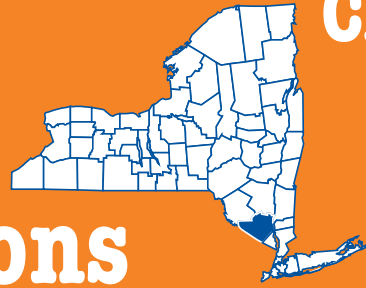


Culturally and Linguistically Diverse Populations



Checklist 9

ORANGE COUNTY • NEW YORK

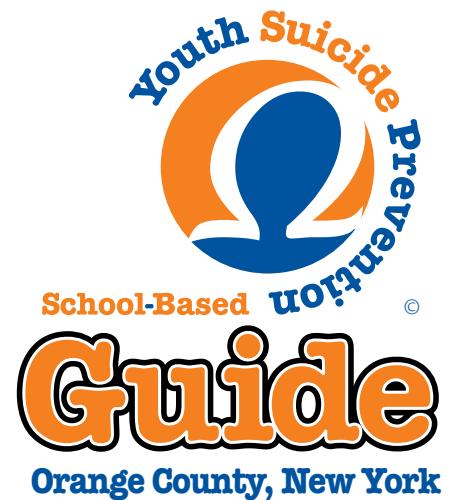
Checklist 9

The Cultural Competence checklist is designed to provide school administrators with an opportunity to educate faculty and staff about the challenges they face in responding to the needs of their culturally diverse students and families. It will further enable your school to develop action steps for specific operational or policy changes necessary to progress toward the goals of cultural competence, specifically regarding student's mental health needs. This checklist can be used to quickly evaluate what services and policies your school already has in place (indicated by a "yes") or what services and policies your school may be lacking that may need to be implemented or revised (indicated by a "no"). This checklist corresponds to Issue Brief 9, which provides a more in depth and detailed discussion.

Yes No

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Your school acknowledges that culture, as it is broadly defined beyond race and ethnicity, is an integral part of the physical, emotional, intellectual, and overall development and well being of its students and their families. |
| <input type="checkbox"/> | <input type="checkbox"/> | Your school provides on-going opportunities for all students to experience feelings of "connectedness" to the school. |
| <input type="checkbox"/> | <input type="checkbox"/> | Your school conducts regular annual assessments at all levels to identify needs, barriers, challenges, strengths, and readiness to develop a welcoming and safe environment for all youth. |
| <input type="checkbox"/> | <input type="checkbox"/> | Your school has and enforces anti-harassment and anti-discrimination policies, including an anti-bullying program, and staff intervenes in an appropriate manner when they observe students or other staff engage in behaviors that show cultural insensitivity, bias, or prejudice. |
| <input type="checkbox"/> | <input type="checkbox"/> | Your school considers cultural factors such as language, race, ethnicity, customs, family structure, sexual orientation, and tribal and/or community dynamics when planning, designing, and delivering programs and curriculums. |
| <input type="checkbox"/> | <input type="checkbox"/> | Your school respects the culture, diversity, and rights of its students and their families, as well as those of school staff. |

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This publication is also available on-line as an Adobe Acrobat PDF file: <http://www.ouboces.org> and <http://www.orangecountygov.com>
Select County Departments, Department of Mental Health

Checklist 9 continued

Yes **No**

- Your school's administrative policies and procedures acknowledge and respond to the need for services to culturally diverse families.
- Your school provides opportunities for youth who are LGBTQ to discuss experiences, exchange ideas, and obtain needed information in a confidential, nurturing, safe, and supportive environment.
- Your school's informative materials (such as letters home to parents and announcements) are designed in culturally and linguistically diverse print and other forms of media to meet the linguistic needs of students and their families, and makes bilingual services available when needed or requested by a student or family.
- Your school leadership and board actively promote the recruitment of culturally diverse staff members, and includes cultural competency requirements in staff job descriptions and discusses the importance of cultural awareness and competency with potential employees.
- Your school has enough staff or translation services available that are proficient in writing and speaking the languages of its students and their families.
- Your school addresses health education and health services in a culturally and linguistically competent manner to meet the needs of all students, including LGBTQ youth.
- Your school seeks information from family members or other knowledgeable community members that will assist in the school's ability to respond to the needs and preferences of culturally and ethnically diverse students and families.

Yes **No**

- Your school considers whether the physical appearance (decorations, displays, etc.) is respectful of different cultural groups, and displays pictures, posters, and other materials that reflect the cultures and ethnic backgrounds of students and their families.
- Your school is knowledgeable about federal and state statutes and regulations that relate to culturally and linguistically diverse populations.
- Your school provides all staff with continuous cultural competency training and information relevant to the diversity of its students and families.
- Your school is committed to creating an atmosphere of understanding, respect, and support for cultural diversity throughout its programs.
- Your school educates all staff regarding unique suicide risk factors and warning signs for certain ethnic groups and cultures, including specific histories and difficulties experienced by some communities.
- Your school's suicide prevention program addresses the unique mental health needs of children of various ethnic groups, sexual orientations, and gender identities.
- Your school promotes positive attitudes and supports staff working with diverse youth.
- Your school builds relationships with other community organizations that support culturally and linguistically diverse youth (including youth who are LGBTQ) and collaborate with appropriate youth and family advocacy organizations.

Checklist 9 continued

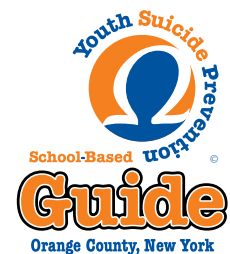
Notes

The Guide's checklist was adapted from

- The Child Welfare League of America's *Cultural Competence Agency Self-Assessment Instrument* (<http://www.cwla.org/programs/culturalcompetence/culturalabout.htm>)
- The National Association of School Psychologists' *Provision of Culturally Competent Services in the School Setting* (<http://www.nasponline.org/resources/culturalcompetence/definingcultcomp.aspx>)
- National Center for Cultural Competence, Georgetown University Center for Child and Human Development's *Self-Assessment Checklist for Personnel Providing Services and Supports to Children with Special Health Needs and Their Families* (<http://nccc.georgetown.edu/documents/ChecklistCSHN.pdf>)
- National Center for Cultural Competence, Georgetown University Center for Child and Human Development's *Practice Brief 1: Providing Services and Supports for Youth who are Lesbian, gay, Bisexual, Transgender, Questioning, Intersex or Two-Spirit* (<http://nccc.georgetown.edu/documents/lgbtqi2s.pdf>)

Checklist 9 continued

Notes



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