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Enhancing School Mental Health through Culturally Responsive, Anti-Racist, and Equitable (CARE) Practices:
Resources and Strategies from NCSMH

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1

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2

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3

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National Center for School Mental Health

MISSION:
Strengthen policies and programs in school mental health to improve learning and promote success for America's youth

Funded in part by the Health Resources and Services Administration

www.schoolmentalhealth.org
www.theshapesystem.com

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CenterforSchoolMentalHealth

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4

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What You Can Expect:
- To learn about the National Center for School Mental Health (NCSMH) and the National Center for Safe Supportive Schools (NCS3)
- To learn about at least two resources or strategies that you can use to enhance CARE in your school or school district

What We Can Expect:
- A curiosity or appreciation for CARE and how to integrate them into schools to enhance school mental health
- Participation! We have some activities ☺

5

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Connector

Share a positive school experience

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6

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Comprehensive School Mental Health Systems

7

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Comprehensive School Mental Health Systems

- Provide a **full array of supports and services** that promote positive school climate, social emotional learning, mental health and well-being, while reducing the prevalence and severity of mental illness
- **Built on a strong foundation of district and school professionals**, including administrators and educators, specialized instructional support personnel (e.g., school psychologists, school social workers, school counselors, school nurses, other school health professionals) in **strategic partnership** with **students, families and community health and mental health partners**
- Assess and address the **social and environmental factors** that impact health and mental health

8

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6th Man

9

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The SHAPE System

10

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Overview Page

11

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12

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Safe Supportive Schools are:

Tier 3
Tier 2
Tier 1

Comprehensive School Mental
Health Systems (CSMHS)

Culturally Responsive,
Anti-Racist
and Equitable (CARE)

Trauma-Informed/
Healing-Centered

13

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What do
these words
mean to you?

Culturally Responsive

Anti-Racist

Equitable

14

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What do
these words
mean to you?

Students see themselves

We oppose racism and
oppression

All students have what they
need to be successful

15

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CARE Overview:
Measuring School-
Level Practices

- Development
  - Reviewed state education website
  - Conducted qualitative data analysis
  - Surveyed experts
- Domains
  - Teaming and Collaboration
  - School Climate
  - School Discipline
  - Curricula and Teaching Practices
  - Professional Development

16

Teaming and Collaboration

- Implements and assesses CARE policies and practices
- Collects information from various people
- Reviews data
- Shares decision making
- Monitors recruitment
- Provides space for engagement
- Uses funds equitably
- Partners with community

17

School Climate

- Fosters environment that feels physically and emotionally safe
- Provides additional supports
- Provides equitable and barrier-free access
- Teaches about positive self-identity
- Adjust communication for understanding
- Creates and maintains a connection with the community

18

School Discipline

- Collaborates with students and community
- Promotes social and emotional learning
- Uses trauma-informed practices
- Eliminate the use of ineffective and harmful discipline practices
- Identify alternative strategies
- Monitors discipline data
- Monitor special education data
- Provide training
- Build classroom management skills

19

Curricula and Clinician Practices

- Asks students and community for input
- Use content and measures that relates to students' everyday lives
- Understands and includes local culture in school mental health practice
- Ensures representation in content and materials
- Acknowledge and addresses the impact of racism and oppression

20

Professional Development

- Provides opportunity for staff to engage in individual development
- Provides professional development in CARE practices
- Provides professional development in partnering with the community
- Evaluates professional development in effectiveness of promoting equity

21

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Averaging Scores for Your Domain
Get your data!

- How do these scores apply to you and your school/district within your group
- Share out – collect all of the domain scores

22

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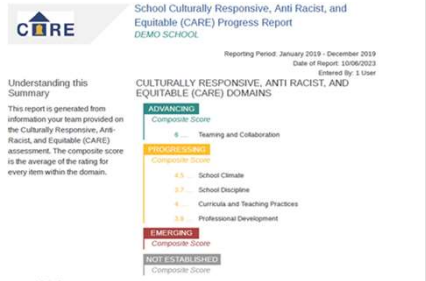SCHOOL OF MEDICINE

How to?

- Visit theSHAPEsystem.com
  - Printables available
- Invite team to participate
  - Diverse perspectives
  - Diverse roles
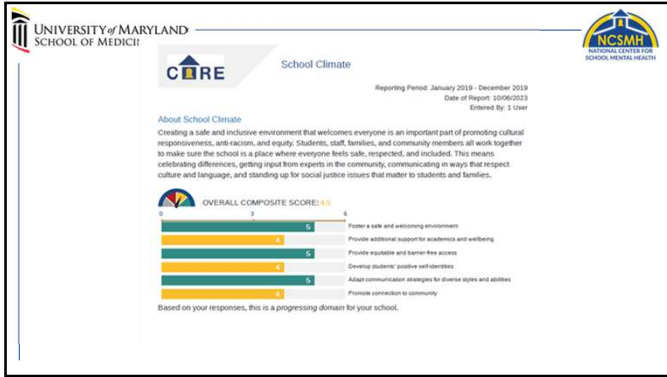- Use resources to develop action plan
- Reassess

23

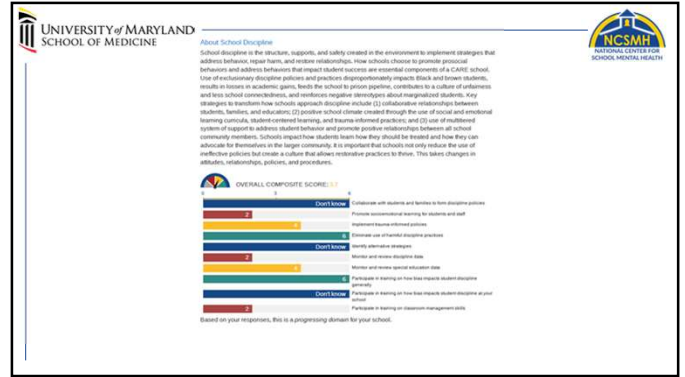UNIVERSITY of MARYLAND
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Reports

- Summary Scores
- Individual Domain Scores
- Principal Report
- Strategic Planning

CARE

School Culturally Responsive, Anti Racist, and Equitable (CARE) Progress Report
DEMO SCHOOL

Reporting Period: January 2019 - December 2019
Date of Report: 10/06/2023
Entered By: 1 User

Understanding this Summary

This report is generated from information your team provided on the Culturally Responsive, Anti-Racist, and Equitable (CARE) assessment. The composite score is the average of the rating for every item within the domain.

CULTURALLY RESPONSIVE, ANTI RACIST, AND EQUITABLE (CARE) DOMAINS

ADVANCING
Composite Score
6 ... Teaming and Collaboration

PROGRESSING
Composite Score
4.5 ... School Climate
3.7 ... School Discipline
4 ... Curricula and Teaching Practices
3.5 ... Professional Development

EMERGING
Composite Score

NOT ESTABLISHED
Composite Score

24

25

26

Brainwriting Activity

27

Classroom WISE: Well–being Information and Strategies for Educators

- FREE 3–part training package for K–12 educators and school personnel on mental health literacy

- Development process included input from educators, students, and school mental health leaders

Available at www.classroomwise.org

28

29

30

31

32

Slide 33

NCTSN — The National Child Traumatic Stress Network

National Center for Safe Supportive Schools (S3) Learning Collaborative

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33

Slide 34

NCS3 Learning Community – Cohorts 1 and 2!

- Albany County School District #1 (WY)
- Baltimore County Public Schools (MD)
- Bloomfield Municipal Schools (NM)
- Boston Public Schools (MA)
- Canyons School District (UT)
- Delaware County Intermediate Unit (PA)
- Fort Mill School District (SC)
- Lompoc Unified School District (CA)
- Mason City Community Schools (IA)
- Monroe County Community School Corporation (IN)
- New London Public Schools (CT)
- Oregon Charter Academy/Santiam Canyon School District (OR)
- Racine Unified School District (WI)
- Santa Monica-Malibu Unified School District (CA)
- South Portland School Department (ME)
- Stafford County Public Schools (VA)

- Bloom Township District 206 (IL)
- Casa Grande Elementary School District (AZ)
- City Schools of Decatur (GA)
- Easton Area School District (PA)
- Grand Forks Public Schools (ND)
- Granville County Public Schools (NC)
- Lansingburgh Central School District (NY)
- Manchester School District (NH)
- Medford Public Schools (MA)
- Minneapolis Public Schools (MN)
- Norwalk La-Mirada United School District (CA)
- Queen Anne's County Public Schools (MD)
- Rancocas Valley Regional High School District (NJ)
- Red Clay Consolidated School District (DE)
- Robbinsdale Area Schools (MN)

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34

Slide 35

School Staff Professional Development Content
Asynchronous Learning and Facilitated Discussion Sessions/Year
(6 hours total per year)

✓ Promoting mental health and well-being of all students

✓ Identifying, understanding and supporting students experiencing distress, adversity, and trauma

✓ Defining cultural responsiveness, equity, anti-racism, and bias

✓ Implicit bias and impact on perceptions of students and response to mental health needs

✓ Promotion and implementation of policies, structures, and strategies that foster safe supportive schools

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NCS3 School Training

Professional Development Modules
PD Module #1: Foundations of Comprehensive School Mental Health
PD Module #2: Understanding Trauma and Adversity
PD Module #3: Defining CARE and Understanding & Addressing Inequities in Schools
PD Module #4: Cultural Humility and Awareness
PD Module #5: Engaging Students, Families, and Communities as Partners
PD Module #7: Promoting the Well-Being of All Students
PD Module #8: Trauma-Informed, Healing Centered Schools: Building the Foundation
PD Module #9: Recognizing and Referring Students Experiencing Adversity and Distress
PD Module #10: Classroom Strategies to Support Students Experiencing Mental Health Concerns, Distress, Trauma, & Adversity
PD Module #11: Best Practices for Tier 2&3 Mental Health and Trauma Intervention in Schools
PD Module #12: Supporting BIPOC, Newcomer and LGBTQ+ Youth at Tiers 2&3

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36

Stay in Touch!

Email ncsmh@som.umaryland.edu
Website schoolmentalhealth.org
Listserv bit.ly/NCSMH_listserv

Social Media

@NCSMHtweets   @CenterforSchoolMentalHealth

37