

Mental Wellness Plan

Department of Student Services

2019-20



MARTIN COUNTY
SCHOOL DISTRICT

M|C|S|D

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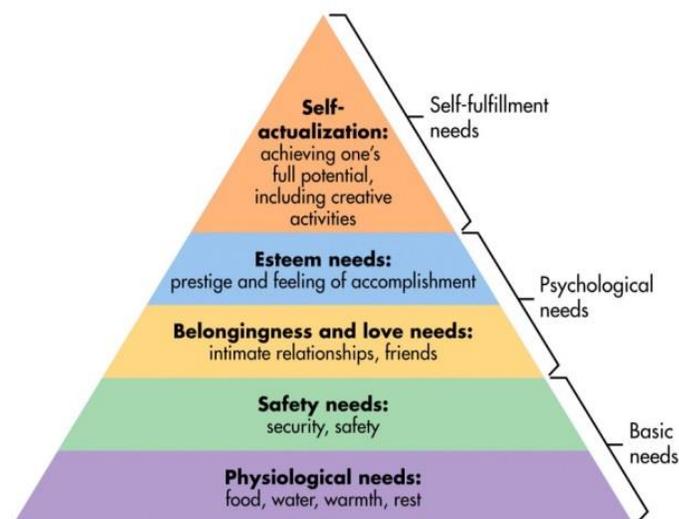
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Intro to Mental Wellness

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. Unmet basic needs 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, to their potential, 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

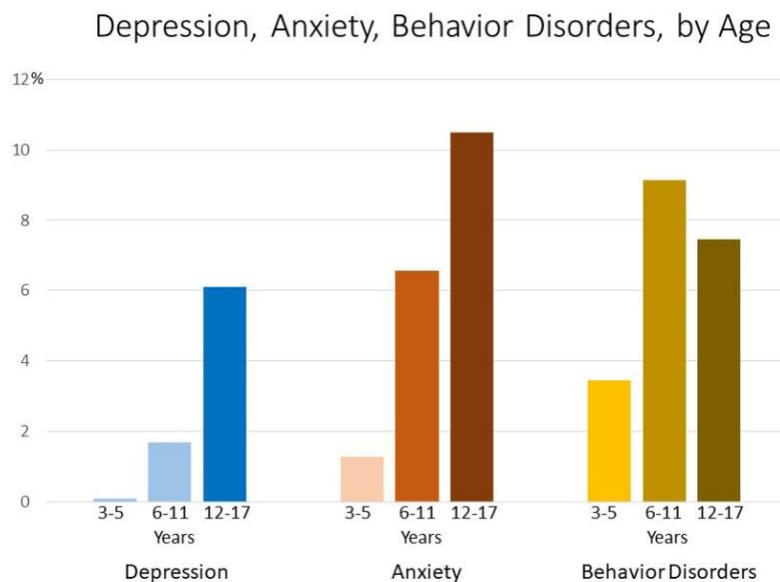
A person at the top of the hierarchy is able to manage their thoughts, self-regulate their actions, concentrate and demonstrate empathy. This allows for optimal learning. Everyone can vacillate between the levels of need depending on their immediate situation. However, we must directly assist and deliver skills that foster and develop social emotional learning so students are able to function at higher levels of mental & physical being. This is our goal.

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

Data and Statistics on Children's Mental Health ³

ADHD, behavior problems, anxiety, and depression are the most commonly diagnosed mental disorders in children according to the Center for Disease Control (CDC)

- 9.4% of children aged 2-17 years (approximately 6.1 million) have received an ADHD diagnosis. ¹
- 7.4% of children aged 3-17 years (approximately 4.5 million) have a diagnosed behavior problem. ²
- 7.1% of children aged 3-17 years (approximately 4.4 million) have diagnosed anxiety. ²
- 3.2% of children aged 3-17 years (approximately 1.9 million) have diagnosed depression. ²



Given the above chart, in a school with 1,500 middle and high school students:

- 90 of 1,500 students would be diagnosed depression
- 165 of 1,500 students would be diagnosed anxiety
- 105 of 1,500 students would be behavior disorders

³ <https://www.cdc.gov/childrensmentalhealth/data.html>

The National School Climate Survey conducted by the Gay, Lesbian & Straight Educational Network (GLSEN) in 2011 and 2015 reported these statistics on bullying: ⁴

2011	2015	2017
<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"> 71% of LGBTQ (lesbian, gay, bisexual, transgender and queer or questioning) youth had problems during the previous year with bullying based on sexual orientation. (The Trevor Project National Survey on LGBTQ Youth Mental Health 2019)
<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"> 60% felt unsafe at school due to sexual orientation. (GLSEN Executive Report, 2017)
<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"> 45% felt unsafe at school due to gender identification. (GLSEN Executive Report, 2017)
<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"> 35% did not go to school for at least one day because of feeling unsafe.

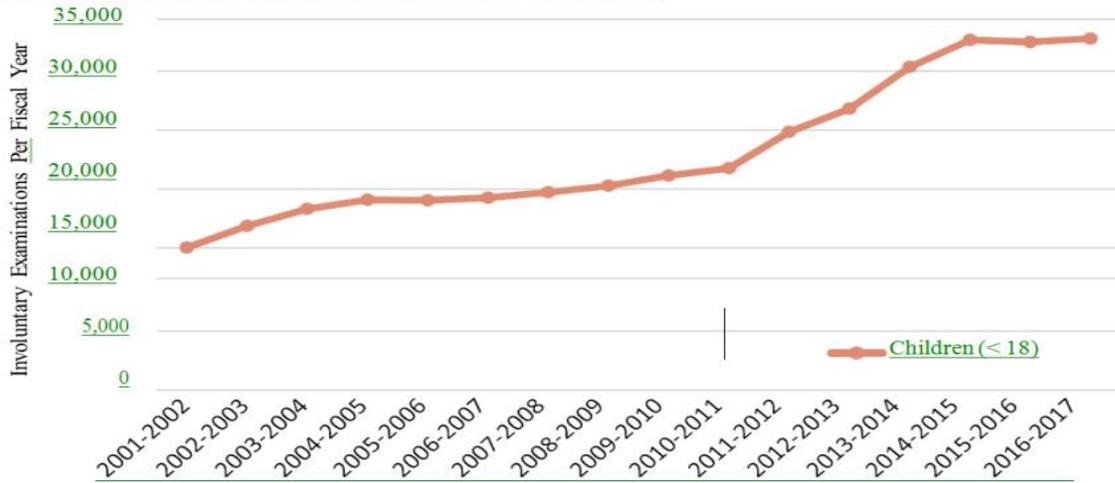
“The 2017 National School Climate Survey was conducted online from April through August 2017. To obtain a representative national sample of lesbian, gay, bisexual, transgender, and queer (LGBTQ) youth, we conducted outreach through national, regional, and local organizations that provide services to or advocate on behalf of LGBTQ youth, and advertised and promoted on social networking sites, such as Facebook, Instagram, and Tumblr. To ensure representation of transgender youth, youth of color, and youth in rural communities, we made special efforts to notify groups and organizations that work predominantly with these populations. The final sample consisted of a total of 23,001 students between the ages of 13 and 21. Students were from all 50 states and the District of Columbia and 5 U.S. territories. About two-thirds of the sample (67.5%) was White, a third (34.1%) was cisgender female, and 4 in 10 identified as gay or lesbian (41.6%). The average age of students in the sample was 15.6 years and they were in grades 6 to 12, with the largest numbers in grades 9, 10, and 11.”

⁴ <https://www.glsen.org/article/2017-national-school-climate-survey>

State of Florida and Martin County Data

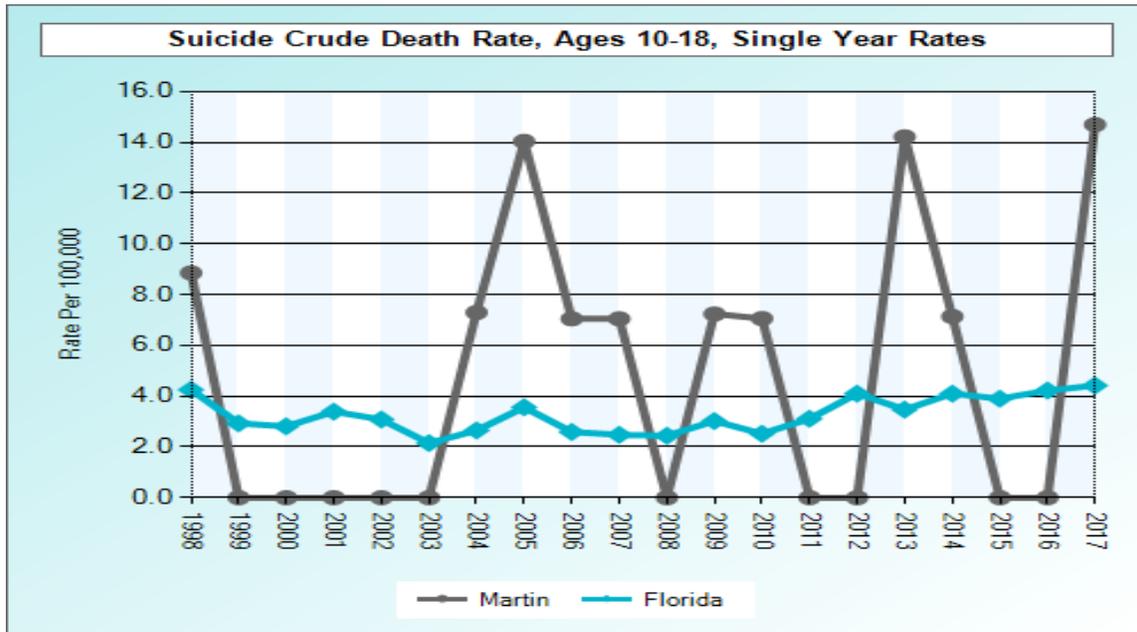
State - From 2001 to 2016, the Florida population of people between ages 5 and 17 increased 9.72% while the number of involuntary examinations for children (< 18) increased 118.41% from FY01/02 to FY16/17.⁵

Figure 1b: Involuntary Examinations for 16 Fiscal Years for Children Only



⁵ <https://www.myflfamilies.com/service-programs/samh/publications/docs/The%20Baker%20Act%20-%20FL%20MH%20Act%20-%20FY%2016-17%20Annual%20Report%20-%20Released%20June%202018.pdf>

Martin County Data From: FL Health Charts⁶



Note: It is customary to use rates per 100,000 population for deaths and rates per 1,000 population for live births. There may or may not be 100,000 residents in the county under review, but multiplying the result by 100,000 makes that rate comparable with counties with more than 100,000 or less than 100,000 (such as Y County). Make sure you use the same population base when calculating rates for comparison. For comparing X County with Y County, use the (annual) population estimates for each population base. Example:

The number of deaths from communicable diseases is 18 per 100,000. A rate of 18 per 100,000 is not 18 percent, but .018 percent. To make a rate into a percent, for the example of 18 deaths per 100,000 population, divide by 1,000: $18/1,000=.018$

Expressing a ratio as an even number allows easy comparisons to be drawn between different-sized groups. Saying 2,000 out of 6,000 in one group and 9,990 out of 15,000 in another group makes comparisons difficult, but saying 333 out of 1,000 in the first group and 666 out of 1,000 in the second group allows for easy comparisons: Group 2 has twice the prevalence rate.⁷

⁶ <http://www.flhealthcharts.com/charts/DataViewer/DeathViewer/DeathViewer.aspx?indNumber=0116>

⁷ <https://www.stats.indiana.edu/vitals/CalculatingARate.pdf>

<https://sciencing.com/calculate-prevalence-rates-per-thousand-7533277.html>

Martin County 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	2018
Mental Health/Addictions, Substance Abuse, and Suicide Related calls	1,891	1,493	1,708	2,192	1,867	2,379

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 MCSD to create a healthy, positive, and safe environment for our students and staff.

Legislative Updates

Senate Bill 7030 was signed into Florida law. This bill updates the Marjory Stoneman Douglas High School Public Safety Act (Chapter 2018-3, Laws of Florida)) and continues to allocate funding for school districts to utilize for student mental health and wellness services and increase safety measures. School districts continue to be 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, 2020. The report must include the following data points:

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

Programs 2018-19

Cognitive communication, insight, decision making, ethics	Behavioral body regulation, reactions, response flexibility	Emotional balance, fear modulation, empathy, connections, loss
Botvin Life Skills		Boys & Girls Club Mentoring Program (Check & Connect like program in all 5 middle schools)
Safe School Ambassadors (all secondary including CALC) – 3 year contract		
Mental Health First Aid/Suicide Prevention Training (650 Trained staff in SY 2018-19)		
Trauma Informed Care (all schools)		
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 x 6 to case manage, provide groups, triage at risk and refer to longer term care, facilitate home, school and community collaboration, in addition to supporting Teen Parents and attendance. If licensed to do so they may also participate in decisions to Involuntary Examination (Baker Act) (when available)		
Restorative Practices (Training completed)		
Prevention/Intervention Specialist x4 to assist with the MTSS (Multi-tiered system of support) and prevention education and services		
GSA Youth Empowerment		
Provide post support to students completing REACH		
Include MC Health & Human Services in planning for students' return from being Involuntary Examination (Baker Act)		
AVID at MCHS, SFHS, AMS and planning at IMS		

Programs 2019-20

Cognitive communication, insight, decision making, ethics	Behavioral body regulation, reactions, response flexibility	Emotional balance, fear modulation, empathy, connections, loss
Botvin Life Skills		Boys & Girls Club – AmeriCorps Mentoring (Check & Connect like program in all 5 middle schools)
Safe School Ambassadors (all secondary)– 3 year contract		
Social Emotional Learning (SEL) HS intervention - BASE		
Social Emotional Learning (SEL) MS – Panorama 2 year contract		
Social Emotional Learning (SEL) Elementary – Sanford Harmony		
Mental Health First Aid/Suicide Prevention Training		
Trauma Informed Care (all schools)		
Tykes & Teens and Legacy on campuses (use of space during school day)		
Anti - Bias Training for Administrators		
Sandy Hook Promise		
School Social Services Workers (6) to case manage, provide groups, triage at risk and refer to longer term care, facilitate home, school and community collaboration, in addition to supporting Teen Parents and attendance. If licensed to do so they may also participate in decisions to Involuntary Examination (Baker Act) (when available)		
Restorative Practices (Full district implementation)		
Prevention/Intervention Specialist x4 to assist with the MTSS (Multi-tiered system of support) and prevention education and services		
GSA Youth Empowerment Summit		
GSA in each middle school		
GSA Advisor Training		
Provide post support to students completing REACH		
AVID at AMS, IMS, MCHS, SFHS and planning at JBHS		

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 help 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).	<ul style="list-style-type: none"> • \$25,000-\$27,000 for first year • \$15,000-\$17,000 for year 2 and beyond • Tax referendum contributed \$50,000 and school site pays balance 	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).	<ul style="list-style-type: none"> • \$0 from district • \$148,643 funded through Tykes and Teens grant 	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 suspension (cognitive, emotional, behavioral/tier 2).	<ul style="list-style-type: none"> • \$0 from district • \$126,187 funded through Tykes and Teens grant 	Tykes & Teens staff with support from school staff to refer
BASE	BASE uses evidence-based practices derived from clinical foundations including Cognitive Behavioral Frameworks, Motivational Interviewing, Dialectical-Behavioral Theories, Strengths-Based Approaches, Brief Solution-Focused Theories, Mindfulness, and Person-Centered Approaches. Students are taught psycho-social concepts through a supportive and therapeutic dialogue. All courses are rigorously edited and approved by a panel of field experts which include: Clinical Psychologists, Pediatric Psychiatrists, School Counselors, At-Risk Specialists, Licensed Professional Counselors, Social Workers, Administrators, and Educators. BASE meets the standards and core competencies of MTSS, PBIS, and CASEL (cognitive, emotional, behavioral/tier 1)	Title IV Grant (\$40,000)	High School site with support and assistance from District Student Services

Behavior Team (ESE and severe emotional/behavioral)	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. 3 Board Certified Behavior Analysts; 2 Behavior Specialist; 10 District Behavior Technicians (behavioral/tier 2 & 3)	IDEA & IDEA-CEIS \$106,747.91 IDEA \$71,165.28 CEIS	School based staff implements. District behavior team assists in plan development and training of school based staff.
Boys & Girls Club AmeriCorps Middle School Mentoring AmeriCorps Middle School Mentoring iMAP (middle 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)	<ul style="list-style-type: none"> AmeriCorps funded (\$701,990 with \$32,8696 paid by Boys & Girls Club) 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 (\$0)	School site initiative for depth of programming with assistance from district prevention staff
Community Mental Health for non-IEP driven services: Tykes & Teens and Legacy Behavioral Health 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)	<ul style="list-style-type: none"> (\$0) 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
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 – (\$2,400[in person] to train new staff – one time cost; \$600 each time a local trainer does a refresher; \$700[online])	Two elementary schools who chose this model: Bessey Creek, JD Parker and Palm City Elementary Schools
Drum Beat	DRUMBEAT engages students who are at risk of disengaging from school... The program uses a strengths-based approach to develop student resilience. It targets factors that support mental health, wellbeing and academic outcomes.	No cost to district or school. Schools may choose to enhance the program if funding is available. (\$0)	Elementary schools who chose this model: Jensen Beach Elementary

GSA Youth Empowerment Summit	GSA club members are invited to attend and participate in Palm Beach School District's Youth Empowerment Summit.	Mental Health Allocation \$800	District Student Services staff, school staff and GSA sponsors and student leadership
Health on HS and alternative 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).	<ul style="list-style-type: none"> Agency provides at no cost to district District provides in kind (office space and use of telephone & computer and login ability) 	Legacy staff with support from school staff to schedule
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).	<ul style="list-style-type: none"> No cost to district (\$0) Equality Florida (approx. \$3,500) 	School site guidance counselors, administration and teachers with support from district Student Services Department
Life Skills	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)	<ul style="list-style-type: none"> \$0 from district \$94,456 funded through Tykes and Teens grant 	Tykes & Teens staff with support from school staff to schedule
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 completion of REACH.	Agency provides at no cost to district (\$0)	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 a 6-hour course that gives all staff the skills to aid someone with a mental health problem or who is 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 (cognitive, emotional, behavioral/crisis support).	Mental Health Allocation: <ul style="list-style-type: none"> • SEDNET for Materials & Train the Trainer (\$73,247) – one time grant • Tykes and Teens provided trainers until our team was trained and continues to support training 	District Student Services staff will schedule initial school team training and work with other departments to schedule district wide training
Panorama	Panorama provides a pre and post survey as well as surveys that may be given more frequently as progress monitoring. This program gives a baseline and recommends interventions. It will help establish groups for students with similar needs. In addition it will identify students with strengths in certain areas to identify possible peer mentors. Panorama enables stakeholders to see patterns at the district, school and class level; thus addressing needs of our students. (cognitive, emotional, behavioral/tier 1 & 2)	Referendum Mental Health (for a two year contract) \$25, 000	Middle School site with support and assistance from District Student Services
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)	<ul style="list-style-type: none"> • State Grant for support and training. • District pays for additional training. • Individual schools pay for programming. 	School site implementation and assistance from district prevention staff
Prevention Programs	Red Ribbon Week, Bullying Awareness, Day of Silence, Suicide, etc. (cognitive, emotional, behavioral/tier 1)	No cost to district (\$0)	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(\$132,335.68), General Fund (\$78,761) Mental Health Allocation(\$62,300) and CEIS funds (\$53,686.50) 1.Title IV 2. Title IV/CEIS 3. General 4. Mental Health Allocation	Student Services positions

<p>Positive Intervention Program (PIP): Positive Action Class (only IMS 2019-20) – formerly Suspension Prevention</p>	<p>Positive Action: Identify youth at risk of suspension and provide them with opportunity to gain insight into negative behaviors through support activities and interventions. Students who may have been suspended out of school will remain in school and participate in PIP (cognitive, emotional, behavioral/tier 2).</p>	<ul style="list-style-type: none"> • \$0 from district • \$57,656 funded through Tykes and Teens grant 	<p>Tykes & Teens staff with support from school staff to schedule (Indiantown MS)</p>
<p>REACH (in lieu of alternate education placement)</p>	<p>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)</p>	<ul style="list-style-type: none"> • \$0 from district • Approximately \$6,000 funded through Martin County Health & Human Services 	<p>Martin County Health & Human Services staff with support from school staff to refer and provide feedback</p>
<p>Restorative Practices</p>	<p>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 make it right. Bullying Prevention (cognitive, emotional, behavioral/tier 2)</p>	<ul style="list-style-type: none"> • \$0 from district • \$7,500 funded through Florida and the Islands Comprehensive Center (FLICC) at ETS grant - funding a train the trainer program for approx. 30 MCSD employees 	<p>School site with support and assistance from District Student Services</p>
<p>Safe School Ambassadors</p>	<p>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, diffuse incidents, and support isolated and excluded students. Bullying Prevention (cognitive, emotional, behavioral/tier 1)</p>	<p>Tax Referendum (\$122,400)</p>	<p>School staff</p>
<p>Sandy Hook Promise</p>	<p>Student Awareness program: SOS Signs of Suicide Prevention Program, Say Something, Start with Hello. Bullying Prevention (cognitive, emotional, behavioral/tier 1)</p>	<p>Agency will provide train the trainer program and follow up support (\$0)</p>	<p>SOS Signs of Suicide Prevention Program – school site trainers Say Something, Start with Hello – Peer Mentors/ Safe School Ambassadors</p>

Sanford Harmony	Sanford Harmony is a CASEL SElect program, aligned to the five core social emotional learning competencies (self-awareness, self-management, and relationship skills, responsible decision-making and social awareness) from The Collaborative to Advance Social and Emotional Learning (CASEL), the nation’s top evaluator of SEL evidence-based programs. SEL interventions that address CASEL’s five core competencies like the Sanford Harmony program have been shown to increase students’ academic performance by 13% . In Florida over 900 schools and organizations are using this program. (cognitive, emotional, behavioral/tier 1)	Company provides materials and training at no cost to district (\$0)	Elementary School site with support and assistance from District Student Services
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 Involuntary Examination (Baker Act) (when available). (cognitive, emotional, behavioral/all tiers)	<ol style="list-style-type: none"> 1. Mental Health Allocation (MHA) 2. MHA 3. MHA 4. MHA 5. MHA 6. General Fund (Teen Parent) 	Student Services positions
Individual Student Safety Assessment Plan	A safety plan that includes an assessment to determine a student’s potential threat to self or others. (emotional, behavioral/crisis support)	No cost to district (\$0)	School counselor, administration, SRO and district school social services worker
Trauma Informed Practices	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 2019-20 school year). Currently all elementary schools are completed or scheduled. Many secondary are scheduled (cognitive, emotional, behavioral/tier 1).	<ul style="list-style-type: none"> • \$0 from district • \$10,000 approx. - funded through Tykes and Teens grant 	School site administrators are required to schedule training with certified trainer for their staff.* (see chart below)

<p>Treasure Coast Hospice (crisis response & loss groups as needed)</p>	<p>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)</p>	<p>Agency provides at no cost to district (\$0)</p>	<p>Treasure Health: Treasure Coast Hospice works with district crisis team to provide counselors following a student or staff loss of life.</p>
<p>Yellow Brick Road</p>	<p>Selected group of middle school at-risk youth that participate in leadership workshops. (cognitive, emotional, behavioral/tier 2)</p>	<p>Community Donations</p>	<p>District staff with support from school staff to refer and schedule</p>

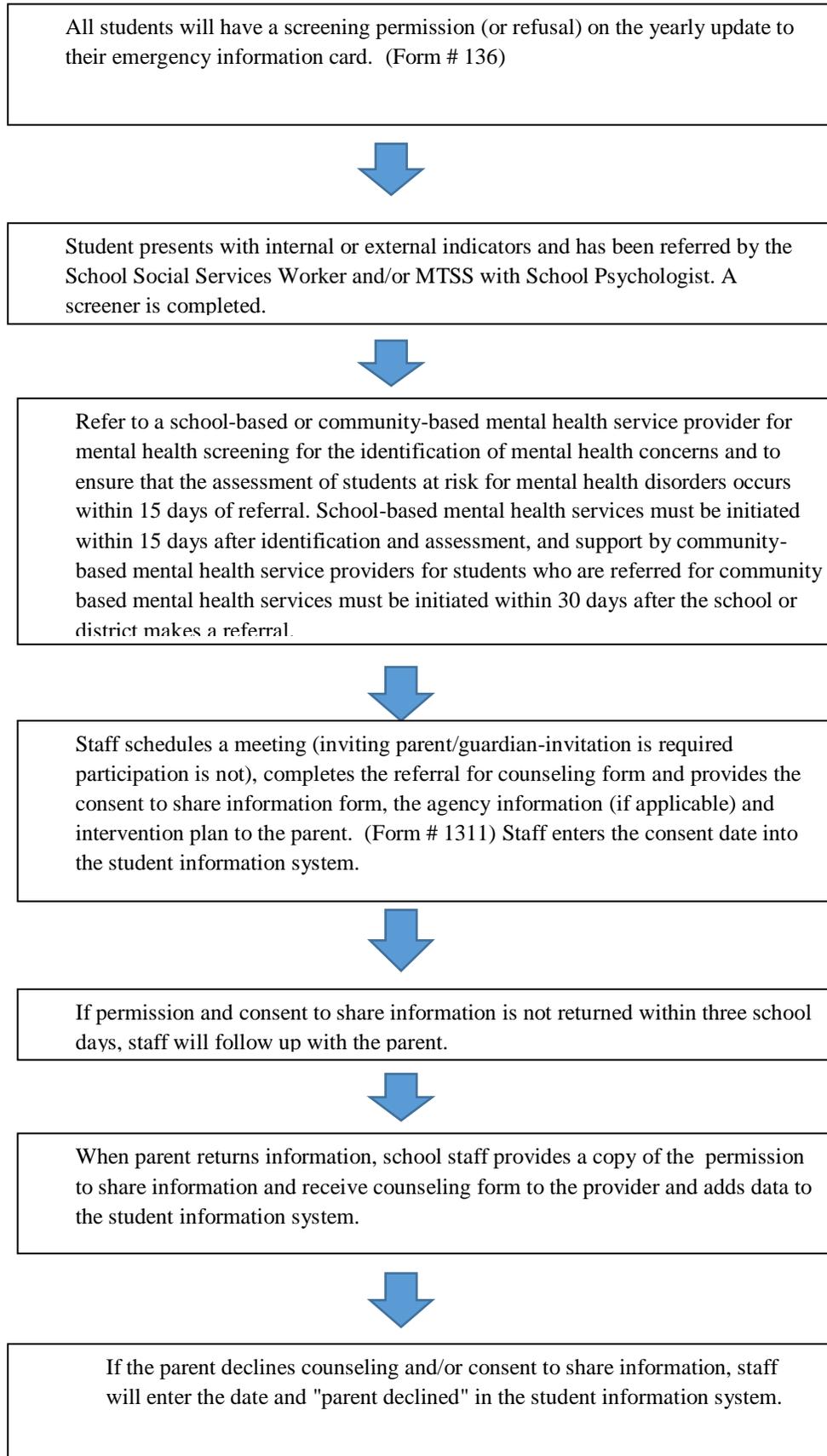
Action Plan for Legislative Requirements

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 	<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 	<ul style="list-style-type: none"> • REACH 			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.

Standard Procedures



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.



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 in 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 him/herself 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 Social Services Worker and SRO).



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



School Threat Assessment Team will monitor the student and the School Social Services Worker (SSSW) will complete check in with the student, school staff and family, as needed.



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.

DEPARTMENT OF EDUCATION REQUIRED COMPONENTS

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 –11-19.

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 school based and/or community services each year. Once referred, designated staff, including outside therapist, completes the Intervention Reporting/Progress Monitoring form #1285 or other monitoring tools 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.

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

- 8 School Psychologists – all State of Florida Certified School Psychologists
- 6 School Social Services Workers
 - 2 – Licensed Mental Health Therapists
 - 1 – Licensed Clinical Social Worker
 - 1 – Master of Social Work
 - 1 – Masters Licensed Mental Health Counselor
 - 1 – Behavioral Health Case Manager
- 42 Certified School Counselors
- All other agencies who provided credentials are reported.

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
 - Advanced Registered Nurse Practitioner (ARNP) - 2
 - Licensed Clinical Social Worker (LCSW) - 8
 - Bachelor level Social Worker (BSW) – 25
 - Licensed Mental Health Counselor (LMHC) - 10
 - Certified Addiction Professional (CAP) – 2

- Helping People Succeed
 - Provides mental health professionals to students in some of our schools
- Suncoast Behavioral Health
 - Provides mental health professionals to students in some of our schools
- New Horizons & Coral Shores
 - Are our pediatric Involuntary Examination (Baker Act) receiving facility
 - Coral Shores age 12 and up only
- Health and Human Services
 - LMHC - 1
 - Bachelor level Mental Health provider (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) – Licensed Marriage and Family Therapist (LMFT), Master’s level Mental Health provider – not licensed (MS & MA, MSW) 25+
 - Registered Interns 15+
- Legacy Behavioral Health
 - LMHC –2
 - Psychiatrist – 3
 - Other – Master’s Level MH Therapist – 4; Case manager - 1
- Hibiscus House
 - Provides mental health professionals to students in some of our schools
 - Crisis Care Shelter for Children

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 Involuntary Examination (Baker Act) (in and out of school)

Strategies to increase time student services personnel spend providing direct mental health services (lines 33-36 of 1011.62(16), F.S.)

Our ongoing district goal is to increase mental health and wellness services provided to the students and families of Martin County. Strong collaborative partnerships with community agencies are vital to our students' system of care. Two of our collaborative partners have committed to staffing mental health professionals at our school campuses without cost to the district. Last school year, Tykes and Teens provided a therapist to every school site for a minimum of 1 day a week. Expanding for school year 19-20 and in addition to Tykes and Teens, Legacy Behavioral Health will staff each high school with a therapist for a minimum of 1 day a week. The district has also added 1 Prevention Intervention Program Specialist, 1 certified school counselor to each high school and 1 school psychologist to service school and student needs. In addition to increased personnel, School Social Service Workers will offer small group sessions on various topics as prevention and intervention services.

Conclusion

The Mental Wellness Plan and the work is an ongoing process that will continue to develop and evolve as community, school, and legislative factors change. The district's Student Services Dept. has built a plan that addresses the immediate future for 2019-20 school year while keeping in mind future needs. The state mental health allocation continues to 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.

Fiscal Breakdown

2019/2020 MENTAL HEALTH BUDGET PROJECT 0087			
Roll Forward		\$ 44,086.00	
Governor's Recommended		\$ 541,004.00	
Total Allocation		\$ 585,090.00	
Position/Program	Quantity	Projected Cost	
Charter Allocation HOPE		\$ 1,356.00	
Charter Allocation TCAA	500 Students	\$ 15,577.00	700 Students = \$22,000
School Social Services Workers' Salary	5	\$ 412,800.00	
Prevention Intervention Program Specialist	1	\$ 75,000.00	
Projected Expenditures		<u>\$ 504,733.00</u>	
	BALANCE	\$ 80,357.00	YMH TRAINING & SUPPLIES

Fund Totals - Mental Health Programs			
Program	Amount	Partner	Funding Details
Advanced Via Individual Determination (AVID)	\$50,000.00		Tax Referendum (millage) Contribution
ALC (middle school/high school health)	\$148,643.00	Tykes & Teens	Paid by Partner
ALTOSS (for those suspended)	\$126,187.00	Tykes & Teens	Paid by Partner
BASE	\$40,000.00		Title IV Grant
Behavior Team (ESE and severe emotional/behavioral)	\$177,913.19	IDEA and IDEA-CEIS	IDEA - \$106,747.91 IDEA-CEIS - \$71,165.28
Boys & Girls Club AmeriCorps Middle School Mentoring AmeriCorps Middle School Mentoring iMAP (middle school)	\$701,990.00	AmeriCorps and Boys & Girls Club	AmeriCorps - \$373,294.00 Boys & Girls Club - \$328,696.00
Conscious Discipline (limited to schools with trained staff)	\$3,000.00		School based funding approximation: \$2,400 [in person] to train new staff (one time cost) \$600 each time a local trainer does a refresher (\$700 online)
GSA Youth Empowerment Summit	\$800.00		Mental Health Allocation
LGBTQ staff training, critical support guide and support plan	\$3,500.00	Equality Florida	Paid by Partner
Life Skills	\$94,456.00	Tykes & Teens	Paid by Partner

Fund Totals - Mental Health Programs			
Program	Amount	Partner	Funding Details
Mental Health First Aid/Suicide Prevention Training	\$73,247.00	SEDNET	Paid by Partner
Panorama	\$25,000.00	Referendum Mental Health	Paid by Partner
Prevention/ Intervention Specialists	\$327,083.18		Title IV - \$132,335.68 General Fund-\$78,761 Mental Health Allocation - \$62,300 CEIS funds-\$53,686.50
Positive Intervention Program (PIP): Positive Action Class (only IMS 2019-20) – formerly Suspension Prevention	\$57,656.00	Tykes & Teens	Paid by Partner
REACH (in lieu of alternate education placement)	\$6,000.00	Martin County Health & Human Services	Paid by Partner
Restorative Practices	\$7,500.00	Florida and the Islands Comprehensive Center (FLICC)	Paid by Partner
Safe School Ambassadors	\$122,400.00		Tax Referendum
School Social Services Workers	\$646,261.00		Mental Health Allocations - \$495,300 General Fund - \$150,961 (Total includes 4% perf. pay & benefits)
Trauma Informed Practices	\$10,000.00	Tykes and Teens	Approximate grant funded amount
Yellow Brick Road	\$1,000.00		Mental Health Allocation
Total Mental Health Resource Funding	\$2,622,636.37		

Appendix A

The chart below lists programs that include strategies to improve the early identification of social, emotional or behavioral problems or substance abuse; improve the provision of early intervention services; and assist students dealing with trauma and violence. (Lines 55-57 of 1011.62(16), F.S.)

The chart below also indicates program coordination for CLARK Charter School. CLARK is the only Charter School opting into the District plan. (Lines 16-18 of 1011.62(16), F.S.) The District will provide the same services and student programming to CLARK as received at the other traditional public schools.

The HOPE Center for Autism and Treasure Coast Classical Academy have elected to create their own mental health plan.

Program	Description (mental wellness component/MTSS Tier)	Identification/ Intervention Area	CLARK Charter (Grades 10-12)
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).	<ul style="list-style-type: none"> ✓ SEL ○ Behavior ✓ Substance Abuse ○ Trauma ○ Violence 	Included
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 suspension (cognitive, emotional, behavioral/tier 2).	<ul style="list-style-type: none"> ○ SEL ✓ Behavior ○ Substance Abuse ○ Trauma ○ Violence 	Included
BASE	BASE uses evidence-based practices derived from clinical foundations including Cognitive Behavioral Frameworks, Motivational Interviewing, Dialectical-Behavioral Theories, Strengths-Based Approaches, Brief Solution-Focused Theories, Mindfulness, and Person-Centered Approaches. Students are taught psycho-social concepts through a supportive and therapeutic dialogue. All courses are rigorously edited and approved by a panel of field experts which include: Clinical Psychologists, Pediatric Psychiatrists, School Counselors, At-Risk Specialists, Licensed Professional Counselors, Social Workers, Administrators, and Educators. BASE meets the standards and core competencies of MTSS, PBIS, and CASEL (cognitive, emotional, behavioral/tier 1)	<ul style="list-style-type: none"> ✓ SEL ✓ Behavior ✓ Substance Abuse ✓ Trauma ○ Violence 	Included

<p>Behavior Team (ESE and severe emotional/behavioral)</p>	<p>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. 3 Board Certified Behavior Analysts; 2 Behavior Specialist; 10 District Behavior Technicians (behavioral/tier 2 & 3)</p>	<ul style="list-style-type: none"> ○ SEL ✓ Behavior ○ Substance Abuse ○ Trauma ○ Violence 	<p>Included</p>
<p>Boys & Girls Club AmeriCorps Middle School Mentoring AmeriCorps Middle School Mentoring MAP (middle school)</p>	<p>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)</p>	<ul style="list-style-type: none"> ○ SEL ✓ Behavior ○ Substance Abuse ○ Trauma ○ Violence 	<p>Only at Middle School</p>
<p>CHARACTER COUNTS! (district wide core)</p>	<p>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)</p>	<ul style="list-style-type: none"> ✓ SEL ○ Behavior ○ Substance Abuse ○ Trauma ○ Violence 	<p>Included</p>
<p>Community Mental Health for non-IEP driven services: Tykes & Teens and Legacy Behavioral Health on campuses (use of space during school day)</p>	<p>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)</p>	<ul style="list-style-type: none"> ○ SEL ✓ Behavior ✓ Substance Abuse ✓ Trauma ✓ Violence 	<p>Included</p>
<p>Conscious Discipline (limited to schools with trained staff)</p>	<p>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)</p>	<ul style="list-style-type: none"> ✓ SEL ✓ Behavior ○ Substance Abuse ○ Trauma ○ Violence 	<p>Only at Elementary School</p>

Drum Beat	DRUMBEAT engages students who are at risk of disengaging from school... The program uses a strengths-based approach to develop student resilience. It targets factors that support mental health, wellbeing and academic outcomes.	<ul style="list-style-type: none"> ✓ SEL ✓ Behavior ○ Substance Abuse ✓ Trauma ○ Violence 	Only at Elementary School
GSA Youth Empowerment Summit	GSA club members are invited to attend and participate in Palm Beach School District's Youth Empowerment Summit.	<ul style="list-style-type: none"> ✓ SEL ○ Behavior ○ Substance Abuse ✓ Trauma ✓ Violence 	Schools with GSA
Mental Health on HS and alternative 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).	<ul style="list-style-type: none"> ○ SEL ✓ Behavior ✓ Substance Abuse ✓ Trauma ✓ Violence 	Included
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).	<ul style="list-style-type: none"> ✓ SEL ○ Behavior ○ Substance Abuse ✓ Trauma ✓ Violence 	Included
Life Skills	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)	<ul style="list-style-type: none"> ✓ SEL ○ Behavior ✓ Substance Abuse ○ Trauma ○ Violence 	Included

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 completion of REACH.	<ul style="list-style-type: none"> ○ SEL ✓ Behavior ✓ Substance Abuse ✓ Trauma ✓ Violence 	Follow own code of conduct
Mental Health First Aid/Suicide Prevention Training	Mental Health First Aid is a 6-hour course that gives all staff the skills to aid someone with a mental health problem or who is 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 (cognitive, emotional, behavioral/crisis support).	<ul style="list-style-type: none"> ○ SEL ○ Behavior ○ Substance Abuse ✓ Trauma ✓ Violence 	Included
Panorama	Panorama provides a pre and post survey as well as surveys that may be given more frequently as progress monitoring. This program gives a baseline and recommends interventions. It will help establish groups for students with similar needs. In addition it will identify students with strengths in certain areas to identify possible peer mentors. Panorama enables stakeholders to see patterns at the district, school and class level; thus addressing needs of our students. (cognitive, emotional, behavioral/tier 1 & 2)	<ul style="list-style-type: none"> ✓ SEL ✓ Behavior ○ Substance Abuse ✓ Trauma ○ Violence 	Only at Middle School
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)	<ul style="list-style-type: none"> ○ SEL ✓ Behavior ○ Substance Abuse ○ Trauma ○ Violence 	Included
Prevention Programs	Red Ribbon Week, Bullying Awareness, Day of Silence, Suicide, etc. (cognitive, emotional, behavioral/tier 1)	<ul style="list-style-type: none"> ○ SEL ○ Behavior ✓ Substance Abuse ✓ Trauma ✓ Violence 	Included

Prevention/ Intervention Specialists	Assist with the MTSS (Multi-Tiered System of Support) at the elementary and middle school level (cognitive, emotional, behavioral/all tiers).	<ul style="list-style-type: none"> ✓ SEL ✓ Behavior ○ Substance Abuse ✓ Trauma ○ Violence 	Included
Positive Intervention Program (PIP): Positive Action Class (only IMS 2019-20) – formerly Suspension Prevention	Positive Action: Identify youth at risk of suspension and provide them with opportunity to gain insight into negative behaviors through support activities and interventions. Students who may have been suspended out of school will remain in school and participate in PIP (cognitive, emotional, behavioral/tier 2).	<ul style="list-style-type: none"> ○ SEL ✓ Behavior ○ Substance Abuse ○ Trauma ○ Violence 	Only at one Middle School
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)	<ul style="list-style-type: none"> ○ SEL ✓ Behavior ✓ Substance Abuse ✓ Trauma ✓ Violence 	Follow own code of conduct
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 make it right. Bullying Prevention (cognitive, emotional, behavioral/tier 2)	<ul style="list-style-type: none"> ✓ SEL ✓ Behavior ✓ Substance Abuse ✓ Trauma ✓ Violence 	Included
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, diffuse incidents, and support isolated and excluded students. Bullying Prevention (cognitive, emotional, behavioral/tier 1)	<ul style="list-style-type: none"> ○ SEL ✓ Behavior ○ Substance Abuse ✓ Trauma ✓ Violence 	Included

Sandy Hook Promise	Student Awareness program: SOS Signs of Suicide Prevention Program, Say Something, Start with Hello. Bullying Prevention (cognitive, emotional, behavioral/tier 1)	<ul style="list-style-type: none"> ✓ SEL ✓ Behavior ○ Substance Abuse ✓ Trauma ✓ Violence 	Included
Sanford Harmony	Sanford Harmony is a CASEL SElect program, aligned to the five core social emotional learning competencies (self-awareness, self-management, and relationship skills, responsible decision-making and social awareness) from The Collaborative to Advance Social and Emotional Learning (CASEL), the nation’s top evaluator of SEL evidence-based programs. SEL interventions that address CASEL’s five core competencies like the Sanford Harmony program have been shown to increase students’ academic performance by 13% . In Florida over 900 schools and organizations are using this program. (cognitive, emotional, behavioral/tier 1)	<ul style="list-style-type: none"> ✓ SEL ✓ Behavior ○ Substance Abuse ○ Trauma ○ Violence 	Only at Elementary School
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 Involuntary Examination (Baker Act) (when available). (cognitive, emotional, behavioral/all tiers)	<ul style="list-style-type: none"> ✓ SEL ✓ Behavior ✓ Substance Abuse ✓ Trauma ✓ Violence 	Included
Individual Student Safety Assessment Plan	A safety plan that includes an assessment to determine a student’s potential threat to self or others. (emotional, behavioral/crisis support)	<ul style="list-style-type: none"> ○ SEL ✓ Behavior ○ Substance Abuse ✓ Trauma ✓ Violence 	Included

<p>Trauma Informed Practices</p>	<p>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 2019-20 school year). Currently all elementary schools are completed or scheduled. Many secondary are scheduled (cognitive, emotional, behavioral/tier 1).</p>	<ul style="list-style-type: none"> ○ SEL ○ Behavior ○ Substance Abuse ✓ Trauma ✓ Violence 	<p>Included</p>
<p>Treasure Coast Hospice (crisis response & loss groups as needed)</p>	<p>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)</p>	<ul style="list-style-type: none"> ○ SEL ○ Behavior ○ Substance Abuse ✓ Trauma ○ Violence 	<p>Included</p>
<p>Yellow Brick Road</p>	<p>Selected group of middle school at-risk youth that participate in resiliencyand leadership workshops. (cognitive, emotional, behavioral/tier 2)</p>	<ul style="list-style-type: none"> ○ SEL ✓ Behavior ○ Substance Abuse ○ Trauma ✓ Violence 	<p>Only at Middle School</p>

Appendix B

PROPOSED 2019/2020 MENTAL HEALTH BUDGET		
FUNDING SOURCE	BUDGET	
ROLL FORWARD MH ALLOCATION FROM 2018/19	\$44,086.00	
GOVERNOR'S RECOMMENDED 2019/20	<u>\$541,004.00</u>	
PROPOSED BUDGET	\$585,090.00	
BUDGET EXPENSES	COST	
5 SOCIAL SERVICE WORKERS (SSW)	\$412,800.00	SALARY INC BENEFITS
PREVENTION INTERVENTION PROGRAM SPECIALIST (PIPS)	\$75,000.00	
CHARTER ALLOCATION - HOPE	\$1,356.00	
CHARTER ALLOCATION TCAA - 500 STUDENTS ESTIMATE	\$15,577.00	700 = \$21,808, 800 = \$24,923
BUDGET REQUESTED WITHOUT TRAINING	\$504,733.00	
	<u>-\$585,090.00</u>	
BALANCE	\$80,357.00	FOR YMHFA TRAINING
TAX REFERRENDUM - MILLAGE (STUDENT PROG) YEAR 1	\$150,000.00	
SAFE SCHOOL AMBASSADORS 2019-2021	-\$122,400.00	
PANORAMA 2019-2021	<u>-\$25,000.00</u>	
BALANCE	\$2,600.00	
SALARIES		
TITLE IV	\$132,335.68	
- 1 PIPS 100%		
- 1 DISTRICT REGISTRAR 100%		
- 1 PIPS 25%		
CEIS	\$53,686.50	
-1 PIPS 75%		
GENERAL FUND	\$150,961.00	
- 1 PIPS 100%		
- 1 SSW 100%		
TOTAL SALARIES FROM OTHER FUNDING SOURCES	<u>\$336,983.18</u>	

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