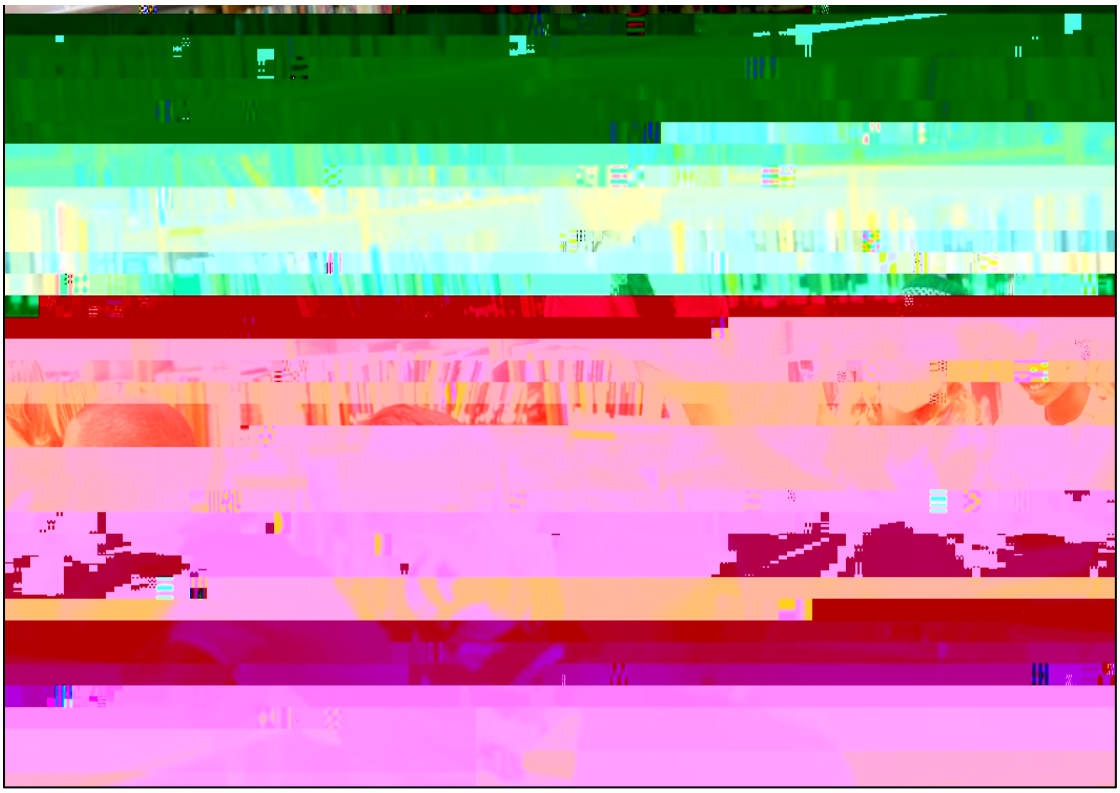
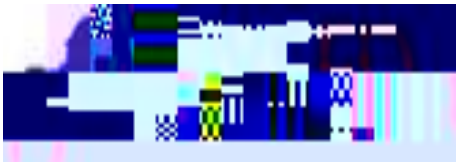


MENTAL HEALTH EDUCATION LITERACY IN SCHOOLS: *LINKING TO A CONTINUUM OF WELL- BEING*

COMPREHENSIVE GUIDE

JULY 2018



Contents

Foreword 4
Introduction 5
Acknowledgements 6
New York State Agency Partners 6
Mental Health Overview and Legislative Background 8
Mental Health Education in the Classroom 9
Mental Health 10
New York State Framework for Mental Health Education Instruction 12
1. Self-Management 12
2. Relationships 16
3. Resource Management 20
Multiple Dimensions of Addressing Mental Health Well-being: 24
Physical Education, Health Education, Nutrition and 24
Social Emotional Learning 24
School and Community Agency Partnerships 29
Mental Health Resources Fostering School and Community Agency Partnerships 30
Role of School-Based Structures and 31
Local Community Resources 31
First Line Contacts for Community-Based Mental Health Resources 33
Resources for Building a Tool Kit Creating School, ... 34
Community, Family and Student Partnerships 34
Embedding Mental Health Well-being to Support Positive Climate and Culture 35
The Relationship Between School Climate and Well-being 36
School Frameworks for Supporting Mental Health Well-being 37
Comprehensive School Climate Supporting Mental Health and Well-being: 40
Multi-Tiered System of Support (MTSS) Frameworks 40
Key Mental Health and Well-being Beandrt 69 Td ( )Tj9912 Tlth and Well

Additional Resources 61
Appendix Section 67
Education Law §804 ±Appendix A 68
Amendment of the Regulations of the Commr0 g 0 G 0.024 Tcesna g o(th)4(e)-3(Co)6(m)-6(m)-6

- Provide support to students with concerns about the mental health of self, friends and family.
- Adopt use of an interdisciplinary partnership approach with community resources.
- Develop support for school staff for their own mental health and wellness.

Mental Health Education

In an effort, to promote the inclusion of mental health education throughout curriculum in schools, the following ³1 H Z < R U N Framework for Mental Health Education , Q V W U X has been created. This framework is intended for educators and is to be used in conjunction with the NYS Health Education Guidance Document: http://www.p12.nysed.gov/sss/documents/GuidanceDocument4.25.update.pdf. With the support of these documents, mental health can be presented to students as an integral part of one's overall health from an early age and these concepts will be reinforced throughout their education.

New York State Framework for Mental Health Education Instruction

This framework supports the New York State Health Education Learning Standards and is to be used in conjunction with the current Guidance Document to Achieving New York State Learning Standards in Health. 7 K H 1 H Z U N R 6 W D W H (G X F D W L R Q ' H S D U W V F K R R O V X W L O L] H W K L V U H V R X U F H W R G H Y H O R S R U D G U ` Wj= DÀ ° D G X U X 0 € ` U@ € O LJÀ

Outline	Early Elementary (EE) (K-2)	Late Elementary (LE) (3-5)	Intermediate (I) (6-8)	Commencement (C) (9-12)
				use, and trauma. experiences.
1B. Resiliency	**1B. EEa.** Individuals identify their own positive physical, social, and mental characteristics and those of others. **1B. EEb.** Individuals set reasonable goals and develop strategies to work toward them and assess the outcomes of experiences to build resiliency. **1B. EEc.** Failures and challenges may be			

Outline	Early Elementary (EE) (K-2)	Late Elementary (LE) (3-5)	Intermediate (I) (6-8)	Commencement (C) (9-12)
	healthy family relationships. **2B. EEc.** Individuals identify characteristics of healthy peer relationships. **2B. EEd.** Individuals identify personal space and boundaries of others.	respecting personal space and the boundaries of others.	accepting differences and establishing healthy boundaries are all part of balanced mental health. **2B. Ic.** Demonstrating empathy, compassion and acceptance can	

Outline	

3. Resource Management

Develop skills to utilize personal and community resources related to mental health.
Know what, when, where and how to ask for help for self and others.

Outline	Early Elementary (EE) (K-2)	Late Elementary (LE) (3-5)	Intermediate (I) (6-8)	Commencement (C) (9-12)
3A. What to ask for help for self and others	**3A.EEa.** Individuals recognize that sharing feelings is a healthy action.	**3A. LEa** Individuals recognize that sharing feelings is a healthy action.	**3A. Ia.** Individuals recognize that sharing feelings is a healthy action. **3A. Ib.** Individuals can describe the warning signs, risk factors, and protective factors for ning	

Outline	Early Elementary (EE) (K-2)	Late Elementary (LE) (3-5)	Intermediate (I) (6-8)	Commencement (C) (9-12)
			mental health but early recognition and intervention can have a S R V L W L Y H L P S I experiences.	initial step towards getting help for self and others. **3A. Ce.** Experiencing W U D X P D F D Q L F mental health but early recognition and intervention can have a S R V L W L Y H L P S I experiences.

Outline	Early Elementary (EE) (K-2)	Late Elementary (LE) (3-5)	Intermediate (I) (6-8)	Commencement (C) (9-12)
3C. Where to ask for help for self and others	**3C. EEa.** There are safe, trusted adults in school and at home to help individuals with their mental health needs.	**3C. LEa.** There are safe, trusted adults in school		

Multiple Dimensions of Addressing Mental Health Well-being: Physical Education, Health Education, Nutrition and Social Emotional Learning

Education on the importance of the mind-body connection,[7] and the several dimensions of health including mental health and the relation of physical and mental health, can enhance student understanding, attitudes and behaviors that promote health, well-being and human dignity. Through the introduction of the concept of mental health as something more than an illness, on a continuum of well-being, and an integral part of overall health (i.e., physical health, social-emotional health, nutritional health), the impact of early prevention in education can develop resiliency, positive behaviors and self-care.

The CDC defines mental health in childhood and throughout adolescence as

> Attaining developmental and emotional milestones, learning healthy 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.[8]

The Robert Wood Johnson Foundation, a leader in health and mental health research, reform and education, in its brief proposing a model for improving the mental health of our children and youth that reflects the scientific evidence, focuses on prevention and promotion, and that promises to be much less costly in the long run to the medical care system, to communities, and to individuals, states the following

> Being well means more than not being sick; it encompasses all aspects (biological, physiological, intellectual, social, emotional, and spiritual) of IXQFWLRQLQJ µZHOO¶ LQ WKH ZRUOG ,Q IDFW PRVW V not adequately represented by a single continuum, with disease at one end and its absence at the other. Rather, wellness is better understood as a VWDWH WKDW LV LQIOXHQFHG E\ WZR GLVWLQFW GLPH DQG µVWUXJJOLQJ¶ WR µIORXULVKLQJ¶

It is important to understand mental health well-being as much more than just a focus on mental illness. A comprehensive mental health wellness approach includes a focus on physical education, health education, and nutrition.

[7] https://www.mentalhealth.org.uk/a-to-z/p/physical-health-and-mental-health.
[8] https://www.cdc.gov/childrensmentalhealth/basics.html.
[9] RWJ Foundation - ³$UH WKH &KLOGUHQ :HOO" $ 0RGHO DQG 5HFRPPHQGDWLRQ :HOOQHVV RI WKH 1DWLRQ´ 3RSXODWLRQ +HDOWK Are the Children Well? A Model and Recommendations for Promoting the Well-Being of the Nation's Population. Robert Wood Johnson Foundation.

Physical Education

Physical Education (PE) is a required subject for all students in grades K-12 in NYS and is directly connected to mental health, emotional health and overall well-being. PE teaches students how to achieve and maintain a lifelong commitment to physical activity, fitness and positive mental health and fosters participation and enjoyment of physical activity for health, challenge, self-expression and social inter4.05 13.84 Tm[expression and so] TJ 8.(

School and Community Agency Partnerships

Mental Health Resources Fostering School and Community Agency Partnerships

Facilitating the relationship between schools and community agencies is critical to positively impact school climate to support all students, especially those experiencing

Role of School-Based Structures and

NYSED Mental Health Education Literacy in Schools

First Line Contacts for Community-Based Mental Health Resources

To locate the County SPOA Coordinator and local resources click on your county on the map: http://www.clmhd.org/contact_local_mental_hygiene_departments/.
*This chart has been provided to organize and list your local contacts.

	Individual Contact	Phone/Email	Address
24/7 Hotline-Helpline			
State Assistance-HEAP, SNAP, WIC, etc.			
Local Transportation-CDTA, Cabs, etc.			
County Health/Public Health			

(See Appendix D: New York State and National Mental Health Resources).

Resources for Building a Tool Kit Creating School, Community, Family and Student Partnerships

While each tool kit serves a different population, there are commonalities through the fields. There are many formats tool kits can be presented in, from a pdf to an entire webpage, it is important to consider the most efficient platform for the intended audience. Things to consider when choosing the format include who will be utilizing this tool kit, how will they access the tool kit, what information will be included and how will this information be displayed, among others.

A tool kit for community partnership resources which is intended to be utilized by schools and those they serve may consider having a whole webpage dedicated to the resources. The tool kit may be utilized by community mental health partners, families, all students and current school staff (e.g. bus drivers, hall monitors, janitorial staff, teachers, administration). Simplicity in design has the potential to attract and maintain utilization from all parties while still provid

Embedding Mental Health Well-being to Support Positive Climate and Culture

School Frameworks for Supporting Mental Health Well-being

School climate is both influenced by, and is an impactor for, all people within that environment. Frameworks, such as the ones annotated below, offer opportunity for various programs and other support practices to be organized at multiple levels. Multi-level considerations yield mental health supports for all, thus embedding mental health Z L W K L Q D V F K R R O ¶ V F O L P D W H D Q G F X O W X U H 7 K H U H I R U H I with evidence-based programs, not in place of the other.

Interconnected Systems Framework

The Interconnected Systems Framework (ISF) links School Mental Health and School-Wide Positive Behavioral Interventions and Supports. This framework is rooted in a Systems of Care approach and offers scaffolding at multiple tier levels of support that address school, classroom, individual, and home/ community considerations at each level or tier. The influence of data, systems, and practices is also addressed within this framework.

- Guidance related to establishing an ISF is located within the monograph, which can be accessed from this link: Advancing Education: Interconnecting School Mental Health And School-Wide Positive Behavior Support.
- Tools for school teams to be able to plan for ISF implementation and assess its process can be found in PBIS: Advancing Education Effectiveness: Interconnecting School Mental Health and School-wide Positive Behavior Support.

Positive Behavioral Interventions and Supports

Positive Behavioral Interventions and Supports (PBIS) is a school-wide framework for creating and maintaining a positive school climate where teachers can instruct, and students can learn. This evidence-based framework emphasizes preventing school discipline problems. PBIS provides ideas to support teaching, modeling and recognizing positive, appropriate behavior in schools and identifies systems for proactively supporting and logically responding to classroom and individual student behavior. PBIS is not a program, curriculum, intervention, or practice, but is a systems-change framework that guides selection, integration and implementation of the best evidence-based practices for improving behavior outcomes for all students while increasing opportunities for academic engagement. The influence of da d framework ET o-3(ce)6( )-141(o)69 -0.192 Tc[(a)] TJ ET Q 0

Whole School, Whole Community, Whole Child

Assessment Scale, which is a comprehensive research-based program assessment for this approach which is complet

Sample

Mental Health Multi-

Universal Benchmarks

Considerations - Administrators will want to consider characteristics of the environment that promote the mental health and resilience of all members of the school community. The benchmarks are based on the principles of social emotional learning, fair and restorative disciplinary and behavioral management practices, school connectedness, and the recognition of trusted relationships.

See key for rating school progress

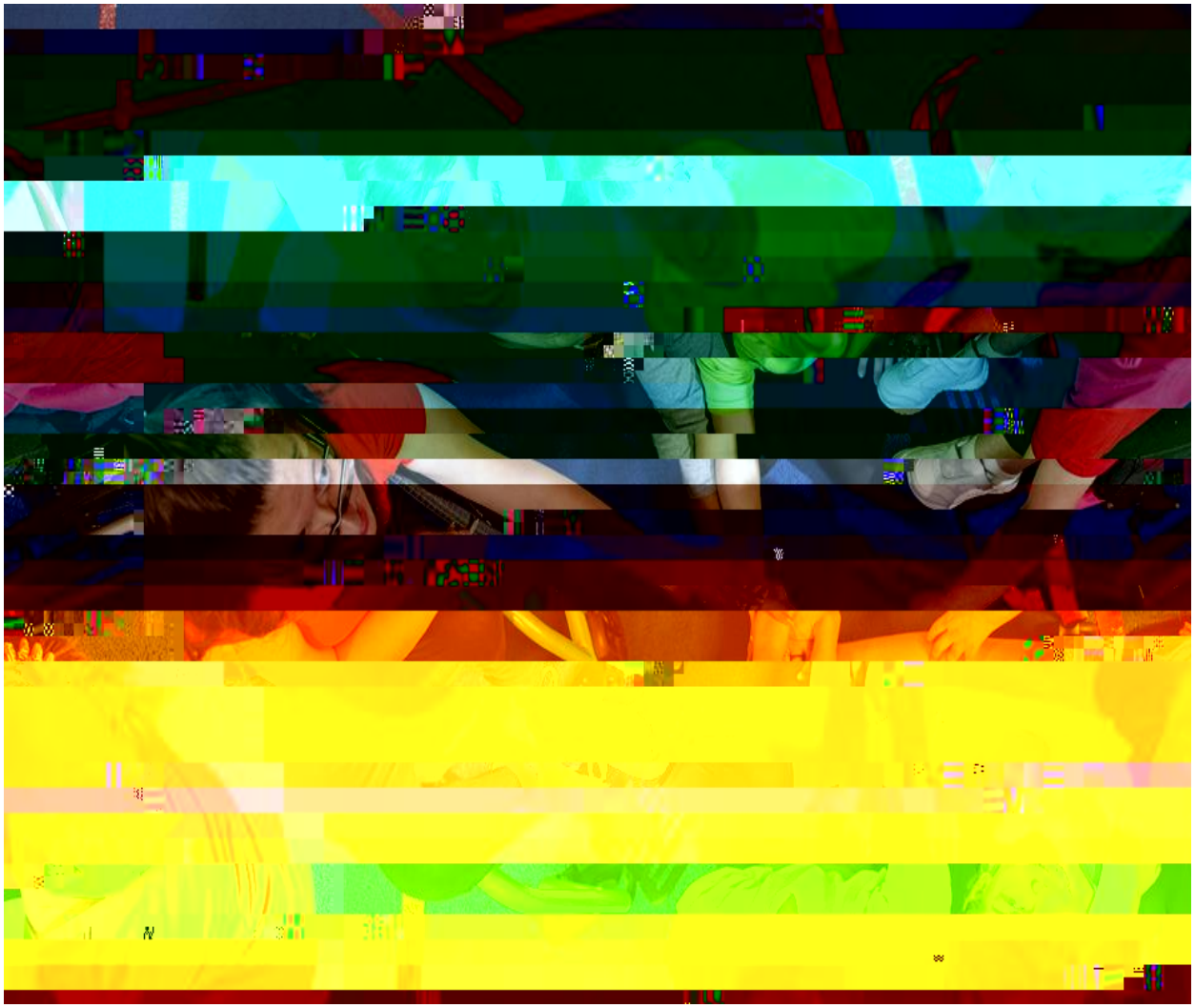
BENCHMARKS – Selective	1	2	3	4	Comments and next steps

Indicated Benchmarks

Considerations - These benchmarks are related to intervention when an individual student is experiencing a mental health crisis. Administrators may consider standardized procedures for assessment, safety planning, family engagement, therapeutic intervention, and referrals. Advanced skills training is important for school-based health and mental health professionals. Faculty, staff, administrators, students and parents/guardians should all receive education to recognize signs of psychological distress and knowledge about how, when and where to access mental health support in school and in the community. Efforts should be made to ensure that supports are readily accessible and available.

See key for rating school progress.

BENCHMARKS – Indicated	1	2	3	4	5	Comments and next steps



Implementation

Sample Policy on Integrating Mental Health Education and Well-being within an Entire School Environment

Reviewed with input from the New York State School Boards Association.

Purpose

Effective July 1, 2018, New York State Education Law § 804 requires health education in schools to include instruction in mental health.[17] Mental health is defined as a state of well-being in which every individual realizes their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community.[18] As part of overall health and well-being, mental health includes: a sense of self-esteem and self-confidence; the ability to identify, express and regulate emotions; the ability to set and achieve goals; recognitio Q R I R Q H ¶ V F U H D W L Y H V ability to expand knowledge and skills; the ability to feel and show empathy for others; and the ability to create and maintain satisfying relationships.[19] To comply with the amendments to Education Law § & R P P L V V Regulation §1 Education Law §135.3 was amended to require that health instruction include mental health and the relation of physical and mental health; be designed to enhance student understanding, attitudes and behaviors that promote health, well-being and human dignity. Integration of this instruction within existing health education curriculum and other key areas such as wellness and student support will create positive, safe and supportive environments, and provide opportunities to build and practice relationship skills, resilience and social and emotional competencies.

While it is understood that the regulatory requirements only speak to integration of mental health instruction into the health curriculum, this comprehensive guide encourages schools to promote a whole school, whole child, multi-tiered approach to mental health which recognizes the significant positive impact on students when there is a holistic approach.

Sample Policy

The [School District] recognizes that mental health is a state of well-being in which every individual realizes R Q H ¶ V potential, can cope with normal stresses of life, can work productively and fruitfully, and is able to contribute to R Q H ¶ V community.[20] It is a dimension of overall health. As part of overall health and wellness, mental health includes: a sense of self-esteem and self-confidence; the ability to identify, express and regulate emotions; W K H D E L O L W \ W R V H W D Q G D F K L H Y H J R D O V U H F R J Q L W L R expand knowledge and skills; the ability to feel and show empathy for others; and the ability to create and maintain satisfying relationships. Schools play a key role in promoting P H Q W D O K H D O W K L Q D O O F K L O G U H Q D Q G \ R X Q J S H R S O H U

[17] 1 H Z < R U N 6 W D W H (G X F D W L R Q / D Z † g mental health education, drug W L R Q U H J D U G L W R E D F F R D E X V H D Q G W K H S U H Y H Q W L R Q D Q G D H W H F W L R Q R I F H U W D L Q

[18] http://www.who.int/features/factfiles/mental_health/en/

[19] World Health Organization. Mental health: a state of well-being: http://www.who.int/features/factfiles/mental_health/en/.

[20] CASEL. What is SEL? https://casel.org/what-is-sel/.

development is supported by environments that promote mental health.[21] The impact is the greatest when all staff is involved in mental health promotion as it relates to every area of the school ± the culture, policies, curriculum and activities.[22] This policy is intended as guidance to all staff, including non-teaching staff and volunteers. It should be U H D G L Q F R Q M X Q F W L R Q Z L W K W K H P H G L F D O S R O L F \ L Q F I overlaps with or is linked to a medical issue, district confidentiality policies, policies for students with identified special education needs, and other related mental health policies (e.g., wellness, student support and discipline, including alternatives).

The policy affirms our commitment to providing safe, welcoming and supportive environments that promotes a culture of respect and equity; embeds social and emotional learning into the curriculum, including mental health instruction in Health Education programs; ensures families, students and staff are key partners in mental health and well-being initiatives; and works collaboratively with local health professionals and the community.

The goals of the _____district to accomplish these are to:
(Name of School District)

- Promote positive mental health for all staff and students;
- Educate and support the school community on a variety of approaches that are culturally sensitive to support mental health;
- Increase the skills of students, staff, parents and school community to recognize signs of mental health conditions;
- Decrease stigma related to talking about mental health;
- Provide support to staff through trainings including ways to recognize when students are experiencing mental health challenges;
- Link students and families to orati( )-51(skil)4(ls)-49(o)6(f)-11( )] TJ ET Q q 0.002 792uan.14

school approaches, including multi-

families and volunteers, will be supported in their efforts to provide an environment that promotes mental health.

The (school district) curriculum will integrate the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes and behaviors that promote health, well-being and human dignity throughout K-12.

The Board of Education (BOE) shall promote necessary district-wide staff awareness and understanding of the Mental Health Education policy by:

- Having it reviewed by the Policy Committee and then adopted in Public Session by the BOE;
- Distributing the policy and making it available online; and
- Supporting district-wide professional development on integrating mental Health Education into the curriculum.

The BOE shall promote necessary community awareness of the Mental Health Education Policy by the following:

- Discussing the change and supports available at a meeting(s) of the BOE; and
- Highlighting the curriculum change in the district newsletter.

The School District will:

- 3URYLGH D FXUULFXOXP WKDW DFWLYHO\ HQJDJHV DQG

Examples of evidence-based frameworks and programs that include balancing universal, selective and indicated approaches include: Interconnected Systems Framework,[23] Positive Behavior Interventions and Supports,[24] Restorative Practices,[25] Social and

Glossary of Services and Terminology

Confidentiality Policies: FERPA and HIPPA: An Alphabet Soup Meaning-Confidentiality. Mental Health Clinic staff requirements for confidentiality and sharing of records emanates from the Health Insurance Portability and Accountability Act (HIPPA) and Section 3313 of the Mental Hygiene Law. In addressing parental and student confidentiality rights, schools are governed by the federal Family Educational Rights and Privacy Act (FERPA) and when addressing Medicaid funding, HIPPA as well. Serving the child in the context of the family is most effective. The goal is to have school and mental health systems work with the parent to encourage their willingness to approve the sharing of information that will assure a consistent school and community approach to addressing the needs of the child and the family. Issues surrounding sharing of information are at the crux of many disputes when implementing school-based mental health programs. With informed parental consent most of these issues disappear. Without parental consent, the mental health provider is generally not able to share individual child information. The partnership should determine how to use aggregate data to assess the effectiveness of the partnership in addressing school-wide outcomes. What information or records can be shared between school and clinic staff?

Informed consent reflects parental understanding about what will be shared and how the information would/could be used and when consent can be withdrawn. The consent cannot be generic. It must be specific and updated to reflect current records and reports. Consider this an ongoing process that must be built into the relationship with the student/parent. In addressing this sensitive area, generally it is helpful in establishing a strong partnership that appro D F K H V W K L V T X H V W L R Q I L U V W D V 3 : K D W Q H H G H G E \ V W D I I I R U H D F K V \ V W H P W R P R U H H I I H F W L Y H O \ consensus on the specifics of this information, they can address how to go about discussing with the parent the what, who and how that leads to informed consent.

Clinics are governed by Section 3313 of the Mental Hygiene law and HIPPA. They are required to obtain an additional consent of the parent to release the records related to any assessment conducted as a result of screening or any other reason. If the parent does not consent, the clinic is prohibited from releasing the record to the school district.

Joint Guidance on FERPA and HIPAA

Needs Assessment: an essential initial step in considering what efforts currently exist

Parity: Mental health parity describes the equal treatment of mental health conditions and substance use disorders in insurance plans. When a plan has parity, it means that if unlimited doctor visits are provided for a chronic condition, like diabetes, then the insurance provider must offer unlimited visits for a mental health condition such as

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Center for Resilient Leadership - Transforming the way leaders and individuals approach everyday challenges in order to build resilience in themselves and their teams: https://centerforresilientleadership.com/about-2/donna-volipitta-ed-d/.

& ' & & K L O G U H Q ¶ V 0 H Q W D O + H D O W K https://www.cdc.gov/childrensmentalhealth/documents/access-infographic.html.

& K L O G 0 L Q G -, Q V W & K L O G U H Q ¶ V 0 H Q W D O + H D O W K 5 H S R U W C highlighting factors that make adolescence exciting, important, and potentially dangerous: https://childmind.org/report/2017-childrens-mental-health-report/.

Mental Health First Aid (MHFA) Training: https://www.mentalhealthfirstaid.org/.

MHANYS White Paper, Mental Health Education in New York Schools: A Review of the Legislative History, Intent and Vision for Implementation.

New Hampshire (G X F D W L R Q ' H S D U W P H Q W V Student Wellness Toolkit Creating Optimal Outcomes for all Children ´ http://www.nhstudentwellness.org/.

Project Teach ± 6 W U H Q J W K H Q L Q J D Q G V X S S R U W L Q J W K H D E L O L W \ care providers (PCPs) to deliver care to children and families who experience mild-to-moderate mental health concerns: https://projectteachny.org/.

Suicide Prevention Resources from the NYS Suicide Prevention Center: www.preventsuicideny.org.

The Opioid Crisis in New York State: The Journey to Solutions; New York State Psychological Association White Paper ±integration of services Opioid Crisis in NYS and Integration of Services.

The Community Technical Assistance Center (CTAC) of NY - is a training, consultation, and educational resource center available to all adult and child-serving mental health clinics in NYS: http://www.ideas4kidsmentalhealth.org/the-community-technical-assistance-center-ctac.html.

Science Daily - Rutgers University-Camden scholar studies how black teens express depression: https://www.sciencedaily.com/releases/2018/01/180108090232.htm.

Mindfulness Literature

Affirmation Weaver: A Believe in Yourself Story, by Lori Lite

Angry Octopus: A Relaxation Story, by Lori Lite

Bubble Riding, by Lori Lite

Building Emotional Intelligence, by Linda Lantieri

Mindful Movements, by Thich Nhat Hanh

Mindfulness for Beginners, by Jon Kabat-Zinn

See Otter Cove: A Relaxation Story, by Lori Lite

Sitting Still Like A Frog, by Eline Snel

The Way of Mindful Education, by Daniel Rechtschaffen

The Wisdom Within, by Allison Morgan

The Boy and the Bear, by Lori Lite

Mindfulness Materials

Campbell Collaborative systematic review of mindfulness programs and interventions in schools with an overall review of cautious optimism in adoption of school-based mindfulness interventions for children and youth: https://campbellcollaboration.org/library/mindfulness-based-interventions-primary-and-secondary-school-students.html.

CASEL Guide: Effective Social and Emotional Learning Programs Middle and High School: ± four programs (. b, Kraal Yoga, Learning to Breathe, and Transformative Life Skills) des L J Q H G W R S U R P R W H P L Q G I X O D Z D U H Q H V V ; P H W & S https://casel.org/preschool-and-elementary-edition-casel-guide/.

Screening Tools

School-Wide Universal Screening for Behavioral and Mental Health Issues: Implementation Guidance: School-Wide Universal Screening.

Mental Health, Social-Emotional, and Behavioral Screening and Evaluation Compendium: https://education.ohio.gov/getattachment/Topics/Other-Resources/School-Safety/Building-Better-Learning-Environments/PBIS-Resources/Tier-II-Tier-III-and-Behavioral-Health/Mental-Health-Social-and-Emotional-Screening-and-Evaluation-Compendium-with-bookmarks.pdf.aspx?_sm_au_=iVVMftW3rcJ1rWq6.

Social Emotional

Character Education ±The Center for the 4th and 5th Rs (Respect and Responsibility), located in SUNY Cortland's School of Education Cortland University promotes development of performance and moral character excellence and ethics ² in schools, families, and communities: http://www2.cortland.edu/centers/character/.

Greater Good Science Center: https://ggsc.berkeley.edu/who_we_serve/educators.

Kimochis - A Social-Emotional Curriculum: www.kimochis.com.hkhttp://www.kimochis.com/about/social-emotional-learning-

Treatment and Services Adaptation Center ±

- Trauma informed school systems that provide prevention and early intervention strategies to create supportive and nurturing school environments: http://traumaawareschools.org/.
- Support for Students Exposed to Trauma (SSET): http://traumaawareschools.org/sset.
- The Trauma Responsive Schools Implementation Assessment (TRS-IA): http://traumaawareschools.org/traumaResponsiveSchools.

Appendix Section

Education Law §804 – Appendix A

*Effective July 1, 2018

1. All schools shall ensure that their health education programs recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes and behaviors that promote health, well-being and human dignity.

2. All schools shall include, as an integral part of health education, instruction so as to discourage the misuse and abuse of alcohol, tobacco and other drugs and promote attitudes and behavior that enhance health, well-being, and human dignity.

3. Instruction regarding alcohol, tobacco, and other drugs shall be included in the health education provided for all elementary school pupils and shall be taught by the regular classroom teachers or by teachers certified to teach health education. Such instruction shall be designed according to the needs and abilities of the pupils at successive grade levels with the purpose of developing desirable health behavior, attitudes, and knowledge as well as self-reliance and problem solving capacity.

4. Instruction regarding alcohol, tobacco, and other drugs, in addition to continued health guidance in the junior high school grades and the senior high schools, shall be an integral part of a required health education course at each of these levels in the secondary schools curriculum. Students shall be required to demonstrate knowledge in the subject area through the use of a test, graded project or report, or any other means prescribed by the

NYSED Mental Health Education Literacy in Schools

contribute to effective teaching methods and learning in health education regarding alcohol, tobacco, and other drugs.

8. All pre-service training programs in the state for elementary teachers shall include adequate preparation regarding the instruction in alcohol, tobacco, and other drugs set forth herein, and no teacher shall be licensed except upon satisfactory demonstration of the competencies included in the institutional proposals approved by the department.

9. Nothing contained in this section shall be deemed to diminish or impair the duties of the commissioner with respect to the continuing program for critical health problems established by chapter seven hundred eighty-seven of the laws of nineteen hundred sixty-seven as amended. The commissioner shall coordinate actions taken under authority rep e orep y oo i

3. Paragraph (1) of subdivision (b) of section 135.3 of the Regulations of the Commissioner of Education is amended, effective July 1, 2018, to read as follows:
(b) Health education in the elementary schools.

(1) The elementary school curriculum shall include a sequential health education program

NYSED Mental Health Education Literacy in Schools

NAME	AFFILITATION
Wright, Shammara; Director of Health Educa	NYCDOE
Wyman, Peter; Professor	University of Rochester, School of Medicine Depa of Psychiatry

Resources Supporting Mental Health Well-being-Appendix D

American Psychological Association	www.apa.org
Attorney General Healthcare Hotline: Support with issues related private insurance	1-800-428-9071 www.ag.ny.gov
Disability Rights New York (DRNY): Legal advice involving disab and benefits	1-800-993-8982 www.drny.org
Families Together in New York State (FTNYS): Regional Parent Advisors	1-888-326-8644 www.ftnys.org
Mental Health America	www.mentalhealthamerica
Mental Health Association in New York State, Inc. (MHANYS) MHANYS works to end the stigma against mental illness and promotes mental health wellness in NYS. MHANYS achieves this through training, education, assisting school and community-based partnerships, and connecting schools, individuals and families to help x healthyyoungmindsnys.org – School Mental Health Resour and Training Center to support all NYS public and private schools to comply with the new law requiring mental h instruction as part of the K-12 health curriculum, including the identification of resources and lessons plans, opportu professional development, information for youth, parents a community partners, and strategies for establishing partnerships.	1-800-766-612 Tf79.81 re W

New York State Psychological Association	www.nyspa.org
Substance Abuse and Mental Health Services Administration agency within the U.S. Department of Health and Human Se leads public health efforts to advance the behavioral health c nation. SAMHSA's mission is to	

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