A Continuum of Well-Being

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A Continuum of Well-Being

School environment which promotes and is conducive to mental health; not just responsive or reactive

Focus areas:

- Programs and Comprehensive Developmental School Counseling/Guidance Program Commissioner's Regulation §100.2(j) (Effective July 1, 2019 for the 2019-2020 School Year)

- Mental Health Curriculum K - 12

- Social Emotional Learning Standards and Benchmarks

A Continuum of Well-Being

Large Umbrella

- Racial Equity
- Non-academic indicators of success
- Nutrition
- Extra-curricular connections

- Note Article: Whole School, Whole Community, Whole Child

New Concept: Mental Health Literacy

Mental health literacy includes four key components:

- How to obtain and maintain positive mental health;

- Ways to prevent mental health challenges and disorders, identify symptoms of disorders, and the range of available supports and treatments;

- Decrease stigma and promote appropriate help-seeking behavior; and

- Increase understanding of the challenges of mental health conditions in everyday life.

Mental Health Literacy

Elements of positive mental health include:

- An understanding of the elements of positive mental health, reducing stigma and promoting recovery including strengthening social determinants of health, and personal resources such as engaging with learning at school;

- Connecting with family, peers and community;

- Believing in one's ability to learn and engage with others;

- Ensuring equitable access to opportunities to learn and engage; and strengthening capacity to advocate for a healthier environment.

Mental Health Curriculum Development Roadmap

Multi-disciplinary Team

- Psychiatrist—content expertise
- Physician—content expertise
- Secondary Health Teachers—content and process expertise (background knowledge)
- Elementary Teachers—Developmental expertise
- School Psychologist—tracking/evaluation of program
- Social workers—push-in lessons
- Director of Health, Physical Education—standards development, interdisciplinary expertise specific to health and physical education
- Director of Pupil Personnel Services and Special Education
- Coordinator of Student Support Services, Secondary (Community Connection expert, guidance, parent education)
- Deputy Superintendent (curriculum development and standards expertise)

School Counseling and Guidance Program

- Amended regulations in an effort to help increase opportunities for all students to be successful.

- "…students to have access to a certified or licensed school counselor in the early years to help inspire young students to strive for success and consider college and career opportunities."

- School districts "will need to make personnel decisions based on student needs and current staffing configurations."

- Complies "…with Every Student Succeeds Act (ESSA) State plan aligning school counseling regulations with adopting a "Whole School, Whole Community, Whole Child" multi-tiered model to promote positive school climates that, in turn, improve student outcomes."

Role of the Guidance Counselor Will Change

- Push-in mental health and social emotional learning lessons

- K – 12

- Provide counseling within licensing purview

- CDOS (Career Development and Occupational Studies) and overall career planning

- Naviance

CDOS

(Career Development and Occupational Studies)

The CDOS Commencement Credential demonstrates a student's entry-level work readiness skills to potential employers.

The CDOS Commencement Credential can be earned by students with disabilities **with** a regular high school diploma <u>or</u> as their **only** high school exiting credential for those who did not earn a local or Regents diploma.

Naviance

Naviance is a software provider the HS currently uses (soon the MS) to provide students with college planning and career assessment tools. It is highly customizable and allows counselors to record data for students pursuing the CDOS credential by monitoring: College and career exploration; resume building; an inventory of career and personality interests; academic goals or challenges; and offers a library of customizable surveys for student groups.

2018-2019
Multiple Fronts for Implementation

Mental Health Curriculum and Whole School, Whole Community, Whole Child Framework

    Administrative Retreat

    Multi-Disciplinary Team

    Cross walks among documents

    Curriculum development

    Lesson implementation

    Community Resources Tool Kit

2018 – 2019
Multiple Fronts for Implementation

Review of existing Guidance Program 6-12

- Outside consultant to provide baseline and direction
- Create Counseling/Guidance Program Delivery "Map"

2018 – 2019
Multiple Fronts for Implementation

Social Emotional Learning

- "Research shows that the whole child approach with an emphasis on social emotional learning (SEL) will lead to improved outcomes for children. In fact, the quality of the school climate may be the single most predictive factor in any school's capacity to promote student achievement."

- ~ Shindler, J., Jones, A.D., Taylor, C., Cardenia, H..

2018 – 2019
Multiple Fronts for Implementation

Social Emotional Learning and School Climate

- An engaged school community responsive to culture, race, ethnicity, language, and socio-economic status

- Safe and inclusive academic environments that recognize and value the languages and cultures of all students

- Caring connections, trust, and respect

- Activities and curricula that engage and challenge

Accomplishments and Next Steps

- Administrative Retreat

- Overview to all staff on opening days

- Multi-disciplinary Mental Health Curriculum Implementation Team convened—Two meetings

  - Sub groups: Curriculum; Community Resources Toolkit

- Climate Survey administered to all students in grades 3 –12

- Secured Guidance Program Audit Consultant

Accomplishments and Next Steps

Multi-disciplinary Team

- Engaged in Cross Walk

- Dr. Smith and Dr. Carpenter providing ongoing professional development

- Mental Health Standard 1 for grades 3 – 5 in DRAFT

- Resources toolkit graphic in DRAFT

Time	Essential Questions\Content	Standards/Skills	Assessments
	Essential Question: How am I healthy? **Content Understandings:** What do I do to take care of myself? What do I need to do to take care of myself? What is the health triangle: Physical, social, mental-emotional, spiritual? What are the character traits of a mentally and emotionally healthy person?	1: Self-care to promote mental health and overall well-being 1A: Assume responsibility for healthy behaviors Maintain and improve overall health	Projects Community service - Sharing an area of strength - Increasing self-worth Rubric - Draw and describe feelings - Presentations: Role play, technology, poster board, drawing, sculpture

Time	Essential Questions\Content	Standards/Skills	Assessments
	Essential Question: How is my bucket full? **Content Understandings:** What are the factors that influence your self-esteem? List internal and external factors? What role does self-esteem play in a healthy life? What are positive character traits? The Art of Failure: What can you learn from failing? How does struggle make us better?	1B. Resiliency	Projects, Community Service, tutoring, big brother/little brother Research famous inventors, sports figures, and their success through failure

Time	Essential Questions\Content	Standards/Skills	Assessments
	Essential Question: How are my feelings real? How are others' feelings real? **Content Understandings:** What strategies can help me choose healthy behaviors when I feel… What strategies can I use to help others choose healthy behaviors when they feel… Name and describe different feelings. When you might feel them? How long do they last? Connect feelings to behaviors (adaptive/maladaptive) How can negative behaviors lead to poor mental health? How can positive behaviors lead to good health? What is positive stress? What is negative stress?	1C. Feelings	Social Stories Feelings Chart 3 – 5 Personal Health Series Classroom.kidshealth.org Mindfulness