Mental Health Education in Schools

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New York State Education Department
Education Law § 2801-a: School Safety Plans

• **2016-17 Enacted State budget**: Each district must submit certification to NYSED that all district and **school staff** have undergone **annual training** by September 15th of each school year on the emergency response plan, and that the school safety training include components on violence prevention and **mental health**.

• New employees hired after the start of the school year must receive training within 30 days of hire

• For more resources on mental health see the Student Support Services website at [http://www.p12.nysed.gov/sss/](http://www.p12.nysed.gov/sss/) see the **August 12th, 2016 memo**
Health Education

2017-18 Enacted State Budget: Mental Health Education Bill

• Education Law Article 17 Section §804 was amended for schools to ensure their health education programs include mental health, along with alcohol, drugs and tobacco abuse and the prevention and detection of certain cancers.

• July 2018 effective date

Health Education

• Commissioner Regulations §135.3 Health Education
• Learning Standards for Health, Physical Education and Family and Consumer Science
Commissioner Regulations § 135.3 Health Education

• Education Law Article 17 Section §804 was amended to ensure schools now include instruction in multiple dimensions of mental health, to enhance student understanding, attitudes and behaviors promoting health, well-being and human dignity.

• Department staff presented the amendments to Section 135 of Commissioner Regulations at the January 2018 NYS Board of Regents (Board) Meeting
Amendment of the Regulations
Commissioner Of Education

• A “Notice of Proposed Rule Making” that was published in the State Register on February 7th, 2018 for a 60-day public comment period.

• The Department anticipates permanent adoption of these amended regulations at the May 2018 meeting.

• The May Board meeting will also include a presentation by the NYS Mental Health Education Advisory Council on guidance, resources and recommendations to implementing this law.
NYS Mental Health Education Advisory Council ...

• The Department, in partnership with the NYS Office of Mental Health & the Mental Health Association in NYS, has established a NYS Mental Health Education Advisory Council.
• The Advisory Council comprises over 75 cross-disciplinary and cross-sector partners to assist the Department in building capacity, expertise and resources in mental health education.
• The Goal of the Advisory Council is to develop guidance and evidence-based resources to assist schools to maximize students’ knowledge and understanding of the multiple dimensions of mental health.
• Advisory Council met on September 28\textsuperscript{th} and November 8\textsuperscript{th}; next meeting is February 15\textsuperscript{th} with a final meeting in April.
Resource Development for Mental Health Wellness

Advisory Council members are developing resources through 5 Workgroups:

1. Mental Health Instruction/Resources for Classroom:
   - Subgroups:
     ✓ Stigma & Attitudes
     ✓ Best Practices
     ✓ Skills Based
     ✓ Functional Knowledge

2. Multiple Dimensions of Mental Health
3. Mental Health Resources for Schools, Students & Families
4. Supporting a Positive School Climate & Culture
5. Implementation
State Vision of Integration of Mental Health Wellness into Schools ...

• The Department expects schools to also develop and/or adopt their own curriculum at the local level based on identified needs.

• Schools can go beyond providing mental health instruction within the context of health education, and create positive school climates focused on wellness enhancing the whole student, whole school and whole community.

• Guidance and resources developed will include this component as well.
Next Steps

• April 2018 – Last Advisory Council Meeting in Albany
• May 2018 - NYSED Board of Regents Anticipates Adoption of Regulations & Presentation of Advisory Council Recommendations; Announcement to the Field
• June 2018 – Mental Health Guidance & Resources Availability on Website
• July 1, 2018 – Effective Date of Legislation
• December 2018 – Advisory Council meets to review materials and feedback from the field.
Moving Forward TOGETHER ...

• We ALL play critical roles in promoting education and health of ALL students, while helping them establish lifelong healthy behaviors supporting academic achievement and life success.

• As evidenced by our partnership here today with the NYS Council of Educational Associations, the Advisory Council – and the supportive roles of our dedicated Board and Commissioner, it is evident that NYS is, and will continue to, build a strong and sustainable infrastructure in promoting and educating our youth in mental health wellness.

• Let’s continue moving forward TOGETHER .... As we know it takes a village ... thank you!
New York State
School Climate Index Pilot
Safe Schools Task Force
Re-established in 2013

Jan. 2013: Board of Regents directed SED to re-establish the NYS Safe Schools Task Force after the Newtown, CT tragedy

Co-chairs: Vice Chancellor of the Board of Regents and Commissioner of the NYS Education Department

Task Force Members: school district officials; school personnel; parents; education advocates and union representatives; community health, mental health, social services and law enforcement personnel; NYS Division of Homeland Security & Emergency Services; NYS Division of State Police; NYS Division of Criminal Justice Services among others.
NYS Safe Schools Task Force Vision

“School environments in New York State will effectively promote and protect the well-being of ALL students and personnel each day and into the future.”

Safe Schools Task Force
Workgroups

- School Culture and Student Engagement
- Data Use and Reporting
- Building Security and Infrastructure

Two Themes Evident Throughout the NYS Safe Schools Task Force Recommendations

1. **Promote and measure school climate** rather than focus exclusively on measuring school violence, and

2. **Focus on Social Emotional Learning** to help students learn the essential skills that affect every area of our lives, including how to understand and manage emotions, and how to establish and maintain positive relationships.
Why Measure School Climate?

Research suggests that:

• the **quality of the climate may be the single most predictive factor** in any school’s capacity to promote student achievement, and

• if we want achievement gains, we need to begin by improving the climate.

Promoting a Safe & Supportive School Climate

To promote and measure school climate, schools and school districts take the following steps:

a) Pick a framework i.e., Positive Behavioral Intervention and Supports (PBIS), Social Emotional Learning (SEL);

b) Establish a Community Engagement Team;

c) Administer the USDE school climate surveys to students, parents and school personnel;

d) Produce reports and analyze survey data and other pertinent data (chronic absenteeism data, school violence index) with the Community Engagement Team; and

e) Create an action plan with the Community Engagement Team to address areas of need.

School Climate reflects how members of the school community experience the school – including interpersonal relationships, teacher and other staff practices and organizational structures and policies.
School Climate / Culture

- Coordinated Mental Health Including Trauma Sensitivity
- Social Emotional Learning Integrated into Academics
- Restorative Practices
- School-Community-Family Partnerships
- Supportive Academic Learning Environments
- Safe Physical Environment

School - Community - Family Partnerships
Supportive Academic Learning Environments
Safe Physical Environment

Coordinated Mental Health Including Trauma Sensitivity
Social Emotional Learning Integrated into Academics
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Safe Physical Environment
QUESTIONS
New York State Board of Regents Early Childhood Workgroup’s Blue Ribbon Committee

Recommendations with Fiscal Implications

Renée L. Rider, Associate Commissioner
Betsy Kenney, Director of Office of Early Learning
Vision of the Early Childhood Workgroup’s Blue Ribbon Committee

The overarching vision of the Board of Regents Early Childhood Workgroup is to transform the birth to age eight early care and education system in the state of New York.

We envision a New York where ALL CHILDREN thrive from birth, flourish in preschool, enter the school age program on a trajectory of success, and are academically proficient in third grade by growing up healthy and having opportunities for high-quality early learning experiences that are culturally, linguistically, and developmentally appropriate.
The Board of Regents Early Childhood Workgroup:

• Established the Blue Ribbon Committee, comprised of 65 national and State experts who examined, amended, and addressed education policy as it relates to early childhood education in New York State

• Charged the Committee to provide recommendations to the Board of Regents Early Childhood Workgroup in the areas of:
  o Budget investments for the 2018 Fiscal Year
  o Educational policy
  o Legislative initiatives

• While today’s focus is on fiscal recommendations, in the coming months, all of the Committee recommendations will be considered for a final set of recommendations that also fall in the areas of education policy and legislative priorities.
Meetings of the Board of Regents Early Childhood Workgroup’s Blue Ribbon Committee

• September 20, 2017
  o Teachers College, Columbia University, Manhattan, NY
  o Keynote speaker: Dr. Aisha Ray, Professor Emerita of Child Development, Erikson Institute
  o Presentation: “Serving Children from Diverse Cultural, Linguistic and Economic Backgrounds: The Role of Higher Education”

• October 24, 2017
  o Nazareth College, Rochester, NY
  o Keynote speaker: Jeff Kaczorowski, MD, Vice Chair, First 1000 Days on Medicaid Initiative; University of Rochester Medical Center, Department of Pediatrics
  o Presentation: “First 1000 Days on Medicaid”

• November 16, 2017
  o Mercy College, Dobbs Ferry, NY
  o Keynote speaker: Ms. Lorelei Vargas, Deputy Commissioner, Early Care and Education with New York City’s Administration for Children's Services
  o Presentation: “Trauma, Stress and the Brain: Integrating Research to Practice”
Why New York Must Invest in Early Childhood: What We know

Research substantiates that children who attend high-quality early care and education programs are better prepared for kindergarten, have stronger language skills in the first years of elementary school and are less likely to repeat a grade or drop out of school.

National Association for the Education of Young Children, Developmental Appropriate Practice in Early Childhood Programs Servicing Children from Birth through Age 8, 2009.
Why New York Must Invest in Early Childhood: What We know

High-quality early care / education offers one of the highest returns of any public investment—more than $7 for every dollar spent—by reducing future expenditures on special education, public assistance, and the criminal justice system.

Early Childhood Education. Strategy No. 5 in A Blueprint For Great Schools report from the Transition Advisory Team, California Department of Education August 9, 2011.
The Regents Early Childhood Workgroup’s Blue Ribbon Committee’s role was to provide input and make recommendations to the Board of Regents that will help advance a policy agenda for New York State specifically in the areas of Educational Policy, Legislative Policy and Budget.

Priority Areas:

1. Age Appropriate Standards, Curriculum, and Assessment
2. Comprehensive Family and Community Engagement
3. Comprehensive and Coordinated Support Srvcs That Support a Full Range of Developmental Pathways Among All Early Childhood Service Providers
4. Recruitment, Preparation and Professional Development of High Quality Teachers and Leaders Across All Programs
5. Sustained and Coordinated Funding Structure
6. Coherent and Comprehensive Early Childhood Policy
7. High Quality Instructional Programs and Services
8. Quality, Evaluation, and Accountability

Big Picture Thinking

Goals | Issues/Concerns | Solutions | Draft Recommendations

Final Recommendations

Budget Proposal | Education Policy | Legislative Proposal
Final Budget Recommendations

The following nine budget recommendations, which total $37 million for the 2018-19 State Fiscal Year, have been thoughtfully prepared and reflect the established priorities and the recently announced constraints of the current fiscal climate.

These budget proposals will strengthen the process of aligning and integrating our work to ensure that all New York State’s children experience improved outcomes through access to services that are developmentally appropriate and responsive to culture, race, ethnicity, language, citizenship status, and socioeconomic status.
1. Provide $20M in year one to expand the Prekindergarten Program to approximately 2,000 four-year-olds in 40 school districts, targeting areas of highest need first, and phasing-in additional funds over subsequent years until Prekindergarten is fully universal for four-year olds in New York State.
Final Budget Recommendations

2. Provide $300,000 to conduct a cost study to validate the actual cost of a high-quality prekindergarten program for all four-year-old children, with appropriate weightings for areas of economic disadvantage, emergent multilingual learners, and students with disabilities, followed by a similar study for three-year-old children.
3. Provide $6M for pilot programs which will target funding to half-day and full-day 10-month and summer inclusion prekindergarten programs for three- and four-year-old children. Funds would be blended and layered with existing prekindergarten and preschool special education funding to support classrooms comprised of both preschool students with and without disabilities.
Final Budget Recommendations

4. Provide $2M to establish five Early Learning Regional Technical Assistance Centers (TAC) to provide support to early care and education settings in areas that include, but are not limited to, mental health consultation, training in the use of the Pyramid Model, and professional development on implementing high-quality early childhood education including: multilingual strategies, play-based learning, cultural relevance, language acquisition, anti-bias training and trauma-informed care.
5. Provide $2M that is formula-driven (non-competitive) at the statewide, regional, local, and programmatic levels that gives targeted communities the opportunity to self-identify and meet their specific family and community engagement needs. The objective of the funding would be to create program models that weave family and community influence into all levels of the educational system, while reflecting values including, but not limited to, cultural responsiveness; family support and engagement; and attention to trauma and stress. One specific evidenced-based model that could be replicated using these funds involves assigning a family advocate to assist with care beginning at the prenatal stage and continuing with the child and family as necessary through age eight.
6. Provide $3M to expand the availability of QUALITYstarsNY throughout the state by improving assessment tools and staff support, strengthening the existing system; improving coordination by leveraging all resources available for quality improvement; and expanding the number of programs and classrooms receiving support from QUALITYstarsNY. Currently, funding can only reach a small percentage of early care and education programs, yet the data shows those programs that participate in QUALITYstarsNY have better outcomes for children.
Final Budget Recommendations

7. Provide $2.5M to adopt and implement a competency-based approach in pre-service teacher preparation programs and in-service professional development for new and existing educators and leaders, ensuring that all teachers are prepared to teach all students, especially as the student population continues to increase in diversity. This funding would be directed at professional development that requires all teachers to be culturally competent, culturally responsive, and linguistically capable.
Final Budget Recommendations

8. Provide $500,000 to fund the first step toward the creation of a unified HIPAA and FERPA-compliant data system to meet the needs of children and families by tracking all screening and assessment services to capture and share relevant and useful results with parents, educators, health care organizations and other agencies. The system should include a parent portal where parents can access information about their child’s learning needs and progress. Initial steps include aligning existing data systems where feasible.

Also supported by the First 1,000 Days on Medicaid Workgroup
9. Provide $700,000 as a first step toward the implementation of a comprehensive developmental screening process for all children ages zero to eight that includes vision, hearing, physical and dental health, speech and language skills, fine and gross motor skills, and social, emotional and cognitive development, according to the American Academy of Pediatrics Bright Futures Chart. This developmental screening would help inform whether a child is on track to be ready for Kindergarten. It would also inform teachers’ practice, better support each child’s learning and support child readiness across the State. Every effort will be made to ensure children are screened in the language spoken in the home.

Also supported by the First 1,000 Days on Medicaid Workgroup
### 2018 Budget Recommendation Summary

<table>
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<tr>
<th>Program</th>
<th>Amount</th>
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<td>Expand Prekindergarten</td>
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<tr>
<td>Cost Study</td>
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<tr>
<td>Inclusion Pilot</td>
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<td>Five Early Learning Technical Assistance Centers</td>
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<td>Family and Community Engagement</td>
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<td>Comprehensive Developmental Screening</td>
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<td><strong>TOTAL</strong></td>
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Next Steps

1. The Department staff will continue to work with representatives of the Blue Ribbon Committee and the Board of Regents Early Childhood Workgroup to finalize the set of recommendations that specifically fall in the areas of education policy and legislative priorities.

2. A final report will be developed in the coming months to be shared with the Blue Ribbon Committee, Board of Regents, and Government Officials.