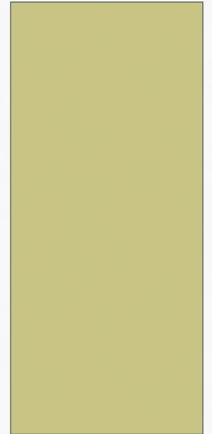




MENTAL HEALTH

CURRICULUM AND MANDATES



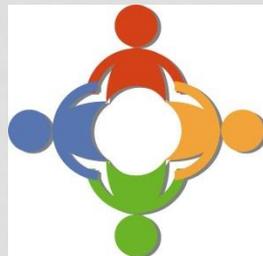
SOCIAL EMOTIONAL LEARNING

- Social Emotional Learning “is the process through which children, youth, and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



BACKGROUND

- August 2016 – New York was identified as one of nine states to participate in Cohort II of the Collaborating States Initiative to advance policies, guidelines, and standards for preschool to high school for social-emotional learning
- May 7, 2018 – members of the Mental Health Education Advisory Council presented recommendations to the Board of Regents to assist schools in successfully incorporating Education Law §804



REGULATIONS

- Every Student Succeeds Act (ESSA) – “...ensure that all students have access to support for their social-emotional well-being.”
- Changes in Education Law §804 requires health education in schools must include instruction in mental health. Such instruction should be designed to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity.



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

NYS SEL GOALS

- New York State students will:
 - Develop self-awareness and self-management skills essential to success in school and in life.
 - Use social awareness and interpersonal skills to establish and maintain positive relationships
 - Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts





SCHOOLWIDE SEL



- Alignment of district and school support, personnel policies, and existing and new practices in a multi-tiered system of supports
- Positive school culture and environment
- Professional development for all school personnel
- Addressing discipline as opportunity for social emotional growth that seeks concurrent accountability and behavioral change through SEL-based restorative practices
- Outreach to, and engagement of, parents, persons in parental relation, families, and community in multiple languages and with cultural sensitivity
- Coordination of school, district, and community-based student support services
- Aligned after school, out-of-school, summer, expanded learning, extra-curricular, service learning, and mentoring programs

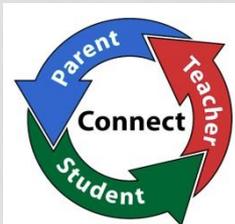
WHAT NEXT?

- By 7/1/18 “The Mental Health Education in Schools” final report and recommendations are to be sent to school districts from the State Education Department. This will include Mental Health Benchmarks for this mandate.
- All school districts will be responsible for providing a K-12 curriculum that will include instruction in mental health.



WHAT ARE WE DOING NOW?

- Reviewing and assessing current elementary level health education curricula for alignment to new mental health education requirements
- Building capacity and strengthen relationships between educators and pupil personnel services
- Developing school-community partnerships with mental health professionals and organizations (Bellmore-Merrick Community Coalition)
- Identifying strategies to engage families and students in supporting mental health and well-being



WHAT ARE WE DOING NOW?

- Support a positive school climate
- All district staff will be provided with mental health training on superintendent's conference day prior to the opening of school
- We have been and will continue to work with a consultant in collaboration with the BMCHSD in the development of the required curriculum to meet state requirements and create a K-12 consistency for our students
- Looking to create a mentoring program (community members, peers, students from the high school)



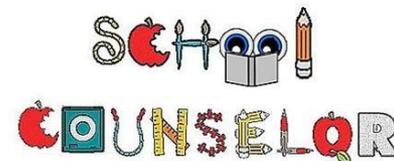
MENTAL HEALTH STAFF

- Each building has...
 - 1 full-time psychologist
 - 1 full-time social worker



SCHOOL COUNSELOR REGULATIONS

- The program
 - Each district's comprehensive developmental counseling/guidance program shall include all students K-12
 - Each district shall ensure that all K-12 students have access to a certified school counselor
 - For all grades K-12, district and building level programs shall be developed by, or in collaboration with, a certified school counselor to:
 - Prepare students to participate effectively in their current and future educational programs
 - Address multiple student competencies including career/college readiness standards, academic, and social/emotional developmental standards
 - The program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers



SCHOOL COUNSELOR REGULATIONS

- The services
 - For students in grades K-5, the program shall be designed as follows:
 - To prepare students to participate effectively in their current and future educational programs
 - To provide information related to college and careers
 - To assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and
 - Where appropriately, to make a referral to a properly licensed professional and/or certified pupil personnel service provider for more targeted supports



SCHOOL COUNSELOR REGULATIONS

- The services (continued)
 - For students in grades 6, certified counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans.
 - For students with disabilities, this plan shall be consistent with the student's individualized education program.
 - School counseling/guidance core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills, and social/emotional development by a certified school counselor
 - Direct services to enable students to benefit from the curriculum
 - Indirect student services that enable students to benefit from their education



SCHOOL COUNSELOR REGULATIONS

- The plan
 - Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans, under the direction of a certified school counselor, to describe how the district shall comply with the regulation requirements.



SCHOOL COUNSELOR REGULATIONS

- The advisory council
 - Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council comprised of stakeholders (parents, BOE members, building and district leaders, community-based service providers, teachers, PPS staff, and certified counselor)
 - The council shall meet no less than twice a year to review the comprehensive developmental plan and advise on the implementation of the program
 - The council shall create and submit an annual report to the board of education

