

A watercolor-style illustration of a human brain, rendered in various colors including red, yellow, blue, purple, and green. The brain is outlined in white and is positioned on the left side of the slide, partially overlapping a large black circle that frames the text on the right.

# NYS Mental Health Regulations: What You Need to Know

Buffalo Diocese - Admin

January 17, 2019

Mary Jo Casilio, Erie I BOCES



# Agenda / Objectives

1. Participants will review the new NYS regulations relative to mental health education K-12 - and the related reasoning behind the new requirements.
2. Participants will consider WHAT new steps must /might be taken, WHO might be involved in their buildings, and HOW such actions might be implemented moving forward.

# Mental Health / Physical Health

---

- Jot Thoughts
- Discussion





# Rationale

---

- [The Doctors](#)
- [School Mental Health Resource & Training Center](#)
- [Mental Hygiene](#)


Notice,  
Think &  
Wonder





## Why the new legislation?

- Research suggests that an increase in mental health literacy leads to early intervention and better health outcomes. According to the National Institute of Mental Health, nearly half of all youth will experience a mental health challenge before the age of 18. We all have mental health and we all benefit from greater understanding of how we can support our own mental health and wellness and that of others.



# Mental Health Facts

Mental health is a critical part of overall health & well-being and is important throughout the life cycle; affecting thinking and learning, feelings and actions, influencing healthy decision making.

According to the World Health Organization, “there is no health without mental health” with health being a state of complete physical, mental and social well-being; not only absence of disease.

Education on the importance of the mind-body connection, and the several dimensions of health, including mental health and the relation of physical & mental health, will enhance student understanding, attitudes and behaviors that promote health, well-being & human dignity.

# Mental Health Facts / Center for Disease Control (con't)



- “In childhood & throughout adolescence, mental health means attaining developmental and emotional milestones, learning health social skills and coping with challenging situations. Mentally healthy children / youth have a positive quality of life and function well at home, in school, and in their communities.”
- “Focusing on establishing health behaviors during childhood is more effective than trying to change unhealthy behaviors during adulthood.”

As found in [www.cdc.gov](http://www.cdc.gov)





As a result.... NYSED – Amendments to  
Commissioner’s Regulations (CR) Part 135

*A satisfactory program in health ed (K-12) ...*

- Includes mental health and the relation of physical and mental health
  - Designed to enhance student understanding, attitudes, and behaviors that promote health, well-being and human dignity.
- 
- Approved May 2018, Board of Regents
  - July 2018 – implementation date (2018-19 school year & beyond)



# What Schools Can Do / Should Do

- **MUST DO:** Review & assess current K-12 health ed curriculum for alignment to new *mental health education requirements* (i.e.: conduct internal audit) (3 Components - See Framework – K-12)
- **ENCOURAGED to DO:** Build capacity & strengthen relationships between educators and pupil personnel services (school psychologist, social worker, counselor, nurse, etc.)
- **ENCOURAGED:** Develop school – community partnerships with mental health professionals & organizations



## What Schools Encouraged to Do (con't)

- Identify strategies to engage families and students in supporting mental health and well-being;
- Support a school climate “Culture of Care”
- Leverage partnerships and build upon existing resources to develop a sustainable infrastructure for mental health

# Framework for Mental Health (NEW)

	Early EI (K-2)	Late EI (3-5)	Intermediate (6-8)	Commencement
<b>Self Management:</b> a. Self-Care b. Resiliency c. Feelings				
<b>Relationships</b> a. Communication b. Empathy / Compassion c. Gratitude / Forgiveness				
<b>Resource Management</b> What, Where, When, How – to ask for Help				

# Quick Audit / Framework at a Glance



## Review Framework



## Analyze & Code

Green – We are doing this now. It looks like....

Yellow – We MIGHT BE doing this now. **OR** Some teachers do this....

Pink – We are not doing this yet.




## Discuss with colleague:

Strengths in my building

I need to consult with....

We need to meet with ....

My teachers may need help with....



What does this  
look like?  
What might this  
look like?

[Simple Things: A Greeting](#)

[One on One Time](#)

[Teaching Self-Regulation,  
Naming Emotions](#)

[Calming Down - How To](#)

What if my teachers need training?  
Lesson development?  
How might I teach.... ?

---

- [School Mental Health Resource & Training Center](#)
- [Calm Schools](#)
- [Greater Good](#)
- [Healthy Minds](#)
- [Brain Breaks](#)
- [High School & Admin - Articles for Consideration](#)





## Resources / Lessons – School Mental Health Resource & Training Center

- [Lesson Plans](#)
- [And more related resources](#)



# Reflect / Exit Tix



- Stop

- Pause

- Start



# Additional Resources

Questions?

Feel free to contact me –

Mary Jo Casilio

[mcasilio@e1b.org](mailto:mcasilio@e1b.org)