

Mental Health Education and Services in Schools

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Agenda

- Recent Legislation
 - ❖ Health Education: Mental Health Education Bill
 - ❖ School Safety Plans: Annual Training for Staff on Mental Health
- Overview of Pupil Personnel Services
- Expanded Learning Opportunities
- Delivery Models For A Positive School Climate Framework
- Partnerships
- Resources

Health Education & Recent Mental Health Legislation

Health Education

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

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



Education Law § 2801-a: School Safety Plans

- 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/> see the *August 12th, 2017 memo*

Pupil Personnel Services

Student Support Services are comprised of Pupil Personnel Staff (PPS). PPS staff include the school counselor, school social worker, school psychologist, school nurse, and school attendance officers. Each one provides expertise in their area that supports the whole child to be successful in school.

- **School Counselors** - Hold a PPS certificate and provide preventative and responsive services for all students in the academic, college/career and social/developmental domains. They are required in grades 7-12.
- **School Social Workers** - licensed mental health professionals with a PPS certificate who are expert in assessment, individual and group counseling, and crisis intervention.
- **School Attendance Officers and Teachers** - Teachers with a PPS certificate or other personnel who provide focused attention to the issues related to improving student attendance through prevention and intervention.

Pupil Personnel Services continued

- **School Psychologists** - Licensed psychologists with a PPS Certificate who are highly trained in both psychology and education. They use varied models and methods of assessment to identify students' needs and develop data driven services and programs.
- **School Nurses** - Licensed registered professional nurses whose expertise is in nursing practice, health counseling and teaching, and human response to health conditions advances the health of students; thereby maximizing their achievement.

Pupil Personnel Services Advisory Committee - A Department facilitated committee of PPS leaders in their professional organizations. Their mission is to share information and resources with colleagues so that all students can achieve their potential.



Expanded Learning Opportunities Team

- 21st Century Community Learning Centers
- Extended School Day/School Violence Prevention Programs
- Community Schools
- Extended Learning Time



21st Century Community Learning Centers

Overview: Since 2003, NYSED has administered this federally funded program that provides opportunities for academic enrichment, including tutorial services, primarily to help students in high poverty, low-performing schools, to meet State and local achievement standards in core academic subjects.

Eligible Applicants: Public school districts, BOCES, charter schools, private schools, nonprofit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations serving students. At least 2/3 of whom must attend schools eligible for schoolwide programs under Title I or, schools with at least 40 percent of students eligible for free or reduced priced lunch; and the families of these students.

Total Amount: \$86,949,773 School Year 2017-2018

Number of Programs: 139 sub-grantees

Extended School Day/School Violence Prevention Programs

Overview: Since 2000, NYSED has administered this State-funded grant program aimed at providing support to students through extended school day and/or school violence prevention programs.

Eligible Applicants: Public school districts and not-for-profit organizations in collaboration with public school districts are eligible to apply.

Total Amount: \$24.3 M

Number of Programs: 83 sites



Community Schools

Recent funding initiatives assist schools in delivering co-located or school-linked academic, health, mental health, nutrition, counseling, legal and/or other services to students and their families.

Community Schools Grant Initiative (CSGI) (62 total programs)

- The 2013-2014 enacted budget provided \$15 million over 3 years for Round 1 and an additional \$15 million over 3 years for Round 2 in the 2014-2015 enacted budget. In Round 1, 30 programs were funded and ended June 30, 2016; In Round 2, 32 programs were funded and will end June 30, 2017.

Foundation Aid Set-Aside

- The 2016-2017 Enacted State Budget created a \$100 million set-aside within Foundation Aid for Community Schools programs. The set aside applied to 225 school districts that have been identified as high-need. The 2017-2018 Enacted State Budget increased this set-aside to \$150 million and approximately 230 school districts.

Aid to Localities

- The 2016-2017 Enacted State Budget created a \$75 million set-aside for Community Schools Grants to 11 school districts designated as Struggling and Persistently Struggling in the 2016-2017 school year.

School Health Services

All public schools must provide a school health services program under the guidance of the director of school health services (a.k.a medical director), which is required to be a physician or nurse practitioner.

School health services personnel, typically a registered professional nurse (RN), are able to **address mental health needs of students.**

Such services include but are not limited to:

- Development of individual health plans
- Administration of medications prescribed by mental health professionals
- Case finding and case management for students with mental health needs
- Provide professional development for school staff on mental health issues
- Health education and counseling related to individual health care needs
- Health guidance information to students, parents, and school staff
- Counseling, tracking, and follow up for students who are referred
- Connecting students and families with community providers
- Referrals when appropriate for the following:
 - ❖ Committee on special education
 - ❖ Mental health issues
 - ❖ Child abuse and neglect

School-Based Health & Mental Health Centers

School-based Health Centers are operated by NYSDOH and provide a wide range of health services that, in partnership with schools, can result in improved academic outcomes. In addition, School-based Mental Health Centers are operated by NYSOMH. The following mental health services may be offered:

- Identification of children with behavioral and emotional health needs
- Assessments, Interviews and Evidence Based Evaluations
- Individual, Group, Family Therapies; and Psychiatric Evaluations
- Consultation with parents, teachers and providing crisis interventions
- Parent and Teacher trainings on mental health issues
- Staff are typically licensed social workers, psychologists and psychiatrists
- Private and confidential services and are more accessible to students
- Provide access to mental health services where services may be scarce
- Referrals to other community mental health programs can be made, if needed



Promoting A Safe & Supportive School Climate

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.

Measuring school climate is a crucial step in improving school climate. To promote and measure school climate, schools and school districts may take the following steps:

- a) **Pick a framework** i.e., Positive Behavioral Intervention Strategies (PBIS), Social Emotional Learning (SEL);
- b) **Administer the USDE school climate surveys** to students, parents and school personnel;
- c) **Produce reports and analyze survey data** and other pertinent data (chronic absenteeism data, school violence index) with the Community Engagement Team; and
- d) **Create an action plan** with the Community Engagement Team to address areas of need.

Delivery Models For A Positive School Climate Framework

- Promoting a Safe & Supportive School Climate
- Social Emotional Learning
- Supporting Social Emotional Health in the Early Years
- Restorative Practices
- Trauma-Sensitive Schools
- Whole School, Whole Community, Whole Child Model



School Climate / Culture



Social Emotional Learning (SEL)

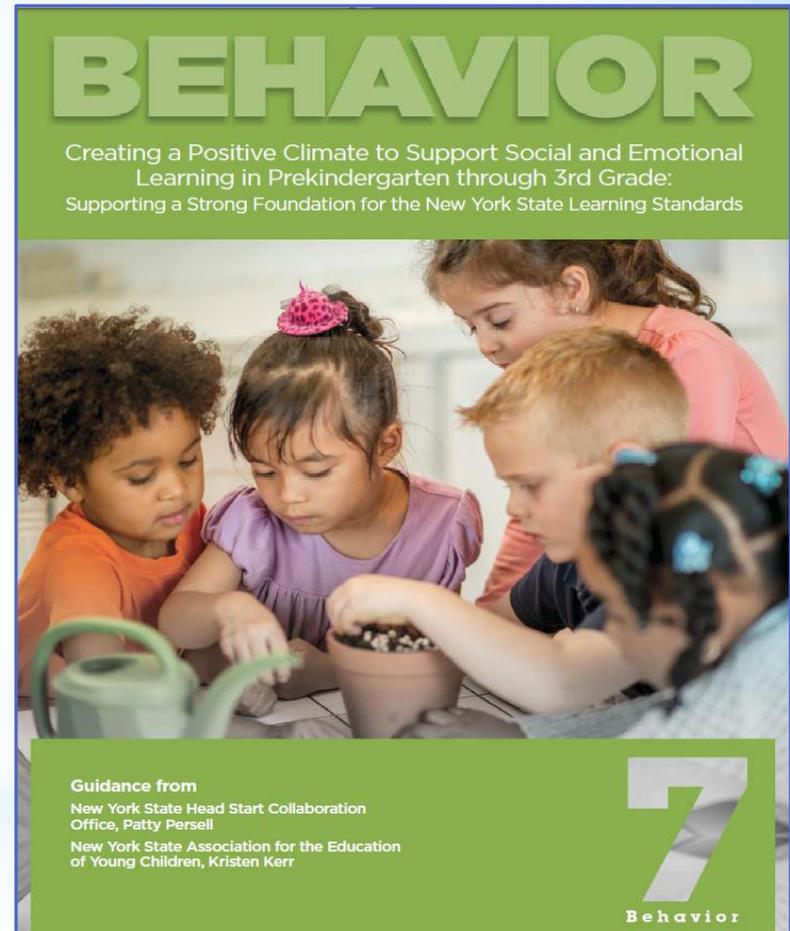
SEL is a comprehensive, coordinated framework linked to student and school wellness including academics, emotional, physical and mental safety, and school climate/culture.

- Students learn skills including self-management, increasing self-awareness, building positive relationships, making responsible decisions, increasing social awareness;
- High levels of SEL has been shown to have a statistically significant impact on reducing at-risk behaviors including substance use, emotional distress, anxiety, social withdrawal, and mental health problems;
- High SEL increases compliance and motivation to learn.

Supporting Social and Emotional Health in the Early Years

Guidance from the -

- New York State Head Start Collaboration Office
- New York State Association for the Education of Young Children
- New York State Education Department



Source:

http://www.nysecac.org/files/8314/8941/5427/Behavior_Brief_7.pdf

Trauma-Sensitive Schools

- Adverse Childhood Experiences (ACEs) and trauma impact a student's ability to learn;
- SEL skills help students to build coping skills and strategies;
- SEL skills help trauma-sensitive students develop trust, collaboration, and positive choices;
- Physical and emotional safety and security are important components of proactively reducing adverse triggers; and
- Positive proactive responses to behavior such as Restorative Practices and Positive Behavior Intervention Supports (PBIS) framework may be adapted to add to supports for trauma sensitive care.

Restorative Practices

Restorative Practices:

- Are a Philosophy and Framework for Building School Community & Repairing Harm
- Promote Inclusiveness Rather Than Isolation
- Are Based Upon Social Emotional Learning Skills & Strategies



The Association for
Supervision and
Curriculum
Development's -
Whole School,
Whole Community,
Whole Child (WSCC)
Model



<https://www.cdc.gov/healthy-schools/wsc/index.htm>

Foster Care

According to the American Academy of Pediatrics, “In foster care, ongoing uncertainty, multiple losses and transitions can further erode a child’s or teen’s sense of self and overall health.” Ensuring educational stability is one way to decrease the number of transitions a child in foster care faces.

Two Federal Laws have been enacted that require schools and child welfare personnel formally and informally to collaborate and take responsibility ensuring the educational stability of students in foster care.

- Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections) was enacted to increase educational stability and reduce school transfers.
- ESSA includes amendments to Title I, Part A designed to complement and enhance the school stability provisions in Fostering Connections.

Leveraging Partnerships

Common Goal: integrating comprehensive preventative strategies for children and youth to promote wellness while reducing negative consequences. By continually engaging collaborative, cross-disciplinary and cross-sector partnerships; the Department builds capacity, expertise and resources in mental health education for NYS youth, families and communities:

- NYS Office of Mental Health
- NYS Office of Children & Family Services
- NYS Mental Health Association
- Council on Children Suicide Prevention Council
- NYS Department of Health - Prevention Agenda "Promote Mental Health and Prevent Substance Abuse"
- NYS Office of Alcohol and Substance Abuse Services - Mental Health Efforts
- Substance Abuse & Mental Health Services Administration (SAMHSA) - NYS Policy Academy on Preventing Mental and Substance Use Disorders in Youth
- NYS Council on Children and Family Services- Commissioner's Cross-Systems Initiative
- NYS Division of Criminal Justice Services



Resources



- New York State Education Department's Office of Student Support Services <http://www.p12.nysed.gov/sss/>
- NYS Positive Behavioral Interventions and Supports Technical Assistance Center
<http://www.p12.nysed.gov/specialed/techassist/PBISTAC.htm>
- NYS Response To Intervention Technical Assistance Center
<https://nysrti.org>
- CDC Whole School, Whole Community, Whole Child Model
<http://www.cdc.gov/healthyyouth/wscw/>
- Kids' Well-being Indicator Clearinghouse (KWIC)
http://www.nyskwic.org/get_data/indicator_data.cfm
- NYS Health Improvement Plan: Department of Health (DOH) Prevention Agenda
http://www.health.ny.gov/prevention/prevention_agenda/2013-2017/plan/mhsa/index.htm

A Look Ahead ...

