



Kenowa Hills Public Schools
Education inspired.

Kenowa Hills Mental Health Newsletter



HAVE YOU
HEARD
THE GOOD
NEWS?



Brooke T. Davis, LMSW

(she, her, hers)

Director of Diversity, Equity, and
Mental Health Services

Kenowa Hills Public Schools

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We are proud to announce that the district now has a Director of Diversity, Equity, and Mental Health Services! Brooke Davis, former School Social Worker for 20+ years, has accepted this role. She is eager to use her skills and unwavering advocacy for the benefit of all!

What is DBEI?

Diversity (Collaboration) includes all visible and non-visible dimensions that make individuals different from one another.

Belonging (Supportive) “feeling personally accepted, respected, included, and supported by others in the school social environment,” (Goodow & Grady, 1993).

Equity (Climate) means that everyone receives the support they need to achieve, contribute, and belong.

Inclusion (Culture) is building a multicultural campus climate where every student, staff person, faculty member, and administrator can thrive (Williams and Wade-Golden, 2013).

Mental Health and Equity

Mental Health includes our social, emotional, and psychological well-being. The foundation of DBEI is an environment where you can thrive by being your true self. A sense of belonging and acceptance is vital to our well-being. Equitable and inclusive environments have a profound impact on our mental health. Diversity, Belonging, Equity, and Inclusion can not be separate from Mental Health. As we build programs, we have to foster both for our students, staff, and community to be prosperous and healthy. When we refer to the educational community we must include race, color, national origin, sex, sexual orientation, gender identity and expression, disability and socio-economic status so that all staff, students, families, and community members feel a sense of belonging.



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Resources, partnerships, and supports!

What does **LGBTQ+** mean?

Lesbian, gay, bisexual, transgender, queer, and/or questioning, and other identities

Learn more about personal pronouns and why they matter at the link below:

<https://www.mypronouns.org/>

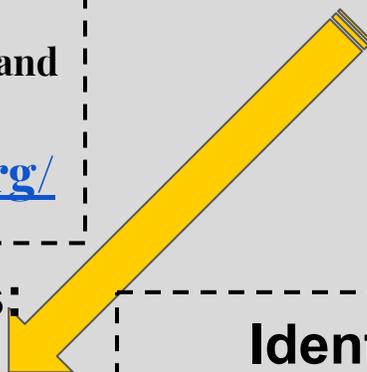
It is About Saving Lives: Did you know?

People who identify as being two or more races (24.9%) are most likely to report any mental illness within the past year than any other race/ethnic group, followed by American Indian/Alaska Natives (22.7%), white (19%), and black (16.8%).

LGBTQ individuals are 2.5 times more likely to experience depression, anxiety, and substance misuse compared with heterosexual individuals.

LGBTQ+ students are 3.3x more likely to attempt suicide

Why inclusion is important at KHPS:



Identity Definitions

Race—is a social (not scientific) category used to identify a group of humans who share similar physical characteristics. Usually refers to a person's pigmentation. Not used in all countries. Historically used as tool of oppression (Black, White)

Ethnicity—Ethnicity is people who identify with each other based on common ancestral, social, cultural or national experience (Polish, Irish, African)

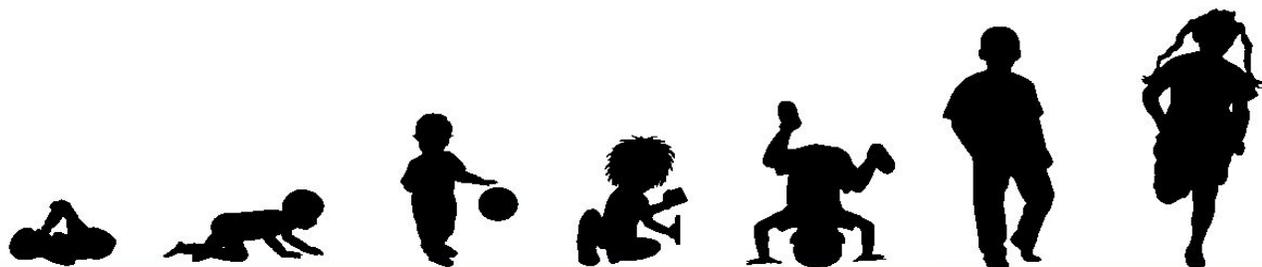
Nationality— The status of belonging to a particular nation, whether by birth or naturalization. (Americann)



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The Importance of Discussing Race With Your Child



Are your kids too young to talk about race?

Nope. Silence about race can reinforce racism by letting children draw their own conclusions.

0-1 year

At birth, babies look equally at faces of all races. At 3 months, babies look more at faces that match the race of their caregivers.

Kelly et al, 2005

2 years

Children as young as 2 use race to reason about people's behaviors.

Hirschfeld, 2008

2.5 years

By 30 months, most children use race to choose playmates.

Katz & Kofkin, 1997

4-5 years

Expressions of racial prejudice often peak at ages 4 and 5.

Aboud, 2008

5 years

Black and latinx children in research settings show no preference toward their own groups, as compared to white children at this age, who are more likely to be strongly biased in favor of whiteness.

Dunham et al, 2008

5 years

By kindergarten, children show many of the same racial attitudes held by adults in our culture. They have already learned to associate some groups with higher status than others.

Kinzler, 2016

5-7 years

Explicit conversations with 5-7 year olds about interracial friendship can dramatically improve their racial attitudes in as little as a single week.

Bronson & Merryman, 2009

Adapted from work by the Children's Community School.

More info at childrenscommunityschool.org/social-justice-resources/

Family Behaviors that Increase Your LGBTQ Child's Health & Well-Being

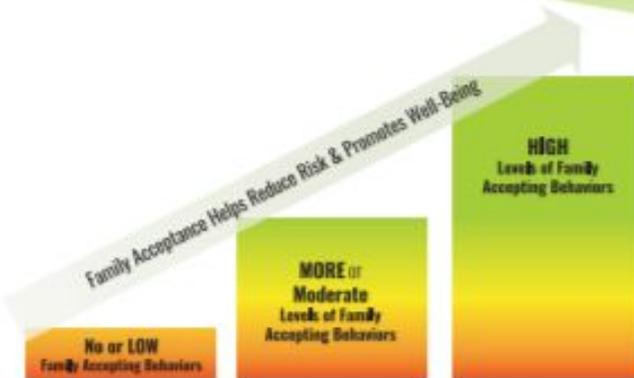
Research from the Family Acceptance Project[®] found more than 50 family accepting behaviors that help protect your lesbian, gay, bisexual, transgender and queer-identified (LGBTQ) child against health risks like depression, suicide and illegal drug use and help to increase your LGBTQ child's self-esteem, health and well-being. A little change makes a difference in decreasing your child's isolation and risk and giving them hope that their family will be there for them.

Family support saves lives!

BEHAVIORS THAT HELP...

Tell your LGBTQ / gender diverse child that you love them	Support your child's gender expression	Talk with your child or foster child about their LGBTQ identity and listen respectfully – even when you feel uncomfortable or think that being gay or transgender is wrong	Require other family members to treat your child with respect	Show affection when your child tells you or when you learn that your child is LGBTQ
Ask your child if – and how – you can help them tell other people about their LGBTQ identity	Welcome your child's LGBTQ friends to your home	Use your child's chosen name and the pronoun that matches their gender identity	Bring your child to LGBTQ groups and events	Get accurate information to educate yourself about your child's sexual orientation, gender identity and expression
Find a congregation that welcomes your LGBTQ / gender diverse child and family	Participate in family support groups and activities for families with LGBTQ and gender diverse children to get support for yourself and your family and guidance for supporting your LGBTQ child	Talk with your religious leaders to help your congregation become supportive of LGBTQ people	Tell your LGBTQ / gender diverse child that you're proud of them	Speak openly about your child's LGBTQ identity
Tell your LGBTQ / gender diverse child that you will be there for them – even if you don't fully understand	Connect your child with LGBTQ adult role models	Express enthusiasm for your child having an LGBTQ / gender diverse partner when they're ready to date	Stand up for your child when others mistreat them because of their LGBTQ identity or gender expression – at home, at school, in your congregation and in the community	Believe that your child can be a happy LGBTQ adult – and tell them they will have a good life

The more of these behaviors that parents and families do, the better your LGBTQ child's health & well-being



- Better health
- Higher self-esteem
- Stronger social support
- Better family relationships
- Less likely to be depressed
- 3 times less likely to attempt suicide
- 3 times less likely to think about suicide
- Less likely to have substance abuse problems

For more information about acceptance and rejection and your LGBTQ child's risk & well-being - Family Acceptance Project[®]: <https://familyproject.sfsu.edu>
Biden Foundation's Family and Community Acceptance Campaign: <https://gs.bidenfoundation.org/AsYouAre>