. Local Discretion to Restore 1.5 Mills to 2.0 Mills for Capital Improvements

Attachment A: Capital Funding Lost from Millage Reduction

Attachment B: School Site Comprehensive Capital Projects List

Attachment C: Joint Resolution with City of Stuart and Martin County

2. Support Mental Health Initiatives and Enhancements for PreK-12 Students

Attachment D: Mental Wellness Plan

3. Support Legislation for Safety in PreK-12 Schools

School Board Members: Tony Anderson • Victoria Defenthaler • Michael DiTerlizzi • Marsha Powers • Christia Li Roberts

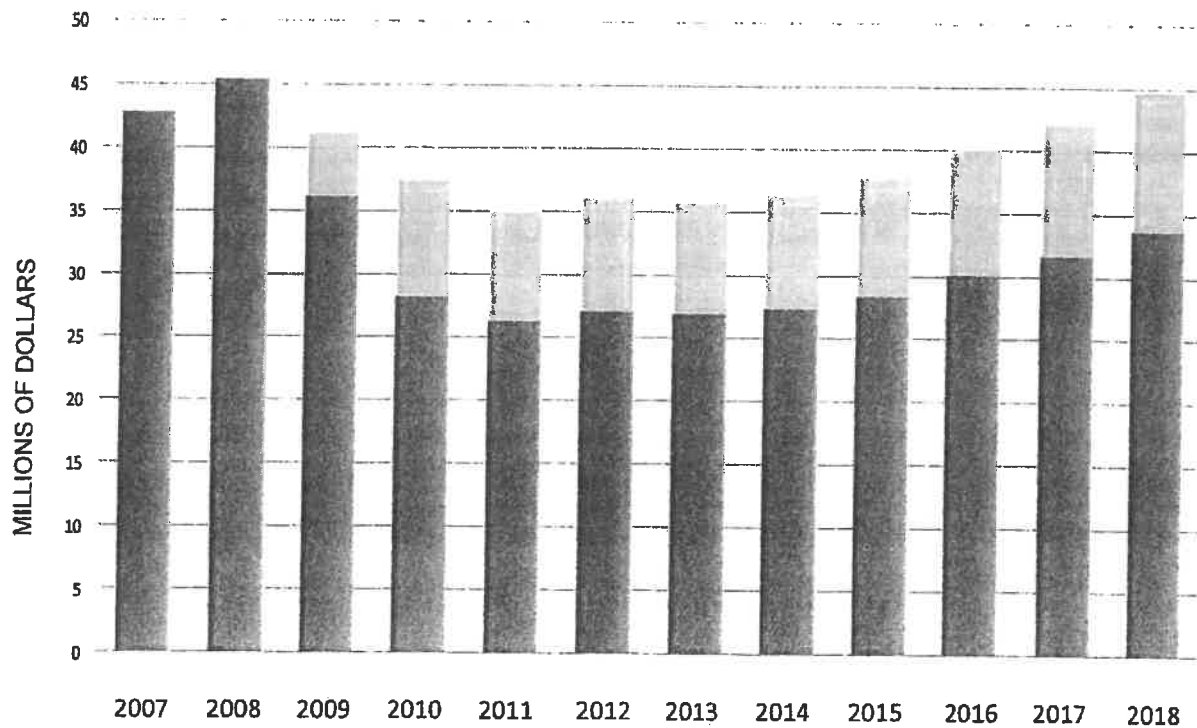
"An Equal Opportunity Agency"

Martin County School District Capital Funding Lost from Millage Reduction

In 2008 and years prior, local School Boards were allowed to assess 2.0 Mills for Capital Funding. Millage reductions occurred (first to 1.75 Mills, then 1.5 Mills) as the overall economy entered a recession. That Millage Reduction, which remains today, has resulted in a LOSS of \$91,676,207 in Capital Funding over the last decade. This translates into \$98,000,000 of Backlogged Capital Projects. This does NOT include the estimated cost of replacing two elementary schools (\$32 Million each) or the School safety hardening professionally identified in the vulnerability audits.

GREEN represents Capital Funding Collected

WHITE indicates Funding LOST (from the Millage Reduction)



**MARTIN COUNTY SCHOOL DISTRICT
SCHOOL SITE COMPREHENSIVE CAPITAL PROJECTS LIST
(as of October 5, 2018)**

ANDERSON MIDDLE:

- Irrigation Major Repairs
- Outdoor Basketball Replacement
- Outside Air Damper & Chiller Rebuild
- Practice Athletic Field
- Roof Repair Bldg 4
- Safety hardening professionally identified in vulnerability audit
- Water Intrusion repairs

BESSEY CREEK ELEMENTARY:

- Cafeteria Upgrades
- Chiller Plant Pump Replacement
- Chilled Water Loop Piping
- Playground Turf Replacement
- Safety hardening professionally identified in vulnerability audit
- Water Intrusion repairs

CITRUS GROVE ELEMENTARY:

- Safety hardening professionally identified in vulnerability audit
- Water Intrusion repairs

CRYSTAL LAKE ELEMENTARY:

- Cafeteria Air Handler & HVAC Controls
- Cafeteria Upgrades
- Gutter Replacement
- Window Replacement
- Safety hardening professionally identified in vulnerability audit
- Water Intrusion repairs

FELIX A. WILLIAMS ELEMENTARY:

- Cafeteria Upgrades
- Chiller Plant Pump & Valves
- Gutter Replacement
- Playground Resurfacing
- Soffit Replacement
- Valves & Dampers Replacement
- Safety hardening professionally identified in vulnerability audit
- Water Intrusion repairs

HEAD START:

- Playground Replacement
- Point of Entry Control
- Safety hardening professionally identified in vulnerability audit

HIDDEN OAKS MIDDLE:

- Air Handler Replacement
- Athletic Track Replacement
- Cafeteria Upgrades
- Chiller Replacement
- Covered Walkway Extension
- Safety hardening professionally identified in vulnerability audit
- Water Intrusion repairs

HOBE SOUND ELEMENTARY:

- Chiller Plant Pumps & Valves
- Water Intrusion repairs
- Safety hardening professionally identified in vulnerability audit

INDIANTOWN MIDDLE:

- Air Handler Replacement & Controls Bldg 2
- New Gym
- Water Quality Improvement
- Safety hardening professionally identified in vulnerability audit
- Water Intrusion repairs

JD PARKER ELEMENTARY:

- Chiller Refurbishing
- Gutter Replacement
- Water Intrusion repairs

- Safety hardening professionally identified in vulnerability audit

JENSEN BEACH ELEMENTARY:

- Covered PE Classroom Area
- New School (c. 1970; storm damage)

- Safety hardening professionally identified in vulnerability audit

JENSEN BEACH HIGH:

- Air Handler Unit Replacement
- Baseball/Softball Dugouts
- Flooring Replacement
- Roof Replacement Bldg 6

- Tennis Courts
- Safety hardening professionally identified in vulnerability audit
- Water Intrusion repairs

MARTIN COUNTY HIGH:

- Air Handler Unit Replacement Gym/Media & Controls
- Athletic Track Replacement
- Auditorium & Gym Reroof
- Basketball Courts
- Bleacher Replacement

- Career Education Addition
- Weight Room Replacement
- Safety hardening professionally identified in vulnerability audit
- Water Intrusion repairs

MURRAY MIDDLE:

- New Gym
- New Media & Admin Bldg
- Water Intrusion repairs

- Safety hardening professionally identified in vulnerability audit

PALM CITY ELEMENTARY:

- New School (c. 1958; functionally obsolete)

- Safety hardening professionally identified in vulnerability audit

PERKINS:

- Replace School

- Safety hardening professionally identified in vulnerability audit

PINEWOOD ELEMENTARY:

- Cafeteria Air Handler Replacement
- Cafeteria Upgrades
- Digital HVAC Controls
- Door Hardware for ADA
- Playground Replacement

- Portable Classroom Additions
- Safety hardening professionally identified in vulnerability audit
- Water Intrusion repairs

PORT SALERNO ELEMENTARY:

- Safety hardening professionally identified in vulnerability audit

- Water Intrusion repairs

SALERNO LEARNING CENTER:

- Air Conditioning Upgrades
- Playground Replacement
- Roof Replacement Bldg 17, 18, 19

- Safety hardening professionally identified in vulnerability audit

SEAWIND ELEMENTARY:

- Cafeteria Upgrades
- Chiller Plant Pump & Valves
- Intercom Replacement
- Playground Resurfacing

- Safety hardening professionally identified in vulnerability audit
- Water Intrusion repairs

SOUTH FORK HIGH:

- Air Handler Unit & Control Replacement
- Athletic Complex/Fields
- Career Education Building
- Chiller Building & Chillers
- Golf Course Revitalization

- New Music Building
- Safety hardening professionally identified in vulnerability audit
- Water Intrusion repairs

SPECTRUM JUNIOR SENIOR:

- Perimeter Site Improvements
- Renovate Bldgs 7, 8
- Student Bathroom Renovations

- Safety hardening professionally identified in vulnerability audit
- Water Intrusion repairs

STUART MIDDLE:

- New Gym
- Water Intrusion repairs

- Safety hardening professionally identified in vulnerability audit

WARFIELD ELEMENTARY:

- Covered Play Surface
- Gutter & Roof Replacement
- Media Center, Site Work
- Water Intrusion repairs

- Outside Air Damper Replacement Chiller Plant Pumps
- Safety hardening professionally identified in vulnerability audit

WILLOUGHBY LEARNING CENTER:

- Air Handler Unit Replacement
- Bus Loop
- Playground Repairs

- Safety hardening professionally identified in vulnerability audit
- Water Intrusion repairs

98,000,000	Backlog Projects
15,000,000	Safety hardening professionally identified in vulnerability audit
<u>64,000,000</u>	Two Replacement Elementary Schools
177,000,000	TOTAL CAPITAL NEEDS (as of October 5, 2018)

16,000,000	Projected Annual Half Cent Sales Tax Receipts
<u>8,000,000</u>	Projected Annual Capital Funding Available for EXISTING Major Projects
24,000,000	
<u>X 7 years</u>	
168,000,000	PROJECTED AVAILABLE FUNDS

CLR100518

**THE SCHOOL BOARD OF MARTIN COUNTY,
MARTIN COUNTY BOARD OF COUNTY COMMISSIONERS,
AND CITY OF STUART COMMISSIONERS**

RESOLUTION 18-003

RESOLUTION 2018 MARTIN COUNTY SCHOOL DISTRICT CAPITAL NEEDS

STATEWIDE

WHEREAS, the entire local community benefits from well maintained and safe public school facilities; and,

WHEREAS, the Florida Legislature reduced the maximum fixed capital outlay millage from 2.0 mills to 1.75 mills in 2008, with a further reduction to the current 1.5 mills in 2009; and,

WHEREAS, the RS Means Construction Cost Index has increased 25% from 180.4 in 2008 to 215.8 in 2018; and,

MARTIN COUNTY

WHEREAS, in 2008 the Martin County School Board collected \$45 million from the designated millage rate for capital expenditures and in 2018 the Martin County School Board collected \$32 million for capital expenditures, which is a 29% decrease while construction costs have increased by 25%; and,

WHEREAS, the Martin County School District suffered a loss of \$91 million in capital funding as a direct result of the millage reductions of 2008 and 2009, which has resulted in a \$98 million backlog of deferred maintenance, security improvements, and replacements; and,

WHEREAS, the allowed 1.5 mills currently generates \$32 million per year; and after imperative maintenance, repairs and upkeep, the Martin County School Board is left with \$8 million for discretionary updates and new buildings; and,

WHEREAS, the average age of public school buildings in Martin County is over 20 years, with buildings built at a time when schools were designed with an open concept and not an adequate layout design for school safety and security in today's world; and,

WHEREAS, without additional capital revenue, the shortfall risks creating an unsafe and unhealthy learning environment; and,

WHEREAS, funding is needed to provide security updates and enhancements, replace hurricane and storm impacted Jensen Beach Elementary School (suffering from hurricane and storm impacts), replace Palm City Elementary School (60 years old and functionally obsolete), and repair/renovate school buildings.

NOW, THEREFORE BE IT RESOLVED by the Martin County School Board, Martin County Board of County Commissioners, and the City of Stuart Commissioners:

We fully endorse and support the following solution for action by our State Legislators and Governor:

1. Allow local School Boards the option to double the Discretionary Local Effort to 1.496 mills for capital funding.

DULY PASSED AND APPROVED at a public meeting this 19th day of June, 2018

Attest:

THE SCHOOL BOARD OF MARTIN
COUNTY, FLORIDA

Laurie J. Gaylord
Laurie J. Gaylord, Superintendent and
Ex officio to the School Board

By: Christia Li Roberts
Christia Li Roberts, Chair

DULY PASSED AND APPROVED at a public meeting this 11th day of September, 2018

Attest:

THE MARTIN COUNTY BOARD OF
COUNTY COMMISSIONERS, MARTIN
COUNTY, FLORIDA

Carolyn Timmann
Carolyn Timmann, Clerk of the
Circuit Court and Comptroller

By: Edward V. Ciampi
Edward V. Ciampi, Chairman

DULY PASSED AND APPROVED at a public meeting this 23rd day of July, 2018

Attest:

THE CITY OF STUART
COMMISSIONERS,
MARTIN COUNTY, FLORIDA

David Dyess
Interim City Manager, David Dyess

By: Kelli Glass Leighton
Kelli Glass Leighton, Mayor

APPROVED AS TO FORM & LEGAL
SUFFICIENCY:

Sarah W. Woods
Sarah W. Woods
County Attorney

ATTEST:

Mary R. Kindel
MARY R. KINDEL, CITY CLERK

Mental Wellness Plan

Department of Student Services



MARTIN COUNTY
SCHOOL DISTRICT

M|C|S|D

Attachment "D"

Table of Contents

Intro to Mental Wellness.....	3
Background	5
Legislative Updates.....	7
Programs Currently in Place	8
Plans for Program Expansion.....	9
Program Descriptions.....	10
Action Plan for Legislative Requirements.....	18
Outcome Data	24
Conclusion	24
Fiscal Breakdown.....	25
Appendix.....	26
Forms	27

Intro to Mental Wellness

Wellness is defined “as the quality or state of being in good health especially as an actively sought goal”. If health is then defined as “the condition of being sound in body, mind, or spirit”, much attention has been spent on student physical (body) health. However, focus on health must include the mind and spirit (Mental Wellness).

“Mentally (well) children are more successful in school and life. Good mental health is critical to children’s success in school and life. Research demonstrates that students who receive social-emotional and mental health support achieve better academically. School climate, classroom behavior, on-task learning, and students’ sense of connectedness and well-being all improve as well. Mental (wellness) is not simply the absence of mental illness but also encompasses social, emotional, and behavioral health and the ability to cope with life’s challenges. Left unmet, mental health problems are linked to costly negative outcomes such as academic and behavior problems, dropping out, and delinquency.”¹

Many are familiar with and know that Maslow’s hierarchy of human needs is built on a base (the first four levels) of “deficiency needs”. Meaning if these needs are met a person feels nothing. However left unmet the person becomes anxious and unable to focus.



This ties into what is being learned about human brain function and learning. When the lowest levels of need (Basic) are left unmet or perceived as unmet, one feels unsafe. Which triggers survival mode, thus one responds from a less developed part of the brain. A person who is frequently in this state of anxiety cannot learn because they cannot focus on the task at hand or information being presented.

1. <https://www.nasponline.org/resources-and-publications/resources/mental-health/school-psychology-and-mental-health/school-based-mental-health-services>

When these needs are met it allows more developed cognition, however not optimal. When basic needs are met but the psychological needs are lacking or void, learning cannot be its best because the person is in a persistent emotional state. "An upset emotional state... limits our ability to see from another's point of view. This upset, unconscious state keeps (a person) on autopilot..."²

A person at the top of the hierarchy is able to manage their thoughts, self-regulate their actions, concentrate and demonstrate empathy. This allows for optimal learning. Everyone can vacillate between the levels of need depending on their immediate situation. However, we must directly assist and instruct skills to increase social emotional learning so time spent at the higher levels is increased. This is our goal.

² <https://consciousdiscipline.com/methodology/brain-state-model/>

Background

The national focus on the need to improve and increase the mental health needs for children across the country is supported by alarming statistics. It has been reported that:

- Approximately one in six school-aged children experiences impairments in his or her life functioning due to a diagnosable mental health disorder.³
- An estimated 70% of children have experienced some type of physical or emotional trauma.⁴
- Most mental illnesses emerge in childhood, yet fewer than half of the children receive treatment.⁵
- Young people with mental illness are frequently absent from school and many experience reductions in academic achievement.⁶
- Among students with disabling conditions, young people with mental illness are the most likely to drop out of school.⁷
- Only one third of young people with mental illness advance to postsecondary education.⁸
- More than 60% of children in juvenile detention have a diagnosable mental illness.⁹
- Rates of youth with severe depression increased from 5.9% in 2012 to 8.2% in 2015. Even with severe depression, 76% of youth are left with no or insufficient treatment.¹⁰
- The Centers for Disease Control and Prevention reports that 1 in 5 American children ages 3 through 17 — about 15 million — have a diagnosable mental, emotional or behavioral disorder in a given year.¹¹

³ Perou, R., Bitsko, R., Blumberg, S., Pastor, P., Ghandour, R., Gfoerer, J...Huang, L. (2013). Mental health surveillance among children: United States, 2005-2011. *CDC Supplements*, 62, 1-35.

⁴ Copeland, W. E., Keeler, G., Angold, A., & Costello, E. J. (2007). Traumatic events and posttraumatic stress in childhood. *Archives of General Psychology*, 64, 577-584.

⁵ Center for Behavioral Health Statistics and Quality. (2014). Serious mental health challenges among older adolescents and young adults. Retrieved August 25, 2015, from <http://www.samhsa.gov/data/sites/default/files/sr173-mh-challenges-young-adults-2014/sr173-mh-challenges-young-adults-2014/sr173-mh-challenges-youngadults-2014.htm>

⁶ Breslau, J., Lane, M., Sampson, N., & Kessler, R. (2008). Mental disorders and subsequent educational attainment in a US national sample. *Journal of Psychiatric Research*, 42, 708-716.

⁷ Panty, M., Hussar, W., Snyder, T., Provasnik, S., Kena, G., Dinkes, R., ... Kemp, J. (2008). The Condition of Education 2008 (NCES 2008-031). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

⁸ United States Government Accountability Office. (June 2008). Young Adults with Serious Mental Illness; Report to Congressional Requesters. GAO Report Number GAO-08-678. Washington, D.C.

⁹ Teplin, L., Abram, K., McClelland, G., Dulcan, M., & Mericle, A. (2002). Psychiatric disorders in youth in juvenile detention. *Archives of General Psychiatry*. 59, 1133- 1143.

¹⁰ Centers for Disease Control and Prevention. Mental health surveillance among children – United States, 2005–2011. MMWR 2013;62(Suppl; May 16, 2013):1-35.

¹¹ Stone, D.M., Holland, K.M., Bartholow, B., Crosby, A.E., Davis, S., and Wilkins, N. (2017). *Preventing Suicide: A Technical Package of Policies, Programs, and Practices*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

Statewide involuntary Baker Act examinations for children increased 49.30% from FY 10/11 to FY 15/16, compared to a 5.53% statewide population increase from 2010 to 2015. From 2001 to 2015 the Florida population of people between 5 and 17 increased 10.07% while the number of involuntary examinations for children (<18) increased 116.54%.

The National School Climate Survey conducted by the Gay, Lesbian & Straight Educational Network (GLSEN) in 2011 and 2015 reported these statistics on bullying:

2011	2015
<ul style="list-style-type: none"> 82% of LGBTQ (lesbian, gay, bisexual, transgender and queer or questioning) youth had problems during the previous year with bullying based on sexual orientation. 	<ul style="list-style-type: none"> 85% of LGBTQ (lesbian, gay, bisexual, transgender and queer or questioning) youth had problems during the previous year with bullying based on sexual orientation.
<ul style="list-style-type: none"> 64% felt unsafe at school due to sexual orientation. 	<ul style="list-style-type: none"> 57% felt unsafe at school due to sexual orientation.
<ul style="list-style-type: none"> 44% felt unsafe at school due to gender identification. 	<ul style="list-style-type: none"> 43% felt unsafe at school due to gender identification.
<ul style="list-style-type: none"> 32% did not go to school for at least one day because of feeling unsafe. 	<ul style="list-style-type: none"> 32% did not go to school for at least one day because of feeling unsafe.
<ul style="list-style-type: none"> 64% felt unsafe at school due to sexual orientation. 	<ul style="list-style-type: none"> 57% felt unsafe at school due to sexual orientation.

Community wide data provided by our local 211 Helpline Center indicates the center received and processed the following number of calls regarding Mental Health issues, substance abuse, addictions, and suicide related issues.

January - December	2013	2014	2015	2016	2017
Mental Health/Addictions, Substance Abuse, and Suicide Related calls	1,891	1,493	1,708	2,192	1,867

These statistics associated with mental health are alarming and the need for intervention is greater than ever. The operating mission of MCSD is to educate all students for success. It is the desire of the school board and all educational personnel to create a healthy, positive, and safe environment for our students and staff.

Legislative Updates

On March 9, 2018 Governor Scott signed Senate Bill 7026 into Florida law. It is now known as the Marjory Stoneman Douglas High School Public Safety Act (Chapter 2018-3, Laws of Florida) and provides allocated funds for school districts to utilize for student mental health and wellness services. That being said, school districts are required to submit a comprehensive mental health plan to the Department of Education for approval by August 1 of each fiscal year. Each district plan must include the following elements:

- Procedures for referring students to school-based and community-based mental health providers for treatment and substance abuse treatment
- Procedures to coordinate mental health services with the student's primary care provider or other mental health providers
- Procedure for data sharing
- Procedures for documenting how many students are referred for services and how many students receive school-based and community-based services
- Description of outcome data that will be used to evaluate effectiveness of services
- Description of tier-1 awareness/prevention efforts that address mental health issues and substance abuse issues
- Description of tier-2 evidenced based targeted mental health interventions
- Description of tier-3 (intensive) evidenced based mental health interventions and services available
- Description of the mental health screening tool and assessment procedures to be used.
- Procedures for coordination of services and support for students receiving community mental health services
- Procedures for identifying and delivering evidence-based mental health and substance abuse interventions

In addition, districts must annually submit a detailed report on the established program outcomes and expenditures beginning September 30, 2019. The report must include the following data points:

- Number of students who received mental health screenings or assessments
- Number of students referred for mental health services
- Number of students who actually received services
- School district direct employed service providers
- Contract-based collaborative efforts or partnerships with community mental health programs, agencies, or providers

Programs Currently in Place

Cognitive communication, insight, decision making, ethics Character Counts! (district wide core)	Behavioral body regulation, reactions, response flexibility PBIS (district wide core)	Emotional balance, fear modulation, empathy, connections, loss Boys & Girls Club Mentoring Program (middle & high school)
DARE (Replace with Life Skills for SY 18-19)	Behavior Team (ESE and severe acting out behavior)	Treasure Coast Hospice (crisis response & loss groups as needed)
ALC (middle & high school health)		
Yellow Brick Road		
Trauma Informed Care (elementary - some secondary)		
Suspension Prevention (2 middle schools (SMS & MMS) in years before. Only SMS in SY 18-19)		
ALTOSS (for secondary students suspended out of school)		
Conscious Discipline (elementary schools who choose to use the program)		
		LGBTQ staff training, critical support guide and safety plan
		GSA Leadership Summit
		Student Safety Assessment Plan
REACH (in lieu of alternate education placement)		
Prevention Programs (Red Ribbon Week, Bullying Awareness, Day of Silence, Suicide, etc.)		
AVID (Martin County High and Anderson Middle Schools)		

Plans for Program Expansion

Cognitive communication, insight, decision making, ethics Life Skills (Grades 3-5 replacing DARE)	Behavioral body regulation, reactions, response flexibility	Emotional balance, fear modulation, empathy, connections, loss Boys & Girls Club Mentoring Program (Check & Connect like program in all 5 middle schools and at- risk small group mentoring in the 3 high schools)
Safe School Ambassadors (all secondary including CALC)		
Mental Health First Aid/Suicide Prevention Training		
Trauma Informed Care (all schools)		
LISTEN		
Tykes & Teens on campuses (use of space during school day)		
MCSD Charter Clark Advanced Learning Center entered into a collaborative agreement with Tykes and Teens		
Sandy Hook Promise		
School Social Services Workers x5 to case manage, provide groups, triage at risk and refer to longer term care, facilitate home, school and community collaboration, if licensed to do so participate in decisions to Baker Act (when available)		
Restorative Practices		
Prevention/Intervention Specialist x2 to assist with the MTSS (Multi-tiered system of support at the elementary and MS level)		
GSA Youth Empowerment		
Provide post support to students completing REACH		
Include MC Health & Human Services in planning for students' return from being Baker Acted		
AVID schools expansion (add South Fork High; Indiantown Middle will begin a planning year)		

Program Descriptions

Program	Description (mental wellness component/MTSS Tier)	Funding Source	Responsibility of...
Advanced Via Individual Determination (AVID)	The schoolwide program is designed to close the opportunity gap, and can prepare all students for college, careers, and life. Students in middle school and high school participate in an AVID elective where they learn success and confidence skills as well as improve executive functioning. (cognitive, emotional, behavioral tier 2)	Individual school sites	District Instructional Services and school site staff
ALC (middle school/high school health)	Alcohol Literacy Challenge changes students' beliefs about the effects of alcohol and reducing the quantity and frequency of alcohol use. (cognitive tier 1)	Agency provides at no cost to district	Tykes & Teens staff with support from school staff to schedule
ALTOSS (for those suspended)	The Alternative to Out-of-School Suspension Program (ALTOSS) is open to Martin County middle and high school students who have been suspended from school. ALTOSS provides a safe, structured, and educational experience for your child during their suspension. (cognitive, emotional, behavioral tier 2)	Agency provides at no cost to district	Tykes & Teens staff with support from school staff to refer

Behavior Team (ESE and severe acting out behavior)	Behavior analysts (3) and behavior technicians (7) write and manage behavior plans for students with severe behaviors in ESE units and those prior to being placed. (Limited availability) (behavioral tier 2 & 3)	IDEA & IDEA-CEIS SEDNET previously although funding has been cut to districts	School based staff implements. District behavior team assists in plan development and training of school based staff.
Boys & Girls Club Mentoring Program (JBHS/SMS)	Provided mentoring and corrective strategies to students who were referred through discipline. This is being phased out to provide the middle school Check and Connect mentoring program through AmeriCorps. (emotional tier 2)	No cost to district: in kind fund source	NA – program discontinued. See new Boys & Girls Club program in Program Expansion section.
Boys & Girls Club Mentoring Program (middle school & high school)	Providing a Check & Connect like program for all 5 middle schools & an at risk small group mentoring program for the 3 high schools. (emotional tier 2)	Federal grant funded with district in kind support	AmeriCorps staff with support from school staff to implement
Character Counts! (district wide core)	Character Counts! teaches a universal set of core values based on six pillars: trustworthiness, respect, responsibility, fairness, caring, and citizenship. (Character Counts!, 2014) (cognitive tier 1)	United Way and other community partners	School site initiative for depth of programming with assistance from district prevention staff
Conscious Discipline (limited to schools with trained staff)	The Conscious Discipline Brain State Model recognizes three basic brain/body/mind states likely to produce certain behaviors. Intentional, state-specific responses enable access to advanced skills. (cognitive, emotional, behavioral tier 1)	School based funding	Elementary schools who chose this model (only 2 sites: JD Parker and Bessey Creek) School site initiative for depth of programming

DARE (Replacing with Life Skills in SY 18-19)	An education program that seeks to prevent use of controlled drugs, membership in gangs, and violent behavior. It was founded in Los Angeles in 1983 as a joint initiative of then LAPD Chief Daryl Gates and the Los Angeles Unified School District as a demand -side drug control strategy of the American War on Drugs. (cognitive/tier 1)	MCSO & MCSD	NA – program discontinued. See Life Skills in Program Expansion section.
GSA Leadership Summit	District Student Services staff and school GSA sponsors participated in Palm Beach County School District's GSA Youth Empowerment Summit for LGBTQ youth. (emotional/tier 2)	No cost to district	District prevention staff and school site
GSA Youth Empowerment Summit	GSA club members are invited to attend and participate in Palm Beach School District's Youth Empowerment Summit.	Donation	District Student Services staff, school staff and GSA sponsors and student leadership
LGBTQ staff training, critical support guide and support plan	Equality Florida provided staff training for promoting a safe and inclusive learning environment for all students, including LGBTQ students. LGBTQ district support guide and student support plan developed and implemented. (cognitive, emotional, behavioral/tier 2)	No cost to district	School site guidance counselors, administration and teachers with support from district Student Services Department

Life Skills (Grades 3-5 replacing DARE)	Botvin Life Skills Training (LST) is a research-validated substance abuse prevention program proven to reduce the risks of alcohol, tobacco, drug abuse, and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors. (cognitive/tier 1)	100 % paid by funding from South East Florida Behavioral Health Network (pending)	Tykes & Teens staff with support from school staff to schedule
LISTEN	A program and training on active listening and prevention of school violence/suicide. Viewings will kick off our Mental Health Focus for the year. Bullying Prevention (cognitive, emotional, behavioral/tier 1 – high school only)	District funded	District Student Services staff and high school principals
Martin County Health and Human Services	This county department will provide information to support school district staff in post intervention planning for students returning to their school after Baker Act or completion of REACH.	Agency provides at no cost to district	Martin County Health and Human Services staff with school district staff to refer and provide feedback

Mental Health First Aid/Suicide Prevention Training	Mental Health First Aid is an 8-hour course that gives people the skills to help someone who is developing a mental health problem or experiencing a mental health crisis. The evidence behind the program demonstrates that it does build mental health literacy, helping the public identify, understand, and respond to signs of mental illness. The district is awaiting final direction from the state to determine the requirements for staff training.	Mental Health Allocation	District Student Services staff will schedule initial school team training and work with other departments to schedule district wide training
PBIS (district wide core)	PBIS supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. (behavioral tier 1)	State Grant for support and training. District pays for additional training	School site implementation and assistance from district prevention staff
Prevention Programs	Red Ribbon Week, Bullying Awareness, Day of Silence, Suicide, etc. (cognitive, emotional, behavioral/all tiers)	No cost to district	School site implementation with assistance from district prevention staff
Prevention/ Intervention Specialists	Assist with the MTSS (Multi-Tiered System of Support) at the elementary and middle school level (cognitive, emotional, behavioral/all tiers)	Title IV and CEIS funds	Student Services positions

REACH (in lieu of alternate education placement)	This program is offered to our students through Martin County Health and Human Services (MCHHS). It is not run or governed by the Martin County School District. When a student exhibits certain behaviors that would result in Alternative Placement according to the Code of Student Conduct, they may be eligible for the REACH Program. (cognitive, emotional, behavioral tier 2)	Agency provides at no cost to district	Martin County Health & Human Services staff with support from school staff to refer and provide feedback
Restorative Practices	Enables those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Bullying Prevention (cognitive, emotional, behavioral tier 2)	State grant funding a train the trainer program for 20-25 MCSD employees	School site with support and assistance from District Student Services
Safe School Ambassadors	Empowers students to stand up for each other, to take care of each other and to get help when needed. Ambassadors develop skills to safely resolve conflicts, defuse incidents, and support isolated and excluded students. Bullying Prevention (cognitive, emotional, behavioral tier 1)	Mental Health Allocation	School staff
Sandy Hook Promise	Student Awareness program: SOS Signs of Suicide Prevention Program, Say Something, Start with Hello. Bullying Prevention (cognitive, emotional, behavioral tier 1)	Agency will provide train the trainer program	SOS Signs of Suicide Prevention Program – school site trainers Say Something, Start with Hello – Peer Mentors/ Safe School Ambassadors

School Social Services Workers	Case manage, provide groups (loss, bullying, etc.), triage at risk, plan for post REACH support and refer to longer term care, facilitate home, school and community collaboration, members of the crisis team. If licensed to do so participate in decisions to Baker Act (when available). (cognitive, emotional, behavioral all tiers)	Mental Health Allocation	Student Services positions
Student Safety Assessment Plan	A safety plan that includes an assessment to determine a student's potential threat to self or others. Including working with MC Health & Human Services to plan for post Baker Act support (emotional, behavioral crisis support)	No cost to district	School counselor, administration, SRO and district school social services worker
Suspension Prevention (only SMS SY 18-19)	Identify youth at risk of suspension and provide them with opportunity to gain insight into negative behaviors through support activities and interventions. The program also seeks to provide at risk youth with an additional positive adult mentor. (cognitive, emotional, behavioral tier 2)	Agency provides at no cost to district	Tykes & Teens staff with support from school staff to schedule (Stuart Middle School)

Trauma Informed Care	Trauma-Informed Care in Schools is an organizational structure that involves recognizing and responding to the effects of all types of trauma. This practice makes staff aware of Trauma-Informed Care and the ways it can positively affect a child's academic performance and mental health. Tykes and Teens trainer trains school staff in Trauma Informed Practices (all schools are expected to have staff training completed during the 2018-19 school year). Currently all elementary schools are completed or scheduled. Many secondary are scheduled. (cognitive, emotional, behavioral tier 1)	Agency provides at no cost to district	School site administrators are required to schedule training with certified trainer for their staff.
Treasure Coast Hospice (crisis response & loss groups as needed)	Treasure Health Grief Support counselors help adults, children and families in each of the communities we serve when a loss is experienced. (emotional crisis support)	Agency provides at no cost to district	Treasure Health: Treasure Coast Hospice works with district crisis team to provide counselors following a student or staff loss of life.
Tykes & Teens on campuses (use of space during school day)	Mental health counselors offer guidance to students, families and groups who are dealing with issues that affect their mental health and well-being. (cognitive, emotional, behavioral tier 2-3 & crisis support)	Agency provides at no cost to district. District provides in kind (office space and use of telephone & computer and login ability)	Tykes & Teens staff with support from school staff to schedule
Yellow Brick Road	Selected group of middle and high school at-risk youth that participate in leadership workshops. (cognitive, emotional, behavioral tier 2)	Community donations	District staff with support from school staff to refer and schedule

Action Plan for Legislative Requirements

Multi-Tiered System of Supports Related Initiatives Delivering Evidence-Based Mental Health Services

Tier 1 All Students	Tier 2 Supplemental Support	Tier 3 Intensive Support	Crisis Support	
<ul style="list-style-type: none"> • Core Curriculum • District Assessments • District Benchmarks 	<ul style="list-style-type: none"> • Small Group (5-8) • Supplemental targeted skill intervention • Frequent progress monitoring to guide intervention design 	<ul style="list-style-type: none"> • Intense instruction in small group (1-3) • Intense targeted skill intervention • Longer duration and increased frequency • Frequent progress monitoring to guide intervention design 		Academics
<ul style="list-style-type: none"> • Positive Behavior Interventions and Supports • Conscious Discipline • Character Counts! • Anti-Bullying Week • Day of Silence • Restorative Practices 	<ul style="list-style-type: none"> • ALTOSS (Alternative to Suspensions) • Boys & Girls Club Mentoring • CICO • Yellow Brick Road • Suspension Prevention • AVID • REACH 	<ul style="list-style-type: none"> • Functional Behavior Assessment • Interagency services • Referrals for mental health 		Social/Emotional Learning
<ul style="list-style-type: none"> • Life Skills (replacing DARE) • Alcohol Literacy Challenge (MS/HS) • Red Ribbon Week 				Substance Abuse
<ul style="list-style-type: none"> • Youth Mental Health First Aid training • Suicide Prevention training • Safe School Ambassadors • LISTEN • Suicide Prevention • Sandy Hook Promise • Trauma Informed Practices 	<ul style="list-style-type: none"> • Group Counseling • LGBTQ Support Plan and training • GSA Summit • Threat Assessment (Self and Others) 	<ul style="list-style-type: none"> • Individual Counseling • School Social Services Workers • Behavioral Support Plan • District Behavior Team 	<ul style="list-style-type: none"> • Baker Act Transport • Civil Citations • Crisis Counseling • Treasure Coast Hospice 	Mental Health

Mental Health Screening Tool: Goodman, R. (1997). The Strengths and Difficulties Questionnaire: A research note. *Journal of Child Psychology, Psychiatry, and Allied Disciplines*, 39 (5), 581-586.

Supports that address mental health needs (screening, assessment, diagnosis, intervention, treatment, and recovery) and coordination and support for students who have received intensive community mental health services. The process for coordinating mental health services with a student's primary care provider and other mental health providers, including procedures for information sharing.

All students will have a screening permission (or refusal) on the yearly update to their emergency information card.
(Form # 136)



Student presents with internal or external indicators and has been referred by the School Social Services Worker and/or MTSS with School Psychologist. The SDQ (Strengths & Difficulties questionnaire) screener is completed.



Staff schedules a meeting (inviting parent-parent invite is required participation is not), completes the referral for counseling form and provides the consent to share information form, the agency information (if applicable) and intervention plan to the parent. (Form #s TBD)
Staff enters the referral date into the student information system.



If permission and consent to share information is not returned within three school days, staff will follow up with the parent.



When parent returns information, school staff provides a copy of the permission to share information and receive counseling form to the provider and adds data to the student information system.



If the parent declines counseling and/or consent to share information, staff will enter the date and "parent declined" in the notes.

Parent agrees to counseling and sharing of information

Once consent is obtained the mental health professional (school district or community based) will conduct an assessment and work with the school team to develop interventions based on the student's need. If a functional behavior assessment (FBA) with or without a behavior intervention plan (BIP) is recommended it should be developed in conjunction with this plan. If the student behaviors are severe consider the appropriateness of referral to the Behavior Team (Form #169). If substance abuse treatment is required the student will be referred for services.

Mental health professionals and school staff will establish an agreeable communication plan and communicate throughout the student's intervention/treatment.

Adjustments will be made by the team as needed to meet the student's needs.

As ongoing mental health treatment is faded a support plan will be developed for the student by the team to monitor continued progress.

Data will be entered and updated on the Mental Health tab within the student information system. The mental health professionals will keep case notes or appropriate documentation for all student interactions that may be shared as appropriate with as needed members of the intervention team.

NOTE: If a student is presenting an imminent threat to themselves or others based on behavior and/or threat assessment, the staff will follow safety and crisis intervention procedures.

Parent declines counseling and/or consent to share information

Parent declines
(if appropriate school will notify SRO).

School Social Services Worker (SSSW) follows up with parent and attempts to engage student with school based activities and organizations.

School Social Services Worker (SSSW) completes weekly or bi-weekly check in with the student, teachers and family.

Student continues with MTSS and prescribed interventions and progress monitoring continues.

NOTE: As is required by law if any student presents as abused or neglected staff is required to report.

Identifies evidenced-based mental health services for students with one or more co-occurring mental health or substance abuse diagnosis

Students will be referred for services according to the procedures outlined on the charts above. District Mental Health Professionals, in collaboration with community partners, will determine which evidence based services are appropriate to meet the needs of the student.

Describes the collaborative partnership with community providers and agencies

Please see program descriptions on pages 12 - 14.

How we keep track of students that are screened/assessed, how many students are referred for services, and how many students receive services/assistance (school-based and community)

Through our Student Information System (FOCUS), we are able to document how many students are referred, screened and are receiving either school based and community services each year. Once referred, designated staff completes the Intervention Reporting/Progress Monitoring form #TBD into the system. School Social Services Workers are able to assist families with obtaining consent to treat and share information, as well as assist schools in collaborating with in-school and out of school providers. Mental Health progress reports are also available to upload via FOCUS for those with approved access for progress monitoring.

Identifies the number and credentials of mental health services providers employed by the district

- 7 School Psychologists
- 6 School Social Services Workers
- 35 Certified School Counselors

Identifies and number and credentials of mental health service providers contracted by the district

- Tykes and Teens (support in school only; additional within the community)
 - Licensed Psychologist - 1
 - LCSW - 8
 - BSW - 25
 - LMHC - 10
 - CAP - 2

- HPS
 - Provides mental health professionals to students in some of our schools
- Suncoast
 - Provides mental health professionals to students in some of our schools
- New Horizons
 - Is our pediatric Baker Act receiving facility
- Health and Human Services
 - LMHC - 1
 - BMH - 1
 - Other - 1
- Sequel Care (support to youth in school and in community)
 - LCSW - 8
 - BSW - 25
 - LMHC - 10
 - CAP - 2
 - Clinical Psychologist - 1
 - Other (name credentials with number) - LMFT, MS, MSW, MA 25+
 - Registered Interns 15+
- Legacy
 - LMHC - 1
 - Psychiatrist - 2
 - Other - Master's Level MH Therapist - 4; Case manager - 1
- Hibiscus
 - Provides mental health professionals to students in some of our schools

Outcome Data

Data used to evaluate the effectiveness of services may include (but are not limited to):

- Early Warning System Indicators
- Collaborative Partner Data
- Student Information System Report of Mental Health Services to Students
- Youth Risk Behavior Survey Data
- School Climate/Student Engagement Data
- All Program Fidelity Checklists and Data (where applicable)
- Training Attendance Rosters
- School Social Services Workers' Logs
- Law Enforcement Report of Youth Baker Acts (in and out of school)
- LISTEN Pre & Post Surveys

Conclusion

This work is a multi-year process that will further develop over time and evolve as community, school, and legislative factors change. The district's mental health committee, which includes community mental health professionals, has built a plan that effectively addresses the immediate future for 2018-19 school year with flexibility and agility in mind as we plan for the years beyond. The state mental health allocation helps leverage student led programs (Safe School Ambassadors) and community partnerships while building the capacity of the school district's school-based mental health professionals (School Social Services Workers and Prevention Intervention Specialists) to serve the needs of students in the multi-tiered system of support. Future recommendations are to hire additional school guidance counselors and/or an assessment coordinator for each site.

Fiscal Breakdown

Total Mental Health Allocation = \$513,022.00

Position/Program	Quantity	Projected Cost
School Social Services Workers	5	Approximately \$385,000.00 (Salary and Benefits)
Safe School Ambassadors	9	\$40,000.00 (MCHS previously funded)
Charter School Allocation	2	\$1,122 (Hope) Clark elected to follow district plan
Mental Health First Aid Training	All staff	\$86,900.00

**Total Expenditures:
\$513,022.00**

Appendix

Forms



TREATMENT PROVIDER CONSENT TO SHARE INFORMATION

STUDENT: _____ DOB: _____

The Martin County School District strives to provide a positive and supportive learning environment for our students. Based on this, we are asking that you allow us to notify your child's Primary Care Physician and/or Treatment Provider if your child is ever involved in mental health counseling. This promotes a continuum of care between professionals who are committed to the care and well-being of your child. Should you change or add providers, we ask that you notify your child's guidance counselor so that we may update this information.

PRIMARY CARE PHYSICIAN _____

ADDRESS _____

TELEPHONE _____ FAX # _____

TREATMENT PROVIDER _____

ADDRESS _____

TELEPHONE _____ FAX # _____

OTHER _____

ADDRESS _____

TELEPHONE _____ FAX # _____

Please select one of the following:

1. _____ I, the parent/guardian, agree for MCSD to contact the professionals listed above to share information, or for the Professional to contact MCSD as needed.
2. _____ My student does not currently have a PCP Or Treatment Provider.
3. _____ I choose to **NOT** have my child's PCP or Treatment Provider or any other medical practitioner involved with my child's involvement in mental health services.

Consent can be revoked at any time in writing. Note: This section can be resigned if rescinding permission for information release.

Parent/Guardian Signature _____

Printed Name _____ Date _____



THE SCHOOL DISTRICT OF MARTIN COUNTY, FLORIDA
Permission to receive Mental Health Intervention

Dear Parent/Guardian,

The Martin County School District, in collaboration with local community mental health agencies and providers, are requesting your permission for your child, _____ to participate in school based counseling services. We believe that this assistance will contribute to your child's academic and behavioral achievement and personal growth.

_____ It is recommended that your child participate in a group and/or assessment with a school employed provider.

_____ It is recommended that your child is referred to community mental health services provider. The provider assigned to your child's school is: _____. (You may use your child's current provider if applicable)

Our focus is to teach your child the skills necessary to cope with his or her life situation, while optimizing his or her academic and behavioral achievement. Please note that Medicaid and other insurance options may be billed for services.

Please check if your child has any of the following:

Private Insurance: _____ Insurance Provider _____ Policy # _____
Medicaid Eligible _____ Medicaid ID# _____
Healthy Kids _____ Account # _____

By signing this form, I give my informed consent for my child to participate in counseling.

Parent/Guardian _____ Date _____

Home _____ Work _____ Cell _____

Counseling services will not begin until I have met and/or spoken with the agency or school counselor.

NOTE: This consent will be on file and you may revoke this consent at any time. Please feel free to call your child's Guidance Counselor if you have questions or comments.

THE SCHOOL DISTRICT OF MARTIN COUNTY, FLORIDA

Request for Behavior Team Services

Student: _____ Grade: _____ Exceptionality: _____
 School: _____ Person Completing Form: _____
 Regular Education Teacher(s): _____
 ESE Teacher(s): _____
 Number of days suspended this year: _____
 Date(s) of intervention team and/or IEP meeting(s) which addressed the specific concerns identified below: _____

• Behavior Concerns (circle behaviors most frequently observed)

H - High Intensity M - Moderate Intensity L - Low Intensity (circle one for each behavior of concern)

Physically aggressive to peers	H M L	Off task/out of seat	H M L
Verbally threatens to hurt peers	H M L	Argues/talks back to adults	H M L
Self-Injurious Behavior	H M L	Tantrum	H M L
Talks out/makes disruptive noises	H M L	Teases/taunts peers	H M L
Destroys property	H M L	Steals	H M L
Uses inappropriate language/gestures	H M L	Leaves class/campus	H M L
Other: _____			

• Crisis Management

How many times has the student been physically restrained during the past 4 weeks? _____

• Academic Performance/Skill

Compared to same-age/grade peers, how does the student perform academically? (Circle one)

Significantly below peers	Below Peers
At level with peers	Above Peers
Significantly above peers	

Has there been a recent, significant change/decline in academic performance? _____

If yes, please explain: _____

• Context: The setting, time, or situation typically occurring before or with the behavior.

Bus	Transition	
Before School	Special area: Art, Music, PE,	
Cafeteria	Guidance	Other: _____

Academic instruction in: _____

When given a direction to: _____

When provoked by: _____

With certain peers or adults (who?): _____

When unable to: _____

Other: _____

White: School

An Equal Opportunity Agency

Yellow: ESE

• Medical History/Agency Involvement

Does the student have any health problems/medical conditions? YES NO

If yes, specify: _____

Is the student currently on medication? YES NO

If yes, specify name & dosage: _____

Does the student complain of physical distress? YES NO

If yes, what & how often? _____

Is another agency involved in serving this student at school or at home? YES NO

If yes, specify agency & contact person: _____

• Interventions Attempted Beyond the School wide Discipline Plan

Date From _____ to _____	Intervention	Effectiveness Rating
	Send behavior progress reports home (Daily Weekly Monthly)	Ineffective Somewhat effective Effective
From _____ to _____	Implement behavior contract with student. (Attach the contract)	Ineffective Somewhat effective Effective
From _____ to _____	Implement classroom behavior management system.	Ineffective Somewhat effective Effective
From _____ to _____	Tangible rewards/Treasure box	Ineffective Somewhat effective Effective
From _____ to _____	Implement individual behavior plan/point sheet system (Attach copy of BIP)	Ineffective Somewhat effective Effective
From _____ to _____	Provide additional supervision during transition periods.	Ineffective Somewhat effective Effective
From _____ to _____	Move student to a different area in classroom.	Ineffective Somewhat effective Effective
From _____ to _____	Change student's schedule and/or teacher.	Ineffective Somewhat effective Effective
From _____ to _____	Other: _____ _____ _____	Ineffective Somewhat effective Effective

White: School

An Equal Opportunity Agency

Yellow: ESE

• Behavior Data

Has ABC data been collected on the behaviors of concern? YES NO

If yes, please attach copies

• Hypothesis (best guess) about why the student is engaging in the problem behavior: (circle)

An attempt to produce adult attention

An attempt to produce peer attention

An attempt to escape or avoid specific academic tasks or directions

An attempt to get to do an activity or obtain some desired object

Other _____

• Who should we contact at your school regarding this student? _____

• Phone number: _____

Notes/Comments: _____

Teacher Signature

Mainstream Consultant
Guidance Counselor
Administrator

Date Submitted

White: School

An Equal Opportunity Agency

Yellow: ESE

THE SCHOOL DISTRICT OF MARTIN COUNTY, FLORIDA
Intervention Reporting/Progress Monitoring-FOCUS Data Base

Student _____ Student Number _____
Grade _____ School _____
Completed By _____ Date _____

This element is used to indicate that early intervening services were provided to a student who is currently not identified as needing additional supports.

Student Demographics Tab: Intervention

Intervention Type: (The person completing this form should check all codes that apply.)

_____ **A: Academic (Check intervention)**

- | | |
|---|--|
| <input type="checkbox"/> Absence Intervention | <input type="checkbox"/> Reading Intervention |
| <input type="checkbox"/> Credit Recovery | <input type="checkbox"/> Small group instruction Math |
| <input type="checkbox"/> ESE Waiver | <input type="checkbox"/> Small group instruction Reading |
| <input type="checkbox"/> Math Intervention | <input type="checkbox"/> Smart Horizons |
| <input type="checkbox"/> Intervention Class | |
| <input type="checkbox"/> Push in Support | |

_____ **B: Behavioral**

- ☐ Check and Connect
- ☐ CICO
- ☐ Counselor Connect
- ☐ Mentoring
- ☐ Safe Pass/Hot Pass

Student Demographics Tab: Mental Health

_____ **I: Individual Counseling**

Provider _____

_____ **G: Group Counseling**

Provider _____

Progress Monitoring Tab

Intervention Type: A B I G	Date of Progress Report/Graph _____
Intervention Type: A B I G	Date of Progress Report/Graph _____
Intervention Type: A B I G	Date of Progress Report/Graph _____
Intervention Type: A B I G	Date of Progress Report/Graph _____
Intervention Type: A B I G	Date of Progress Report/Graph _____

EDUCATE ALL STUDENTS FOR SUCCESS



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#IamMCSD

