



New Hyde Park-Garden City Park School District

District Comprehensive Developmental School Counseling/Guidance Program

2019-20

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

Description of the District:

The New Hyde Park-Garden City Park School District is comprised of four elementary schools. Each of our schools houses grades kindergarten through grade six, with more than 1,700 students in our district. Located on Long Island in New York, the district is at the gateway to Nassau County and has a long and accomplished history.

Mission Statement:

The New Hyde Park-Garden City Park School District is committed to developing the academic, social, and emotional skills necessary to become lifelong learners and contributory members in a diverse community.

K-12 Counseling Program Overview:

Effective July 1, 2018, New York State Education Law 804 requires health education in schools to include instruction in mental health. Mental Health is defined as a state of well-being in which every individual realizes their own potential, can cope with the normal stress of life, can work productively and fruitfully, and is able to make a contribution to their community (1). 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; recognition of one's creative skills; the ability to expand knowledge and skills; the ability to feel and show empathy for others; and the ability to maintain satisfying relationships (2). To comply with the amendments to Education Law 804, Commissioner's Regulation 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 environment and provide opportunities to build and practice relationship skills, resilience and social and emotional competencies.

The New Hyde Park-Garden City Park School District recognizes that mental health is a state of well-being in which every individual realizes one's potential, can cope with normal stresses of life, can work productively and fruitfully, and is able to contribute to one's community (3). It is a dimension of overall health. As part of overall health and wellness, mental health includes: 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; recognition of one's creative skills; the ability to expand knowledge and skills; the ability to feel and show empathy for others; and the ability to maintain satisfying relationships. Schools play a key role in promoting mental health in all children and young people, recognizing that student's learning and development is supported by environments that promote mental health (4). 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 (5). This plan is intended as guidance to all staff, including non-teaching staff and volunteers. It should be read in conjunction with the medial plan in cases where a student's mental health overlaps with or is linked to a medical issues, 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 plan 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.

NYSED Commissioner's Regulations

Beginning with the 2019-20 school year, each school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12. Each school district shall also ensure that all students in grades K-12 have access to a certified school counselor(s).

In grades K-5, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers, for the purpose of preparing students to :

- Participate effectively in their current and future educational programs
- Provide information related to college and careers
- Assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns
- Where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service providers, as appropriate, for more targeted supports
- Educate students concerning avoidance of child sexual abuse
- Encourage parental involvement

In grades 6-12, certified school counselors shall provide:

- An annual Individual Progress Review Plan (IPRP), which shall reflect each student's educational progress and career plans.
- For a student with a disability, the plan shall be consistent with the student's individualized education program.

The GOALS OF THE New Hyde Park-Garden City Park School district is to accomplish these are to:

- 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 a range of available supports;
- Provide guidance and resources to parents/guardians on how to talk to their children about mental health; and
- Provide support to students living with mental health challenges, their peers, parents and caregivers.
- Create a school climate that is a culture of care.

Teaching and Supporting Mental Health

The mental health component of the health education curriculum was developed by the appropriate school instructional staff and district mental health support staff to ensure that school staff has appropriate knowledge and support to address mental health challenges both preventively and responsively. When appropriate, staff will be encouraged to collaborate with qualified community mental health professionals. This plan and related supports and curriculum will be consistent with the principals of the whole child and whole school approaches, including multi-tiered support frameworks, and will be offered within a safe and culturally-sensitive environment.

The New Hyde Park-Garden City Park School district's approaches will reflect an understanding that 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.

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.

Staff will receive regular training about supporting mental health, recognizing, and responding to mental health needs in a developmentally (to include students with special needs) appropriate and culturally sensitive way. The school district will support district-wide professional development on integrating mental health education into the curriculum, and in accessing resources, tools and professional learning to enhance their knowledge and capacity to integrate mental health and well-being content across the curriculum. The Integrating Mental Health Plan will be distributed through all schools in the district and posted on line.

Implementing and Evaluating the Plan on Mental Health

The New Hyde Park-Garden City Park School District will implement and evaluate this plan to monitor its effectiveness and the possible need for modification over time. Towards this end, the District designates the following staff to have operational responsibility for ensuring that the District meets the goals and mandates of this plan: Director of Curriculum, Instruction and Technology and Director of Special Education Services. These designated staff, including school mental health support staff, will also serve as liaisons with community agencies that may help with providing resources. The district will

annually report on the progress toward meeting the goals of the plan to the School Board, Wellness Committee, building principals and school health services personnel.

The New Hyde Park-Garden City Park School District recognizes that every member of the district has an impact on student health and contributes to creating an environment that promotes positive mental health and well-being. All members of our school community – including students, teachers, support staff, school related professionals, administrators, school board, families and volunteers, will be supported in their efforts to provide an environment that promotes mental health.

The New Hyde Park-Garden City Park 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-6.

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

- Supporting district-wide professional development on integrating Mental Health Education into the curriculum.

The School District will:

- Provide a curriculum that actively engages and builds students' self-awareness, social awareness, responsible decision-making, self-management and relationship skills, and social and emotional learning;
- Support staff in accessing resources, tools and professional learning to enhance their knowledge and capacity to integrate mental health and well-being content across the curriculum;
- Establish a whole school, whole child approach to mental health that is consistent with this plan by providing positive, safe and supportive environments and opportunities to build and practice relationship skills, resilience and social and emotional competencies;
- Engage an advisory committee in supporting efforts; and
- Engage students, families and the community in supporting mental health and well-being in a culturally-sensitive approach.

Monitoring and Review of Plan

The Mental Health Education Plan and related curriculum will be monitored and reviewed annually by the Director of Special Education Services, the district psychologists, the district social workers, and the school counselor).

1 http://www.who.int/features/factfiles/mental_health/en/

2 http://www.who.int/features/factfiles/mental_health/en/

3 <https://casel.org/what-is-sel/>

4 National Center for Mental Health Promotion and Youth Violence Prevention Education development Center, Inc., Health and Human Development Division. Realizing the Promise of the Whole-School.

5 http://www.promoteprevent.org/sites/www.promoteprevent.org/files/resources/mental_health_guide.pdf

List of Department Members:

In grades K-6, the program shall be designed by a certified school counselor in coordination with the teaching staff and any appropriate pupil personnel service providers, for the purpose of preparing students to:

- Participate effectively in their current and future educational programs
- Provide information related to college and careers
- Assist students who may exhibit challenges to academic success, including but not limited to attendance, or behavioral concerns
- Where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports
- Educate students concerning avoidance of child sexual abuse
- Encourage parental involvement

Certified School Counselor: TBD			
Garden City Park School	Hillside Grade School	Manor Oaks School	NHP Road School
Psychologist: Mrs. Maria Georgakis	Psychologist: Dr. Joseph Shaffery	Psychologist: Dr. Danielle Reinhardt	Psychologist: Dr. Robyn Kurasaki
Social Worker: Mrs. Sheri Vazlopes	Social Worker: Mrs. Lori Cohen	Social Worker: Mrs. Lori Cohen	Social Worker: Mrs. Sheri Vazlopes
Teaching Staff	Teaching Staff	Teaching Staff	Teaching Staff

School Counseling/Guidance Program Advisory Council

The district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of the following representative stakeholders. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program. The advisory council shall create and submit an annual report to the board of education.

Member	Title
TBD	Parent
Kim Levy	Director of Special Education
TBD	Principal
TBD	School Counselor
Robyn Kurasaki	Psychologist, NHP Road School
Maria Georgakis	Psychologist, GCP
Joseph Shaffery	Psychologist, HGS
Lori Cohen	Social Worker, HGS/MO
Sheri Vazlopes	Social Worker, GCP/Road
TBD	Teacher
TBD	Teacher

Annual Program Outcomes Report

Outcomes:	Activities/ Services	Data: Process (what you did for whom, how many)	Data: Perception (needs assessments, Surveys, etc)	Results: Evidence of Impact	Analysis of data	Recommendations
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						

<p>Link students and families to a range of available supports</p>						
<p>Provide guidance and resources to parents/guardians on how to talk to their children about mental health</p>						
<p>Provide support to students living with mental health challenges, their peers, parents and caregivers</p>						
<p>Create a school climate that is a culture of care.</p>						

Appendix B

PROGRAM ASSESSMENT				
<i>This scored list can help assess implementation of the amended Part 100.2(j) of the Commissioner's Regulation with related American School Counselor Association National Model¹ components.</i>				
IMPLEMENTATION RATING 1= None 2= Beginning 3= Developing 4= In Full Practice	1	2	3	4
1. FOUNDATION				
a. All students K-5 have access to a certified school counselor and the comprehensive program				
b. All students 6-8 have access to a certified school counselor and the comprehensive program				
c. All students 9-12 have access to a certified school counselor and the comprehensive program				
d. Program vision and mission are developed in alignment with district vision and mission				
e. Program focus and annual goals are developed in alignment with district goals				
f. Relevant student competencies and standards K-12 are adopted to provide measurable knowledge, attitude and skill outcomes				
g. School counselor professional competencies and ethical standards are regularly reviewed and applied				
2. MANAGEMENT				
a. Program delivery is mapped including district goal, activities and services, students served, timeline, student standards, program objectives, staff and resources, evaluation and assessment methods				
b. Program monthly and annual calendars are provided for communicating about the program				
c. Advisory Council meets twice annually to review program goals and results, and provide advisement				
3. DELIVERY				
a. An annual individual progress review is provided to all students 6-12 to review each student's career/college planning and readiness, academic progress and social/emotional development				
b. Core curriculum instruction is provided by a certified school counselor to all students K-5 addressing student competencies in career/college readiness, academic skills and social/emotional development				
c. Core curriculum instruction is provided by a certified school counselor to all students 6-8 addressing student competencies in career/college readiness, academic skills and social/emotional development				
d. Core curriculum instruction is provided by a certified school counselor to all students 9-12 addressing student competencies in career/college readiness, academic skills and social/emotional development				
e. Direct and indirect student services are provided K-5 to assist students with academic, attendance and behavior needs such as individual and group counseling, advisement, consultation, and referral				
f. Direct and indirect student services are provided K-5 to assist students with academic, attendance and behavior needs such as individual and group counseling, advisement, consultation, and referral				
g. Direct and indirect student services are provided 6-8 to assist students with academic, attendance and behavior needs such as individual and group counseling, advisement, consultation, and referral				
h. information on college and careers is provided to all students in grades K-5				
i. information on college and careers is provided to all students in grades 6-8				
j. information on college and careers is provided to all students in grades 9-12				
4. ACCOUNTABILITY				
a. Program data is analyzed annually resulting in gap action plans and program adjustments				
b. A program outcomes report is presented to the district board of education annually				
c. The Advisory Council provides a report to the district board of education annually				
d. The Program is posted on district and school websites				
SUBSCORES				
TOTAL SCORE				

¹see ASCA National Model (2012). Alexandria, VA: American School Counselor Association; or visit: <https://www.schoolcounselor.org/school-counselors-members/asca-national-model>