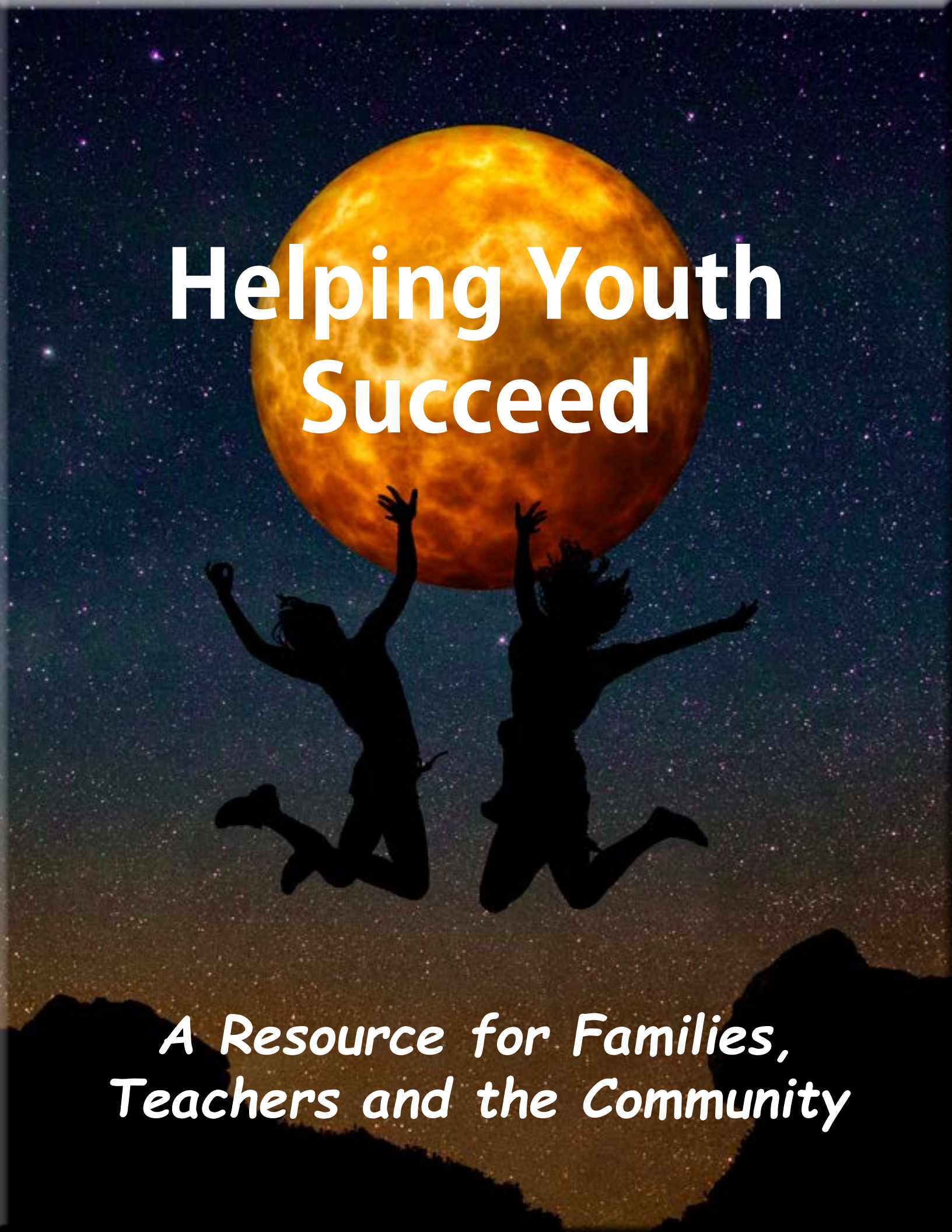

Helping Youth Succeed
A Resource for Families, Teachers and the Community

Helping Youth Succeed

A Resource for Families, Teachers and the Community

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Dear Family and Community Members,

It is our responsibility to do everything we can to ensure the safety and well-being of our children. Schools are a critical part of creating a safe environment for our children and for helping them to understand the importance of the decisions they make. However, this responsibility is shared with families and community members as students spend a limited amount of time at school. In support of this effort, the Siskiyou County Office of Education produces and publishes Helping Youth Succeed (HYS), a resource for parents, families, teachers, and community members.

The data used for this publication is derived from the California Healthy Kids Survey (CHKS) which is completed by students in 7th, 9th, and 11th grade. The CHKS solicits student information about drug and alcohol use, safety, healthy routines, school performance, relationships, and emotional health. The Search Institute has identified the building blocks of healthy development, known as Developmental Assets, that help young people grow up healthy, caring, and responsible. It is our responsibility to cultivate the growth of these Developmental Assets in all of our children. In the pages that follow you will learn more about Developmental Assets and how to help our children build the positive Developmental Assets they need to make sound decisions, keep themselves safe, and enjoy their lives.

Thank you for taking the time to read, learn, and support the growth of positive Developmental Assets in our children. Parents, guardians, and community members make the difference in talking with youth and supporting their learning around sensitive topics. It is not easy to have these conversations, but it is essential to the health and prosperity of our youth. This publication will serve as a valuable resource in building positive Development Assets in our children.

Student Focused,

Allan S. Carver

Siskiyou County Superintendent of Schools

Helping Youth Succeed (HYS) is published by the Siskiyou County Office of Education. HYS is designed to provide tools, guidance and resources to assist YOU, to put the health, well-being and safety of our children first and to be part of building positive relationships with youth.

HYS is adapted, with permission, from similar publications produced by the Napa Valley USD, the Napa COE, the Sonoma COE, the San Luis Obispo COE, Osborn Graphics and Online resources.

For additional information, contact Anna Hanisko at ahanisko@siskiyoucoe.net or Mark (Marcus) Mitchinson at mmitchinson@siskiyoucoe.net.

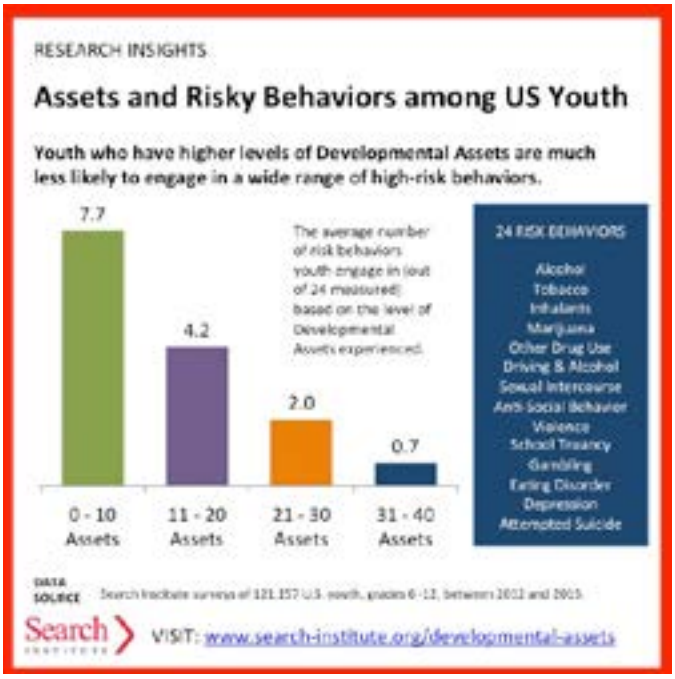
What exactly are Developmental Assets?

Developmental Assets are the building blocks for the healthy development of young people. The more developmental assets a young person has, the less likely they are to get involved in smoking, alcohol and other drug use, early sexual activity, antisocial behavior and violence. Assets don't make the problems go away, however, they can provide young people with the support and resources they need to overcome the challenges they face. Young people with many assets are also more likely to make positive choices and commitments.

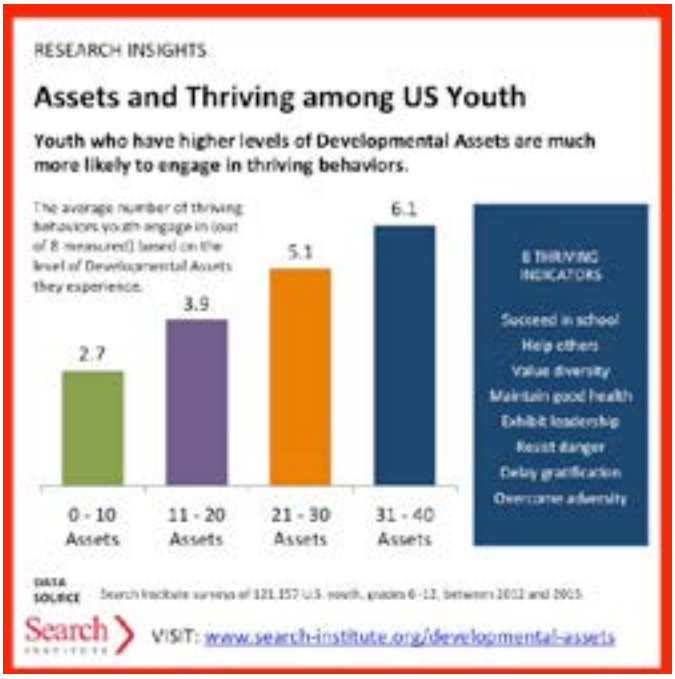
The gateway to building assets is relationships!

"Nothing-nothing-has more impact in the life of a child than positive relationships." Peter L. Benson, PhD

Having fewer assets makes young people vulnerable to negative behaviors.



Having more developmental assets promotes positive behavior!



These charts are based on survey responses of 121,157 youth, grades sixth to twelfth, between 2012 and 2015. Reprinted with permission from Search Institute®.

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Scan code/tap here to view 40 assets for children ages 3-5, 5-9, and 8-12 in English and Spanish, and a general overview in Hmong.

Search Institute > **40 Developmental Assets® for Adolescents (ages 12-18)**

Search Institute has identified the following building blocks of healthy development—know as Developmental Assets®—that help young people grow up healthy, caring and responsible.

	Category	Asset Name and Definition
External Assets	Support	01. Family support - Family life provides high levels of love and support. 02. Positive family communication - Young person and their parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s). 03. Other adult relationships - Young person receives support from three or more non-parent adults. 04. Caring neighborhood - Young person experiences caring neighbors. 05. Caring school climate - School provides a caring, encouraging environment. 06. Parent involvement in schooling - Parent(s) are actively involved in helping young person succeed in school.
	Empowerment	07. Community values youth - Young person perceives that adults in the community value youth. 08. Youth as resources - Young people are given useful roles in the community. 09. Service to others - Young person serves in the community one hour or more per week. 10. Safety - Young person feels safe at home, at school and in the neighborhood.
	Boundaries and Expectations	11. Family boundaries - Family has clear rules and consequences and monitors the young person's whereabouts. 12. School boundaries - School provides clear rules and consequences. 13. Neighborhood boundaries - Neighbors take responsibility for monitoring young people's behavior. 14. Adult role models - Parent(s) and other adults model positive, responsible behavior. 15. Positive peer influence - Young person's best friends model responsible behavior. 16. High expectations - Both parents and teachers encourage the young person to do well.
	Constructive Use of Time	17. Creative activities - Young person spends three or more hours per week in lessons or practice in music, theatre, or other arts. 18. Youth programs - Young person spends three or more hours per week in sports, clubs or organizations at school and/or in the community. 19. Religious community - Young person spends one or more hours per week in activities in a religious institution. 20. Time at home - Young person is out with friends "with nothing special to do" two or fewer nights per week.
Internal Assets	Commitment to Learning	21. Achievement motivation - Young person is motivated to do well in school. 22. School engagement - Young person is actively engaged in learning. 23. Homework - Young person reports doing at least one hour of homework every school day. 24. Bonding to school - Young person cares about her or his school. 25. Reading for pleasure - Young person reads for pleasure three or more hours per week.
	Positive Values	26. Caring - Young person places high value on helping other people. 27. Equality and social justice - Young person places high value on promoting equality and reducing hunger and poverty. 28. Integrity - Young person acts on convictions and stands up for her or his beliefs. 29. Honesty - Young person "tells the truth even when it is not easy." 30. Responsibility - Young person accepts and takes personal responsibility. 31. Restraint - Young person believes it is important not to be sexually active or to use alcohol or other drugs.
	Social Competencies	32. Planning and decision-making - Young person knows how to plan ahead and make choices. 33. Interpersonal competence - Young person has empathy, sensitivity, and friendship skills. 34. Cultural competence - Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. Resistance skills - Young person can resist negative peer pressure and dangerous situations. 36. Peaceful conflict resolution - Young person seeks to resolve conflict nonviolently.
	Positive Identity	37. Personal power - Young person feels they have control over "things that happen to me." 38. Self-esteem - Young person reports having a high self-esteem. 39. Sense of purpose - Young person reports that "my life has a purpose." 40. Positive view of personal future - Young person is optimistic about their personal future.

The 40 Developmental Assets® may be reproduced for educational, noncommercial uses only.
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Asset-Building Ideas for Parents & Caregivers

Building the assets of children will form the foundation they will need to make healthy choices and to succeed in life. The more assets, the stronger their foundation. Concentrate on intentionally building your child's assets:

- **Post the list of 40 Developmental Assets on your refrigerator door.** Each day, focus on an asset.
- **Regularly do things with your child,** like projects around the house, fun activities, and service projects. Take turns planning activities to do together as a family.
- **Eat at least one meal together** as a family every day.
- **Negotiate family rules and consequences** for breaking those rules.
- **Talk about your values and priorities,** and live in a way that is consistent with them.
- **Give your children lots of support and approval** while also challenging them to take responsibility and gain independence.
- **Nurture your own assets** by spending time with people who care about you and are supportive.
- **Think about the way you were parented** and how that affects your relationships with your children.
- **As a family, choose to reduce time spent watching TV or electronic devices.** Find interesting and meaningful activities for your children to do—some with you, some with their friends, some by themselves.
- **Recognize that children need more than just financial support.** They also need emotional and intellectual support. Balance family time with other priorities like work, recreation, and hobbies.
- **Talk with children before problems arise.** Keep in regular contact with teachers about how your children are doing and what you can do to help your children learn.
- **Think of teenagers as adults in training.** Teach them something practical, such as how to change a tire on the car, prepare a meal, or create a monthly budget. Help them expand their interests.
- **Do intergenerational activities** with extended family and with other neighborhood adults and families.
- **Be an asset builder** for other young people in your life.
- **Listen to your child.** Let them talk about their thoughts, feelings, fears, and dreams.
- **Make sure your children are supervised after school.** Enroll them in after-school programs at their school if needed. Join with your neighbors or extended family to share support after school.
- **Remember that you are not alone.** Other asset builders in your children's lives include teachers, coaches, child-care providers, spiritual leaders, and neighbors. Work with these people to give kids consistent messages about boundaries and values.

Scan code/tap here to learn more about Developmental Assets & Relationships, and the Search Institute

Become Involved ~ Be An Asset Builder!

Every adult can help by getting involved with young people, establishing caring relationships, and participating in asset-building activities in the community.

ASSET-BUILDING IDEAS FOR ADULTS:

- Learn the names of children and teenagers who live near you. Greet them by name.
- Expect young people to behave responsibly. Let them know what you expect from them—before there's trouble.
- Establish at least one informal, ongoing, caring relationship with a child or adolescent outside your family.
- **Examine your attitudes about children and youth. See young people as resources not problems.**
- Look out for the children and youth around you. Help keep them safe. Report dangerous and inappropriate behaviors to parents, school officials, or law enforcement officers.
- Get involved in volunteer efforts and community programs that involve children and youth.
- Support local efforts to provide safe spaces for young people to meet and spend time together.
- Become active in local decision-making, and help promote youth development; advocate for appropriate changes and increased asset-building opportunities within the community.

ASSET-BUILDING IDEAS FOR GRANDPARENTS:

- Find out your grandchildren's interests or skills, and work together on a related project.
- **Share a family tradition with your grandchild, like cooking a family recipe together.**
- Share your family history with your grandchild.
- Stay in contact. Call or write.

ASSET-BUILDING IDEAS FOR TEACHERS:

- Choose a quote of the day with an asset focus.
- Greet students by name when you see them.
- **Encourage each student to identify at least one caring, trusted adult in their life.**
- Work with students to set the boundaries of school rules.
- Ask students to gather information about their heroes—famous or not.
- Use "interviews" with students to help them identify their assets and strengths.

ASSET-BUILDING IDEAS FOR COACHES:

- Find ways for each child to participate.
- Insist that all team members treat one another with respect.
- Focus on helping players get better, not be the best.
- **Model non-aggressive verbal and physical behavior. Model how to handle anger, frustration, and disappointment.**

What is Social & Emotional Learning (SEL)?

SEL is raising a self-aware, respectful child who knows how to manage their emotions, make responsible decisions, and resolve conflicts non-violently.

Strategies for Parents

Be a good listener. Listening is a key skill that can be practiced and improved.

- Lea Brovedani says, that people who listen: **"Stop what they're doing. They shut off their electronic devices. They move to a new chair. They give their attention. "**
- Bruna Martinuzzi's tips for listening, include: **"Don't interrupt people. Don't dismiss their concerns offhand. Don't rush to give advice. Don't change the subject. Allow people their moment."**

Model the behavior you seek. Whether it's apologizing when you're in the wrong or treating others with respect and kindness, children learn about relationships from watching their parents. Maurice Elias says parents should remember the **"24K Golden Rule: We should always think about the impact of our actions on kids, and be as particular in what we do with our kids as we would want others to be with our kids."**

Nurture your child's self-esteem. A child with a good sense of self is happier, more well-adjusted, and does better in school. Fostering self-esteem includes giving your child responsibilities, allowing them to make age-appropriate choices, and showing your appreciation for a job well done.



Respect differences. Every child has their own unique talents and abilities. Whether in academics, athletics, or interpersonal relationships, don't compare your child to friends or siblings. Instead, honor your child's accomplishments and provide support and encouragement for the inevitable challenges they face.

Take advantage of support services. Seek advice and support of school counselors/social services during a family crisis; such as a divorce, death of a close friend or family member. No matter how close you are to your child, they may be more comfortable discussing a troubling family situation with another trusted adult.

Scan code/ tap here for in depth info from Edutopia

Compiled from articles at https://www.6seconds.org/ and https://www.edutopia.org/

Let's Talk

Schedule quiet uninterrupted time together.

Turn off all electronics.

Use words and ideas that are familiar to your child.

Lean in and get into your child's world.

Practice active listening together:

1. Relax and take a deep breath.
2. Take turns talking.
3. Stay quiet until it is your turn to talk.
4. Nod your head to show you understand and rephrase what a child says.
5. Check-in to see if what you each heard is what the other meant to say.

Use "I" rather than "you" statements.

"I feel (upset) because (I'm not being heard)." Versus "You make me (angry)."

Set a family rule that some practices are not allowed:

Avoid put downs, name calling, blaming the other, making excuses, threatening.

Stay in the present.

Nothing can be done today to solve problems in the past. Encourage learning from past experiences.

Follow rules of good communication:

1. Tell the truth.
2. Be fair and examine both sides.
3. Speak directly to your child.
4. Be willing to be wrong and admit it. Be big enough to say "I'm sorry."
5. Respect your child's feelings and intelligence.

Focus on the feelings that are behind the words.

Restate thoughts in terms of feelings. "I felt disappointed when you were late."

Be aware of body movements.

Hand movements, facial expressions, posture, and tension are important indicators of inner feelings.

Avoid talking down to or intimidating your child.

A parent's role is to improve a child's self-image, not to destroy it.

Let's Walk The Walk

- **Be a role model; the person you want your child to be. What stronger message is there?**
- **Be a living, day-to-day example of your value system. Demonstrate the compassion, honesty, generosity and openness you want your child to have.**
- Be absolutely clear with your children. Don't leave room for interpretation. Talk often!
- Be a better listener. Ask questions, and encourage them. Showing your willingness to listen will make your child feel more comfortable about opening up to you.
- Give honest answers. Don't make up what you don't know, offer to find out.
- Use TV reports, commercials, news and school discussions to introduce hard to talk about subjects in a natural unforced way.
- Don't react in a way that will cut off further discussion.
- Role play with your child and practice ways to resist the pressure to use tobacco, alcohol or other drugs, or engage in sex or violence.

Scan code/tap here for more in depth information on how to communicate effectively with your child.

RESPECT AND CELEBRATE DIFFERENCES

Siskiyou County is Diverse

Youth are more likely to grow up healthy, and be able to successfully navigate the world when they have knowledge of and comfort with people of different social, cultural, racial, and ethnic backgrounds. This is cultural competence!

Here are some strategies to foster cultural competence:

- ***Help a child develop an ethnic awareness and cultural identity of their own.***
- ***Create an open family atmosphere that allows discussion of differences.***
- ***Help a child to be curious about their own culture as well as others. Read articles together, watch YouTube, cook new foods, or try other ways to focus on cultures other than their own.***
- ***When your child has a negative reaction to a cultural or racial difference, find out what happened and what a child is feeling, and suggest alternative responses.***

With your children, explore your feelings about people different from you. Talk about where your competencies are strong and where they need some nurturing. Together you can foster a sense of cultural competence in your family.

Tips that make building cultural competence with your child easier:

- Examine images that TV, movies, and social media portray of various cultures. Discuss what's authentic and what's stereotypical and how you can determine the difference.
- Celebrate cultural customs and rituals from your own heritage.
- Together learn words from another language.
- Cook meals from different cultures.

Scan code/tap here Teaching Children about Cultural Awareness & Diversity

Lets work together so that every Siskiyou resident—young and old alike—develops the ability to interact and feel comfortable with people of different social, cultural, ethnic, and racial backgrounds.

Parents can help their children increase their knowledge of and comfort with people of different backgrounds, thereby helping them to develop their child's cultural competence.

Paying Attention to your Child's Mental Health

Parents matter in their child's life. Parents can help young people thrive and let them know the steps to take when they think a teen is having mental or emotional distress.

Being a supportive parent is about being there when problems arise. If your teen is asking for attention it is because they need you. Here are five ways you can stand by teens now:

- **Practice balanced parenting and express love.** Balanced parenting expresses love clearly while still setting boundaries. When a teen knows they are loved by the person who knows them best – both their strengths and challenges – they are more likely to share their struggles and ask for help.
- **Understand teen emotional development.** Over time a parent will learn what the typical range of emotions is in their child – or when there may be a cause for concern. Teens often experience stronger emotions during puberty. Talk to your teen in a way that guides them to open up and calms their emotions. Taking this approach will help your teen feel safe.
- **Learn the signs of anxiety and depression and when to seek professional help.** Depression in young people may present with sadness, anger, rage, or outbursts. Young people may need to seek professional help. **If you or someone you know needs help call, text, or chat 988 or visit 988lifeline.org.**
- **Commit to building your teen's resilience.** Help them manage stress in healthy ways. To care for them, you must also know how to take care of yourself. Let them see how you prioritize and manage your mental health and emotional well-being. By showing how you cope, will help them resiliently bounce back from troubling times.
- **Acknowledge the forces young people are navigating that impact their mental health.** They are dealing with social media pressures, cyberbullying, societal issues like COVID-19, injustice, politics, and even war. Whether your teen is struggling with common issues like school or peer relationships, or navigating societal issues like racism, sexism, homophobia and discrimination, be there to offer support.

It's more important than ever to stand by young people. More young people are demonstrating their strength and sensitivity by being open to talking about mental and emotional health. And, they've shown themselves to be resilient. It's up to parents and caring adults to support them to thrive in both good and challenging times. Investing in teens today creates stronger, more connected communities tomorrow.

Scan code/tap here for the Center for Teen and Parent Communication

Compiled from information on https://parentandteen.com/

Nutrition, Exercise & Sleep

Everyone can make a difference in young peoples lives by helping them include sleep, moderate physical activity and good nutrition in their daily routines. Parents can set a good example helping their children develop healthful habits. Here are ideas for promoting physical activity & healthy eating:

Nutrition

- ✓ Eat together as a family.
- ✓ Plan meal and snack times.
- ✓ Discourage grazing throughout the day.
- ✓ Allow children to control their own appetites by deciding when they are full.
- ✓ Avoid the "fast food trap".
- ✓ Serve plenty of fruits and vegetables.
- ✓ Reduce serving sizes.
- ✓ Restrict intake of sugary foods and drinks.
- ✓ Encourage drinking lots of water.
- ✓ Replace processed foods with unrefined whole foods, organic choices if possible.
- ✓ Be aware of how foods are marketed to children i.e. use of cartoon characters.
- ✓ Don't use food to punish/reward your child.

Exercise

Children need at least 60 minutes or more of fun, active play every day of the week!

- ✓ Find ways for family members to exercise; bicycle, walk, play catch and participate in sports.
- ✓ Turn off all electronic devices, including tv and cell phones for a period of time each day.
- ✓ Discourage having a television in a child's bedroom.
- ✓ Advocate for convenient, safe, and adequate places for young people to play and be physically active.

Sleep

- ✓ Always fall asleep in your bed. Your room should be cool, dark and quiet.
- ✓ Go to bed at the same time every night.
- ✓ On weekends, try to get up within 2 hours to 4 hours of your usual wake time.
- ✓ Try to be in your bed with the lights out at least 8 hours per day (see chart).

Age group	Age range	Sleep/24 hours
School-age	6-12 years	9-12 hours
Teen	13-18 years	8-10 hours
Adult	18 years & older	7 hours or more

- ✓ Open the curtains or turn on the lights as soon as you get up in the morning.
- ✓ Get exercise every day, but avoid very hard exercise in the evening.
- ✓ Make sure you are not overscheduled.
- ✓ Avoid products with caffeine after mid-afternoon.
- ✓ Avoid napping during the day.
- ✓ Use your bed for sleeping only, no TV.
- ✓ Avoid using alcohol or sleep aids.

Scan code/tap here for Helping Your Child: Tips for Parents and Other Caregivers

Scan code/tap here to learn how do you feed a picky eater, or encourage kids who don't like sports or playing outside?

What is BODY IMAGE?

Body image is a combination of the thoughts and feelings that you have about your body. Body image may range between positive and negative experiences, and one person may feel at different times positive or negative or a combination of both.

Signs of Distorted Body Image

- Weighing oneself daily or multiple times each day.
- Spending a lot of time in front of the mirror, obsessing about specific body parts.
- Hiding one's body with oversized clothing.
- Feeling ashamed or self-conscious about one's body, and even refraining from fun activities.
- Obsessing about food, weight, and level of fitness in private and in public.

Eating Disorders

Young people can develop eating disorders. Eating disorders can be fatal, and they cause physical and psychological damage at a time when teenagers need extra support for healthy growth.

Anorexia, Bulimia and Binge Eating Disorder are extremely complex. They are often characterized by one or more of a combination of behaviors, including: restrictive food intake, weight loss or gain, excessive exercise, bingeing, binge/purge cycles, loss of menstruation, thinning hair, obsessive behaviors, as well as inaccurate thinking about food and weight.

Adapted from A Guide to the Primary Prevention of Eating Disorders pamphlet. and How to Help with Eating and Body Image, published by The National Eating Disorders Association, (800) 931-2237 or www.nationaleatingdisorders.org; and the Dairy Council of California

Help your child avoid eating disorders!

Avoid overemphasizing beauty and body shape. Do not promote the belief that thinness and weight loss are "good," while having body fat and/or weight gain are "bad."

Avoid an attitude that says, "I will like you better if you lose weight or fit into slimmer clothes."

Discuss with your children the genetic basis of differences in body types. Make the connection between respect for diversity in weight and shape with respect for diversity in race and gender.

Help children appreciate the ways that ALL media distort the true diversity of human body types.

Talk with children, particularly those over the age of nine, about the dangers of dieting. Dieting is not harmless, nor is it a necessary part of a healthy life.

Accept children no matter what they weigh. Help them to understand the importance of the person, not the appearance.

Teach children to think critically and communicate assertively. This helps them to resist unrealistic messages from media, peers, and other adults.

- **Encourage children to be active and to enjoy what their bodies can do.**
- **Avoid rewarding/punishing children with food.**

Scan code/tap here for the National Eating Disorders Association

Set a healthy example by:

- **Eating a well-balanced diet featuring a wide variety of foods.**
- **Exercising moderately for the pleasure and health that exercise creates.**
- **Accepting our own shape and weight, including our right to engage in and enjoy a variety of activities such as swimming and dancing, regardless of our looks.**
- **Enjoying the creative aspects of fashion while rejecting the limiting and constricting aspects.**

Resolving Conflict

How to teach your child to resolve conflicts peacefully!

Conflict means that there are differences.

- It is okay to disagree on issues.

Realize that it is not possible to avoid all conflict.

- Differences are normal. Conflict can be healthy.

Ignoring conflict does not make it go away.

- Denial and avoidance may make the problem worse.

Conflicts are difficult because of the feelings involved.

- Be aware of the other person's feelings as well as the words that are being said. Teach your child to communicate their own feelings in ways that can be heard.

The outcome of conflict may be good for all parties.

- A new decision or action may make life better for everyone. Focus on a win-win situation.
- A compromise is often the best answer. Rather than one person takes all, each party gets some and gives some.

Cooperating may provide the most gains for everyone.

- Work together toward solutions rather than "you against me."

Good communication is important to solving conflict.

- Follow strategies for good communication.

Focus on the problem rather than the individual.

- It is not necessary to prove the other person wrong to solve the problem. Appreciate the differences and attempt to "stand in the other person's shoes" for a moment.

Look at many possibilities.

- The best answer may be something you have never even considered. Brainstorm options.

When hostility is intense, call in a neutral mediator.

- A third person can often see new opportunities for resolution.

Violent conflict often produces negative results.

- Violent behavior can hurt others and oneself, and property can be destroyed. No one wins with violent behavior.

Sometimes the best immediate solution is to take time out.

- Agree to take up the problem at a later time after thinking things over.

Scan code/ tap here for 5 strategies to Help Kids Resolve Conflict.

Expressing Anger

How to teach your child to manage his or her anger!

Give your child these three basic rules for expressing anger:

- Do not injure yourself, others or damage property.

Help your child find safe ways to express his or her anger. It is natural and healthy!

Teach your child safe ways to manage his or her anger.

- Examples are physical exercise, relaxation, games, crying, shouting, attention diversion, humor, controlled breathing and talking it out.

Accept your child, but not their destructive behavior.

Set aside time to listen to your child.

- Listen closely, and do not judge your child. You may be able to identify and change a problem situation.

Attempt to understand what's underneath the anger rather than focusing on the anger itself.

- Anger often masks feelings such as hurt, guilt, fear, and low self esteem.

Be aware that you are a role model in handling anger.

- Evaluate your own responses when angry.

Permit your children to experience the consequences of their own destructive behavior.

- Don't always rescue them. Protecting children from logical consequences can be harmful.

Seek professional help when needed.

- Look for symptoms such as staying angry, being angry often, and destructive behavior. Talk to your health care provider or spiritual counselor.

Allow your child to calm down before taking action.

- This allows time to think about choices and consequences. Adopt a "time-out" procedure.

Scan code/tap here to get therapy worksheets related to Anger for Children, Adolescents, and Adults.

SMILE!

Stop

Take time to think about the impact your words and actions have on others (and yourself). Teach your children empathy as you model it for them.

Motivate

Encourage your family and friends to resolve differences peacefully through problem solving, negotiation and compromise. Hold family meetings in which differences are safely discussed.

I Love You

Let family members know you accept them and their strengths and weaknesses. When they feel unconditionally loved, they can more readily accept others on those terms.

Listen

Make time to hear your child's joys and concerns. As their strongest advocate, your support and belief in them provides them with an anchor as they grow and change.

Expect Kind Behavior

Make it a priority to create family rules of kindness that family members are responsible for following.

Social Media Safety for Your CHILD & YOU!

What you choose to share on social media is always your decision, but what others choose to do with your information may not always be in your control. Consider taking the following personal safety precautions.

Know how to report, block, and filter content. Learn how to filter which users or content you see, report harmful comments or content, and block those who are attempting to use technology to hurt you or others.



Scan code/tap here on How to Filter, Block, and Report Harmful Content on Social Media

Personalize your privacy settings. Adjust your privacy settings to your comfort level, and select options that limit who can view your information.

Pause before you post. Before you post, make sure you comfortable sharing this information with everyone who might see it. Posts contain personal information and could pose a safety risk.

Turn off geolocation. You can still get the most out of your social media experience without sharing where you are while you're there. Consider waiting to tag your location until after you leave.

Use a private Internet connection. Avoid public Wi-Fi connections, like those offered at coffee shops or airports. Limit your social media usage to personal or private Wi-Fi networks or under the protection of a Virtual Private Network (VPN).

Talk to your friends about public posts. Let your friends know where you stand on sharing content that may include info about you. Respect each other's wishes, deleting posts that may be embarrassing or uncomfortable. Always ask permission before you post something about another person, whether it mentions them indirectly, by name, or in a picture.



Scan code/tap here to report sexual content or images relating to a minor to the CyberTipline

Report harassment or inappropriate content. If someone is making you feel uncomfortable online, you can report the interaction to the host site, often anonymously. You can use the "report" button near the chat window, flag a post as inappropriate, or submit a screenshot of the interaction directly to the host site or take screenshots in case the content is deleted or removed from your view.

Look before you click. If you get a suspicious sounding message or link from a friend through social media, it's best not to automatically click it. If you're not sure it's spam, try contacting that person another way to ask if they sent you a link recently.

Pick strong passwords and update them often. This can help protect against someone who may be trying to sign on to your account to post spam, impersonating you, or stalking.

Make privacy a habit by doing a regular social media privacy check-up. Once you've gone through the privacy settings in your social media accounts, set a reminder on your calendar to revisit them in three or six months.

Compiled from information at https://www.rainn.org/

STRESS in your Child's life?

Scan the code for a YouTube video on Five Ways to Help Your Child Cope With Stress | Dr. Smita

Signs & Symptoms

- low self-esteem
- little energy
- short attention span
- often sleepy
- extremely hyperactive
- often depressed
- inactive
- often misbehaves
- angers easily
- fights frequently
- easily frustrated
- uses adult sexual terms
- says bad things about self
- refuses to do what they are told
- walks unsteadily
- makes strange grunts, growls, snorts
- cries easily
- sulky
- detached and unresponsive
- uncommunicative
- change in eating habits
- mood swings
- increased defiance/ rejection of authority
- change in personal hygiene
- change in personality and appearance
- abusive to siblings
- grades fall
- talks back

BE OPEN: **Children may talk more openly about sensitive topics with someone who is not their parent. Talking with an aunt, uncle, grandparent, sibling, coach or spiritual leader may be a more objective sounding board for your child.**

Tools for Reducing Stress

- Allow your child to express their feelings and concerns.
- Promote good nutrition and exercise so that these become habits for a lifetime.
- Let your child know that you also experience pain, fear, anger, and nervousness.
- Look at your own coping skills to see if you are setting a good example.
- Teach your child relaxation exercises like deep breathing and sitting quietly for 10-20 minutes.
- Help your child develop their imagination.
- Set goals based on the child's ability—not on someone else's expectations.
- Teach them the value of forgiveness of others and of themselves.
- Don't tire your child out by over scheduling.
- Give your child a big hug, or take a long walk with them before or after a stressful situation.
- Establish a time each day just for the two of you: reading a book together, gardening, or baking a dessert.
- Show confidence in your child's ability to handle problems and tackle new challenges.
- Get your child's input about dealing with a stressful situation, and show your appreciation.
- Help your child express anger positively, without having to resort to violence.
- Help your child learn from mistakes, and learn to forgive.

Scan code/tap here for Childhood Stress: How Parents can help.

Tips for helping a child who is bullied:

1. When a child tells you about a bullying problem:
   - Listen to what the child has to say. Find out what support the child needs and what help they would like from you.
   - This is not a time to focus on what the child could have done differently.
   - Keep a written record of the incidents and make sure to report them to the appropriate school personnel.
   - Do not encourage the child to fight back.
2. Observe how the child talks and plays with other children. Help them to develop friendship skills.
3. Teach the child to be assertive and to say "NO!" or "Leave me alone!" in a clear, firm voice when feeling pressured.
4. Help the child identify social supports and practice ways to stay safe (e.g., play or walk with a friend, identify and play near children who could help or step-in, etc.).
5. Always encourage children to walk away if the vibe feels dangerous or out of their control.
6. Practice how to handle specific situations.
7. Encourage the child to ask for adult help. Reinforce the difference between telling and tattling.
8. Teach the child strategies for staying calm and confident if teased or bullied.
9. Help the child to develop techniques for diverting a bully's attention away from hurting them (e.g., verbal retorts, humor, or stalling tactics).



Tips for helping a child who bullies others:

1. Take every incident or report of bullying behavior seriously!
2. Redirect/stop behavior that is inappropriate.
3. Do not tolerate behavior that hurts others.
   - Respond swiftly and consistently with appropriate consequences (e.g., restrict time with others).
   - Build empathy by asking them to notice how the other person felt because of their actions.
   - Help the child recognize how and when their behavior crosses the line from being acceptable to unacceptable.
4. Teach the child ways to recognize internal signals that they are about to lose control.
5. Teach the child positive ways to get what they want.
6. Teach the child bullying is behavior that can be changed and that it takes courage to change.
7. Get at the root of the bullying behavior. Use school specialists and other professionals as resources, if needed.
8. Be a good role model. Model the behavior that you want the child to use in their own life and interactions with others.

Excerpted with permission from the author. © 2001 Nancy Mullin-Rindler, Director, Project on Teasing and Bullying. Wellesley College Center for Research on Women, 106 Central Street, Wellesley, MA 02481-8203

Scan code/tap here to learn more about Helping Children Feel Safe, Understood & Supported

Types of Bullying

Cyber - Using cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites.

Physical - Using the body or an object to harm—kicking, shoving, tripping, punching, hair pulling, throwing objects at someone, and use of weapons.

Verbal - Using words to harm—name calling, threatening, put-downs, blackmailing, making up stories, spreading rumors, betraying a confidence either face to face or on the Internet.

Emotional - Using overt/covert methods to silence or exclude—laughing, mocking, negative body language, imitating, writing notes, using hand signs, rejecting, excluding, ostracizing and isolating.

Sexual - Using sexual means to intimidate or harm—touching someone in an inappropriate way, making fun of someone's body, comments about sexual orientation, and sexual coercion.

Scan code/tap here for the National Bullying Prevention Center

Tips for the Witness to Bullying

- **Tell a safe adult!**
- **Don't laugh at the bully's words.**
- **Simple things like changing the subject or questioning the behavior can shift the focus.**
- **Use humor to say something funny and redirect the conversation.**
- **Intervene as a group to show there are several people who don't agree with the bullying.**
- **Walk with the person to help diffuse potential bullying interactions.**
- **Reach out privately to check in, to let them know you do not agree with it and that you care. It makes a difference.**

Bullying ... Myth & Fact

- **MYTH: Bullying is just teasing.**
- **FACT**: Bullying is much more than teasing. Some bullies do tease, others use violence, intimidation and other tactics.
- **MYTH: Some people deserve to be bullied.**
- **FACT:** No one ever deserves to be bullied.
- **MYTH: People who complain are babies.**
- **FACT:** People who complain about bullies are standing up for their right not to be bullied.
- **MYTH: Bullying is a normal part of growing up.**
- **FACT:** Getting teased, picked on, pushed around, threatened, harassed, insulted, hurt and abused **is NOT normal**.
- **MYTH: Bullies will go away if you ignore them.**
- **FACT:** Some bullies might go away, but others will get angry and keep bullying until they get a reaction.
- **MYTH: People who are bullied will get over it.**
- **FACT:** Bullying hurts for a long time. Some kids have dropped out of school because of bullying. Some have become so sad, desperate, afraid, and hopeless that they have committed suicide. People never forget being bullied.
- **MYTH: If you tell an adult you are being bullied, it is tattling.**
- **FACT:** It's smart for a child to tell an adult who can help them do something about the bullying or if you see someone else being bullied.
- **MYTH: Bullies have low self-esteem so they pick on other people.**
- **FACT:** Most of the time, bullying is not about high or low self-esteem, it's about having power over other people.
- **MYTH: Fighting or getting even is the best way to deal with a bully.**
- **FACT:** If a child fights with a bully, they might get hurt or hurt someone else, or they might get into trouble for fighting. The bully might come after them again to get even.

What YOU can do to Prevent a Suicide

Take any suicidal talk or behavior seriously. It's not just a warning sign that the person is thinking about suicide—it's a cry for help.

Young people may struggle with self-esteem issues, self-doubt, and feelings of alienation.

Potential risk factors for teenage suicide:

- Loss of a loved one to death, divorce, deployment, deportation or incarceration
- Bullying (in person or online)
- Discrimination, rejection or hostility due to gender identity or sexual orientation
- Racism, discrimination and related inequities and stressors
- Family history of suicide or mental health difficulties
- Stigma (the belief that it's wrong or shameful to talk about mental health or suicide)
- Easy access to firearms or other life-threatening tools and substances
- Witnessing or suffering violence or domestic abuse
- Financial instability that causes worry and insecurity
- Suicide in their school or friend group

Warning signs that a teen may be considering suicide:

- Change in eating and sleeping habits
- Withdrawal from friends, family, and regular activities
- Violent or rebellious behavior, running away
- Alcohol and other drug use
- Unusual neglect of personal appearance
- Persistent boredom, difficulty concentrating, or a decline in the quality of schoolwork
- Frequent complaints about physical symptoms, often related to emotions, such as stomachaches, headaches, fatigue, etc.
- Not tolerating praise or rewards

Source: American Academy of Child and Adolescent Psychiatry, and American Academy of Pediatrics

Tip 1: Speak up if you're worried

If you spot the warning signs of suicide, speak up! It's natural to feel uncomfortable or afraid. But anyone who talks about suicide or shows other warning signs needs immediate help—the sooner the better.

Tip 2: Respond quickly in a crisis

Its important to evaluate the immediate danger the person is in. Those at the highest risk for suicide in the near future have a specific suicide PLAN, the MEANS to carry out the plan, a TIME SET for doing it, and an INTENTION to do it.

If a suicide attempt seems imminent, call or text the 988 Lifeline which provides 24/7, confidential support to people in suicidal crisis or mental health-related distress, OR take the person to an emergency room OR as a last option, dial 911. Remove guns, drugs, knives, and other potentially lethal objects from the vicinity but do not, under any circumstances, leave a suicidal person alone.

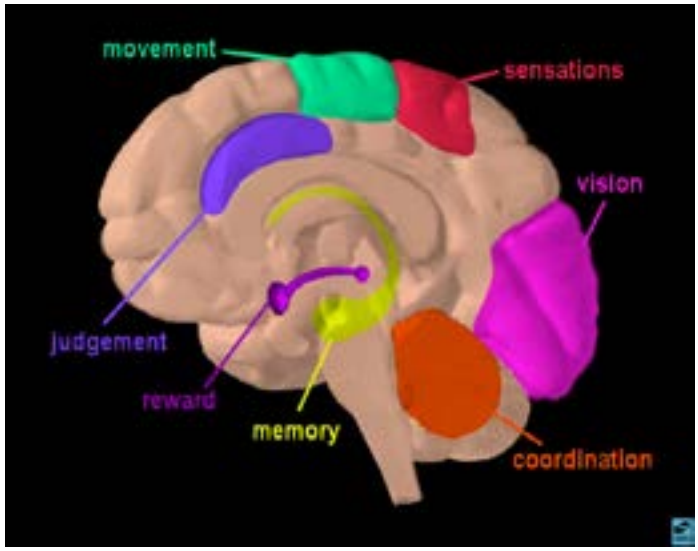
Tip 3: Offer help and support

If the person is suicidal, the best way to help is by offering an empathetic, listening ear. Let the person/child know that they are not alone and that you care. Don't take responsibility, however, for making them well. You can offer support, but you can't get better for a suicidal person. They have to make a personal commitment to recovery.

Scan code/tap here for 12 Things Parents Can Do to Help Prevent Suicide

Compiled from info on https://helpguide.org/home-pages/suicide-prevention.htm

BRAIN HEALTH



Brain health refers to the ability to remember, learn, play, concentrate and maintain a clear, active mind. It's being able to draw on the strengths of your brain. Simply, brain health is all about making the most of your brain and helping reduce some risks to it.

Nicotine, alcohol, cannabis and other drugs affect the brain by tapping into its communication and reward system and interfering with the way the brain normally sends, receives, and processes information. Nicotine, alcohol, cannabis and other drugs target the brain's reward system by flooding the circuit with extra dopamine. Dopamine is a neurotransmitter present in regions of the brain that regulate emotion, motivation, essential functions and feelings of pleasure. When activated at normal levels, it rewards our natural behaviors and most basic needs such as eating and sleeping. However, overstimulating the system with drugs, produces euphoric effects, which strongly reinforce the behavior of drug use—teaching the user to repeat it, eventually creating disease in these systems in the brain.

Scan code/tap here for the Mysteries Behind Smoking & Drinking - Why the addiction?

Tolerance vs. Dependence vs. Addiction

- **Tolerance** in the human body develops over time, and means that the person needs higher and/or more frequent doses of nicotine, alcohol, cannabis and other drugs to get the desired effects.
- **Dependence** occurs with repeated use, causing the brain to adapt so they only function normally in the presence of nicotine, alcohol, cannabis and other drugs . The absence of them causes several physiological reactions, ranging from mild in the case of caffeine, to potentially life threatening, such as with heroin.
- **Addiction** is a chronic disease characterized by compulsive, or uncontrollable, drug seeking and use despite harmful consequences and long-lasting changes in the brain. The changes can result in harmful behaviors by those who misuse drugs, whether prescription or illicit drugs.

Compiled from information on https://brainhealth.nia.nih.gov/ and https://www.drugabuse.gov/

ENERGYDRINKS: Sugar, Caffeine & Alcohol?

Energy drinks contain large doses of caffeine and other legal stimulants like guarana and ginseng. In a drink that advertises no caffeine, the energy comes from guarana, which is the equal of caffeine. Some drinks advertise "no crash," referring to no "sugar crash" because the drink has artificial sweeteners. Any vitamins or amino acids are better found by eating a variety of foods and taking a daily vitamin and mineral supplement.

Short-term dangers?

Energy drinks can boost heart rate and blood pressure, dehydrate the body, and prevent sleep. Energy drinks should not be used while exercising as the combination of fluid loss from sweating and the diuretic quality of the caffeine can leave someone severely dehydrated.

What to do?

- ***Be aware of what your teen is drinking!***
- ***Limit the amount of caffeine and sugar your teen consumes. Caffeine is addicting!***
- ***Talk to your teen about energy drinks mixed with alcohol being a dangerous combination.***
- ***Read labels for information on ingredients, servings per container, and amount of ingredients per serving.***
- ***Be ready to call poison control/ emergency room since teens are getting sick from drinking several cans in a row.***

Energy drinks are not "natural alternatives". Any claims of "improved performance and concentration" are misleading. The FDA does not approve/review these products before they are sold.

Combining energy drinks with alcohol?

This combo carries potential dangers.

- Since energy drinks are stimulants and alcohol is a depressant, the combination of effects may be dangerous.
- The stimulant effect can give the person the impression they aren't impaired. Your blood alcohol concentration (BAC) is the same as it would be without the energy drink. Once the stimulant effect wears off, the depressant effects of the alcohol will remain and can cause vomiting during sleep or respiratory depression and affect driving or crossing a busy road.
- Both energy drinks and alcohol are dehydrating. Dehydration can hinder your body's ability to metabolize alcohol and will increase toxicity, and therefore, the hangover the next day.

WHAT SHOULD KIDS DRINK?

Drinking WATER before, during, and after playing sports will keep them hydrated. Exercising for long periods or in hot weather people may benefit from a sports drink that has sugar and electrolytes, nothing else.

Scan Code/tap here for Caring for Kids - Energy and Sports Drinks

Compiled from information found on www.brown.edu

REASONS THAT YOUNG PEOPLE GIVE FOR USING TOBACCO, ALCOHOL & OTHER DRUGS!

"I'm bored, curious, stressed, depressed, can't sleep, want to fit in, want to seem older…"

There is no single reason why teenagers use substances but here are some of the more common ones. It's important that you, as a parent or other caregiver, understand the "why" behind teen substance use.

Reason #1—To feel grown-up

Children like to imitate adults. How many times have we found children imitating us? Being grown-up means freedom. Being grown-up means making your own decisions. Being grown-up means being able to eat and drink anything you want. Young people like to try on our behaviors.

Reason #2—To satisfy curiosity

Children are very curious about alcohol, tobacco, and other drugs. Kids are very quick to pick up mixed messages in the media, at school, or at the dinner table. Even if we have done an outstanding job of educating and nurturing our children, there are some who will remain innately curious about alcohol, tobacco, and other drugs.

Reason #4—To take risks and rebel

All children need to learn how to take risks. This is part of growing up. As children approach puberty, virtually everything holds a small amount of risk, because everything feels so new and unexplored. As great levels of risk are achieved, most young people will continue to look for opportunities to expand their horizons and grow.

Reason #3—To fit in and belong

Some kids turn to alcohol, tobacco, and other drugs to feel like they fit in, to overcome anxiety, change their personality, or give themselves courage to talk to other people.

Wanting to fit in and belong is one of the most natural parts of growing up. Children need a repertoire of skills to help them. They need to learn how to decipher pro-use messages, refuse both subtle and direct offers of alcohol and other drugs, act appropriately in social situations, build solid interpersonal relationships, express their thoughts and feelings, solve problems, make decisions, and communicate with people in positions of authority.

Reason #5—To relax and feel good

Feeling good is where it's at. As a result, when stress and anxiety enter a child's life, some children will turn to alcohol and other drugs in order to relax and feel good again. Children need a lot of support from a wide range of people who can spend quality time with them, and who can listen and be involved in their life experiences. Children need to talk about their friendships and about their need to fit in and belong. They need to be able to discuss their fears and their successes. Our children need to know that they will not be negatively judged, only the behavior that harms themselves or others.

Scan code/tap here: Why Teens Drink and Experiment with Drugs

Signs of Drug Use

Presence of drugs & drug paraphernalia:

- Possession of pipes, rolling papers, needles, or small butane torches.
- Possession or evidence of drugs—plants, seeds, leaves, or butts.
- Odor of drugs or "cover-up" scents

Identification with drug culture:

- Drug-related magazines and slogans on clothing.
- Conversation and jokes about drugs.
- Resistance to discussing drugs with adults.

Signs of cognitive deterioration:

- Memory lapses, short attention span, and difficulty concentrating.

Poor physical coordination and slurred or incoherent speech.

- Deteriorating physical appearance.
- Disheveled dress, indifference to hygiene and grooming.

Overt physical signs of drug use:

- Bloodshot eyes and dilated pupils.

Dramatic changes in school performance:

- Distinct downward turn in grades.
- Assignments not completed.
- Increased absenteeism or tardiness.

Changes in behavior:

- Dishonesty (lying, stealing, and cheating).
- Trouble with the police.
- Changes and evasiveness about new friends.
- Possession of large amounts of money.
- Increasing hostility, irritability, and secretiveness.
- Reduced motivation, energy, self-discipline and self-esteem.
- Diminished interest in activities.
- Association with known drug users.

What can YOU do if your child is using alcohol & other drugs?

1. Be courageous enough to seek help. Ask your pediatrician or call one of the many hot-lines for resources.

2. Do not confront your child who is under the influence of alcohol or other drugs. Wait until the child is sober.

3. Impose whatever discipline your family has decided upon for violating the rules and be consistent.

4. Focus on the fact that you care about your child. Be clear that it is the behavior you disapprove of, not your child. Make sure that your child hears that message.

5. Try to remain calm, unemotional, and factually honest in speaking about your child's behavior and its day-to-day consequences. Avoid emotional appeals and punishments.

6. Discuss the situation with someone you trust—a counselor, clergy member, social worker, friend or another individual who has experienced drug or alcohol abuse in their family.

7. Don't keep the problem a secret. Get help for your child, and get support for yourself and your family.

8. Be patient and live one day at a time. Recovery does not happen overnight. Try to accept setbacks and relapses with calmness and understanding.

Vaping & Nicotine?

Nicotine is addictive.

Nicotine is the addictive substance found in tobacco. The majority of vapes contain nicotine. Nicotine is as addictive as heroin. Nicotine found in Vapes can affect a person's heart rate, blood pressure, lead to heart disease, cause cancer, birth defects, increase anxiety and other health problems.

Vapes don't look like cigarettes.

Vapes can look like pens or flash drives and can pass unnoticed. Vapes come in all shapes, colors and sizes.

They are marketed to young people.

In order to appeal to young people, vapes/vape-juice come in fruit/candy flavors and brightly colored packaging. Vapes are sometimes right next to the candy/slushie machine. Social media are cluttered with ads and testimonials about vapes.

More young people are trying them.

Vapes are the most commonly used nicotine/tobacco product in youth.

Students are using them in school.

Young people can easily use vapes at school. Teachers may not know what all of the products look like and smoke detectors won't catch the aerosol. In Siskiyou County, all school campuses and school sponsored events are required to be Nicotine/Tobacco/Vape free.

Vape-juice is poisonous

Many teens don't realize vapes contain nicotine. Vape-juice can be harmful if swallowed, or gets on skin or in eyes. Poison control calls regarding nicotine poisonings in kids have increased dramatically since vape-juice became available.

They lead to cigarette use.

Teens who vape are 2-3 times more likely to smoke regular cigarettes.

They can be modified for other drugs.

Vapes can also be used to smoke THC, the active ingredient in cannabis and pot.

Vapes aren't treated like tobacco by law.

Vapes are not subject to the same level of regulation as cigarettes. The FDA does not monitor the additives/chemicals added by manufacturers. They don't have to follow the same rules for cigarettes, such as not advertising on TV.

Not safer than tobacco cigarettes.

The aerosol produced is not water vapor and contains chemicals and particles that can hurt the lungs, the same as cigarette smoke. Many of these chemicals are known carcinogens.

Protect your family.

Never leave vapes where children can get them. Children should never use or be exposed to the aerosol from Vapes.

NICOTINE, TOBACCO, VAPING & THE LAW

California law prohibits anyone under the age of 21 from purchasing, receiving, or possessing nicotine/tobacco or related products or any related paraphernalia. Any person/business that knowingly sells, gives, or furnishes tobacco and related products to people under age 21 is subject to criminal action.

ALL Siskiyou County school campuses/events are required to be tobacco/nicotine/vape free, as required by California Education Code.

Scan code/tap here for a FREE Elementary Parent-Child friendly 2 lesson curriculum

Compiled from information on www.cdph.ca.gov and www.stillblowingsmoke.org

Cannabis (Pot) - Points to Remember

Parents should know the risks of cannabis/pot, and THC use and start talking with their children about them early on. **Cannabis use in any form is not safe for a child's brain development.**

Risks include, but are not limited to:

- Issues with attention, concentration, problem solving, learning, and memory.
- Lack of balance and coordination, which could increase injury risk when playing sports or driving;
- Poor judgment and decision-making such as having unprotected sex or impaired driving; and/or
- Poor school performance, which could also affect academic or future job performance.

Medical cannabis and recreational cannabis are two different legal categories of the same substance. Medical cannabis requires a doctor's recommendation. Recreational cannabis is available to anyone aged 21 or over.

Medical

- Medical cannabis refers to treating symptoms of illness with the whole, unprocessed cannabis plant or its basic extracts, including CBD.
- The FDA has not recognized or approved the cannabis plant as medicine. However, scientific study of the chemicals in cannabis called cannabinoids has led to FDA-approved medications in pill form used to treat nausea, seizures, and boost appetite.
- Scientists are conducting medical trials with cannabis and its extracts to treat symptoms of illness and other conditions, testing if there are other medical uses of the plant.

Recreational

- Cannabis refers to the dried leaves, flowers, stems, and seeds from the Cannabis sativa or indica plant.
- The plant contains the mind-altering chemical THC and other compounds.
- People use cannabis by smoking, eating, drinking, or vaping it.
- THC over-activates certain brain cell receptors, resulting in effects such as: altered senses, changes in mood, impaired body movement, difficulty with thinking, problem-solving, impaired memory and learning.
- Cannabis use can have a wide range of health effects, including hallucinations paranoia, breathing problems, brain changes and possible harm to a fetus's brain in pregnant women.
- Cannabis use can also cause side effects, such as anxiety and paranoia and, in rare cases, extreme psychotic reactions.
- Cannabis use can lead to a substance use disorder, which can develop into an addiction in some cases.
- No medications are currently available to treat cannabis use disorder, but behavioral support can be effective.
- The amount of THC in cannabis has increased in recent decades, creating more harmful effects.

Scan code/tap here for a PDF, Talking With Your Child About Cannabis: Keeping Your Kids Safe Brochure

compiled from info at https://www.drugabuse.gov and https://www.samhsa.gov/

O P I O I D S are drugs that act on the nervous system to relieve pain. Use and abuse can lead to addiction and withdrawal symptoms. Opioids come in tablets, capsules or liquid and were originally derived from opium. Now, there are synthetic medications that produce the same affects. Well-known brand names are: ***Methadone, Percocet, Percodan, Vicodin, Dilaudid, Demerol, Oxycontin, Fentanyl, Sublimaze, Codeine and Morphine.*** Heroin is also an opioid and is derived from the opium poppy plant and is not legally prescribed for any condition.

WHAT IS BEING DONE IN SISKIYOU COUNTY? The Siskiyou Opioid Safety Coalition is a group of dedicated health care professionals, educators and law enforcement agencies and is working to reduce opioid related deaths in Siskiyou County.

Naloxone (NARCAN) Naloxone is a medication that can reverse an opioid overdose. Naloxone is administered as a nasal spray. Death from an overdose occurs because the person stops breathing. If given to a person who has not taken opioids, it will not have any effect on them.

Naloxone (NARCAN) in Schools Nearly every Siskiyou county school has a Naloxone program. Having Naloxone available in schools helps save lives.

Points to Remember

- People misuse prescription opioids by taking the medicine in a way other than prescribed, taking someone else's prescription, or taking the medicine to get high.
- Opioids bind to and activate opioid receptors on cells located in the body, especially those involved in feelings of pain and pleasure.
- People who use prescription opioids can feel relaxed and happy, but also experience drowsiness, confusion, nausea, constipation, and slowed breathing.
- Prescription opioids have effects similar to heroin. Some people switch to using heroin instead because it is cheaper.
- Mixing opioids with alcohol or benzodiazepines (Valium, Ativan, etc.), increases the risk of overdose and death.
- A person can overdose on prescription opioids, heroin and fentanyl. **Naloxone is a medicine that can reverse an opioid overdose when given right away.**
- Prescription opioid use can lead to a substance use disorder, which takes the form of addiction in severe cases.
- A range of treatments including medicines and behavioral therapies are effective in helping people with an opioid use disorder.
- The risk of overdose increases if the powder or pill contains fentanyl. Fentanyl is a powerful synthetic opioid but is 50 to 100 times more potent than heroin.

Scan code/tap here for the Siskiyou Opioid Safety Coalition

Scan code/tap here to view a YouTube Video on NARCAN Nasal Spray: How to Use!

compiled from info at https://www.drugabuse.gov and https://www.samhsa.gov/

Legal Risks of the Unchaperoned Party

Liability of Children

Can Children be sued?

YES! If there is no insurance, or not enough insurance, the injured person can obtain a judgment for monetary damages against your child.

An injured person has potentially between 10-20 years to collect on a judgment, By then, your child will have something to lose: a car, a boat, a house, a salary, their credit rating!

What can children be sued for?

Your children can be found liable for intentional acts and negligent acts.

- **Intentional Acts**: includes vandalism, fist fights, date rape, and possibly transmitting STIs.
- **Negligent Acts**: include accidental shooting, horseplay, or a car accident that arises out of inexperience, poor judgment or drunk driving. Car accidents, that could include a carload of passengers, involving excessive speed, inattention, or recklessness.

Liability of Parents

Premises Liability

You can be liable for accidents on your property, whether or not you were there when the accident happened. Throw in children, alcohol, and horseplay together; the potential for injury greatly increases.

Negligent Supervision

This is when someone is injured due to activities arising out of an unchaperoned party involving one of your children, regardless of where the party occurred.

Furnished Alcohol to Minors

Adults have a legal duty to not make alcohol available to minors, people under 21. If you leave your property and know that people under 21 will be on the property, you should take steps to make sure there is no access to alcohol or other drugs.

Parent's Liability

Parents can be held financially liable when their child's willful misconduct results in personal injury or destruction of property.

Information from: Parent Party Patrol, POB 2322, Tacoma, WA 98401. (206) 572-7870

ALCOHOL, and other DRUGS and the LAW

ALCOHOL: The sale or transfer of alcoholic beverages to anyone under the age of 21 is prohibited. At social gatherings a peace officer who lawfully enters the gathering can seize alcoholic beverages from anyone under 21. An offender may be found guilty of an infraction or a misdemeanor. Young people between the ages of 13 and 21 may have their driver's licenses suspended, revoked, or delayed up to one year for each offense. Young people may also be asked to pay fines or perform community service.

DRUGS: Possession of drugs can be treated as a felony or a misdemeanor. California courts can suspend/delay a young person getting a driver's license, if they are convicted of a drug-related offense. If arrested with quantities of drugs they may be charged with "possession with intent to sell" drugs. This is a felony, even if the possession of the particular drug involved would not have been a felony.

Healthy Relationships

Healthy Relationships require **RESPECT** which involves: Accountability, Trust, Safety, Cooperation, Support, and Honesty.



Promoting Healthy Relationships means talking about consent, **YES MEANS YES**, which requires that a conscious decision be made by each person to engage in a mutually agreed-upon sexual activity. Substance use voids any consent given while sober. Consent has to be ongoing throughout any encounter.

Scan code/tap here for the Love is Respect website.

Dating Violence

Dating violence can be ...

- **Physical**—When a partner pinches, hits, shoves, slaps, punches, or kicks.
- **Psychological/Emotional**—When a partner uses name calling, shaming, bullying, embarrasses you on purpose, or keeps you away from friends and family.
- **Sexual**—When a partner forces you into a sex act when you do not or cannot consent, and/or nonphysical, like threatening to spread rumors if you refuse to have sex.
- **Stalking**—A partner harasses or threatens.

DATING VIOLENCE CAN TAKE PLACE IN PERSON OR ELECTRONICALLY.

Youth who are victims are more likely to experience symptoms of depression and anxiety, engage in unhealthy behaviors like using tobacco, drugs, and alcohol, or exhibit antisocial behaviors and think about suicide.

GET HELP if a partner...

- Constantly checks up on you
- Lies to you
- Won't let you talk to other people
- Threatens to hurt themselves or you
- Loses their temper quickly
- Embarrasses you in public
- Forces you to have sex
- Keeps you away from your friends
- Looks at your phone
- Does anything that scares you

How can we prevent dating violence?

At a young age, young people are learning skills they need to form positive relationships with others. This is the time to promote healthy relationships and prevent patterns of dating violence that can last into adulthood.

Compiled from information found on www.cdc.gov/violenceprevention and www.teenadvice.about.com.

Talking to your Teen about Sex

Studies have shown that children who report talking with their parents about sex are more likely to delay having sex and to use condoms when they do have sex.

Parents communicating honestly and openly with their tween/teen about sex, relationships, the prevention of HIV, STIs, and pregnancy, can help promote their child's health and reduce the chances that their child will engage in behaviors that place them at risk. Take these actions!

- **Stay informed** - Your teen may be getting messages about sex, relationships, the prevention of HIV, STIs, and pregnancy from a variety of sources, including teachers, friends, health care providers, television, and social media. Some of these messages may be more accurate than others.
- **Identify opportunities to have conversations with your child** - The car is a private space where your teen doesn't have to look at you but can hear what you have to say. Or immediately following a relevant TV show/movie. Characters may model behaviors, and certain story-lines may provide the opportunity to reinforce positive behavior or discuss the consequences of risky behavior. Use text messaging, an easy, acceptable way to reinforce messages discussed in-person.
- **Have frequent conversations** - While "the talk" with your teen is important, once is not enough, having a series of discussions that begin early, happen often, and continue over time can make more of a difference.
- **Be relaxed and open** - Talking may not always be comfortable, but you can encourage your child to ask you questions and be prepared to give fair and honest answers. It's OK to say you're feeling uncomfortable or that you don't have all the answers.
- **Avoid overreacting** - When your teen shares personal information with you, keep in mind that they may be asking for your input or want to know how you feel.
- **Provide opportunities for your child and health care provider to talk** - Opportunities for your teen to talk confidentially with doctors or nurses about health issues that may be of concern are important. Be prepared to step out of the room for a moment to allow for this time.

It is best that your conversations with your teen not focus just on the consequences of risky sexual behaviors.

- Talk about healthy, respectful relationships.
- Communicate your expectations for your tween/teen about relationships and sex.
- Provide factual information about ways to prevent HIV, STIs, and pregnancy.
- Focus on the benefits of protecting oneself from HIV, STIs, and pregnancy.
- Provide information about where your teen can access sexual health services.

Scan code/tap here for Talking about Sexual Health: FAQs & Suggested Answers

Compiled from information found on https://www.cdc.gov/

Sexuality? Sex? Gender? Gender Identity?

Sexuality involves many aspects of being human. The four major components of sexuality are:

- sensuality
- intimacy and relationships
- gender/sexual identity
- sexual health

Each of these can have healthy or unhealthy aspects that are influenced by an individual's values, culture, experience, and spirituality.

Sexuality begins before birth and is a lifelong learning process until we die. Sexuality involves and is shaped by many things, including: values and beliefs, attitudes, experiences, physical attributes, sexual characteristics, and societal expectations.

Sexuality is...

- the total of who you are, what you believe, what you feel, and how you respond.
- the way in which you have been acculturated, socialized, and sexualized.
- the sum of all your relationships and intimate encounters
- expressed in the way you speak, smile, stand, sit, dress, dance, laugh, cry, and...

Sexuality is all this, including the way religion, morals, friends, age, body concepts, life goals and self-esteem shape your sexual self. Understanding sexuality, and not just sex, fosters and encourages the development of good relationships throughout our lives.

Scan code/tap here for more information on sexuality, sex, gender, and gender identity?

Sex is a label that's usually first given by a doctor based upon the genes, hormones, and body parts you're born with. Some people's sex doesn't fit into male or female and are called intersex.

- **Intersex** people are born with a mix of male and female biological traits, which can make it hard for doctors to assign them a male or female sex. Being intersex is often caused by one of many genetic/hormonal conditions, but it isn't a medical problem. Many people don't find out they're intersex until they go through puberty, or even later.

Gender is how society thinks we should look, think, and act as girls and women and boys and men. Each culture has beliefs and informal rules about how people should act based on their gender.

Gender Identity is how you feel inside and how you show your gender through clothing, behavior, and personal appearance. It's a feeling that begins early in life.

- **Cisgender/Cis** are people who are assigned female/male at birth and feel like their assigned gender.
- **Transgender/Trans** people have a gender identity that doesn't match the sex they were given at birth.
- **Non-Binary** includes people who don't identify with strict male/female gender roles.

If you or your child has been struggling with questions around sexuality, gender, gender identity and expectations, it may help you or your child to talk to a counselor.

Compiled from information from https://www.plannedparenthood.org and https://www.thetrevorproject.org/

Siskiyou County's California Healthy

Why is the California Healthy Kids Survey (CHKS) conducted?

The CHKS is conducted every year in Siskiyou County. The survey collects information on the health risks and the resilience of students. The resulting report provides a summary of findings relating to students' substance use, violence and safety, physical health and other risk behaviors.

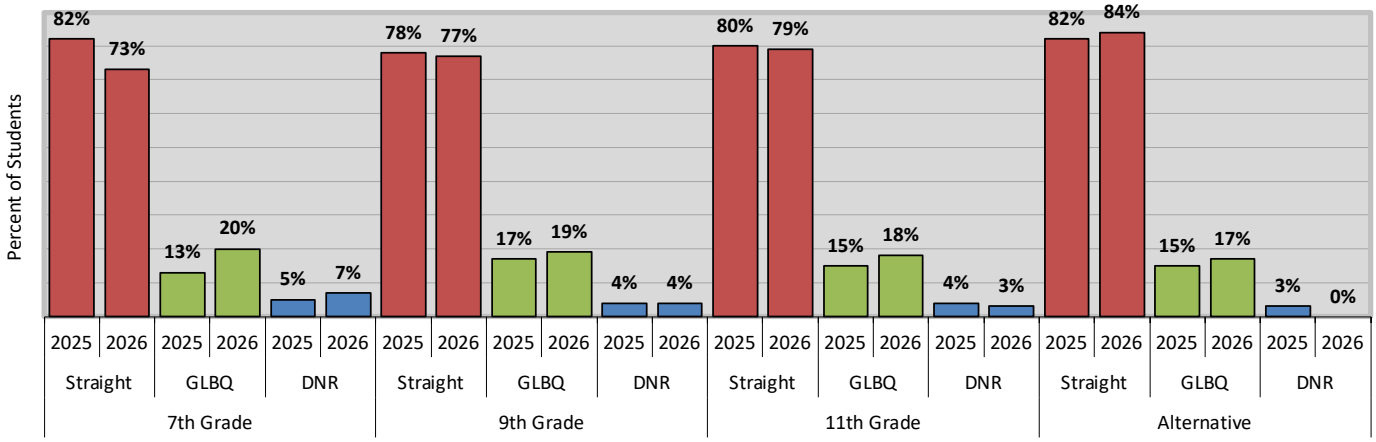
Who took the survey in Siskiyou County Schools?

- **74% of 7th Graders (275 students)**
- **73% of 9th Graders (304 students)**
- **57% of 11th Graders (209 students)**
- **65% of Alternative (Alt) School Students (38 students)**

According to CHKS standards, to produce representative data, a district must collect completed answer sheets from a minimum of 70% of students at each surveyed grade level. In Siskiyou County, Grades 7, and 9 had participation rates over 70%, which produced data that is considered representative of all students in grades 7 and 9. Grade 11 and students in Alternative (Alt) education settings had participation rates of less than 70%, so this data is only considered to be representative of the students that completed the survey. For further information: WestEd http://chks.wested.org.

Which best describes you?

County Table A3.4
Key: DNR = Did Not Respond - GLBQ = Gay, Lesbian, Bisexual, Queer or Questioning
Percentages may exceed 100% since students were asked "Mark All That Apply".



School Climate and Student Well-Being: The table below represents the **percent** of students surveyed who reported "pretty much true" or "very much true". County Table A2.1

Grade	7th	9th	11th	Alt
Caring Adults in School	61	61	68	76
High Expectations by Adults	75	71	72	77
Opportunities for Meaningful Participation from Adults	31	25	35	26

We are proud that the majority of students feel that they have adults who care about them at school and they feel that adults have high expectations for them.

We are concerned however that students do not have enough opportunities for meaningful participation in our schools.

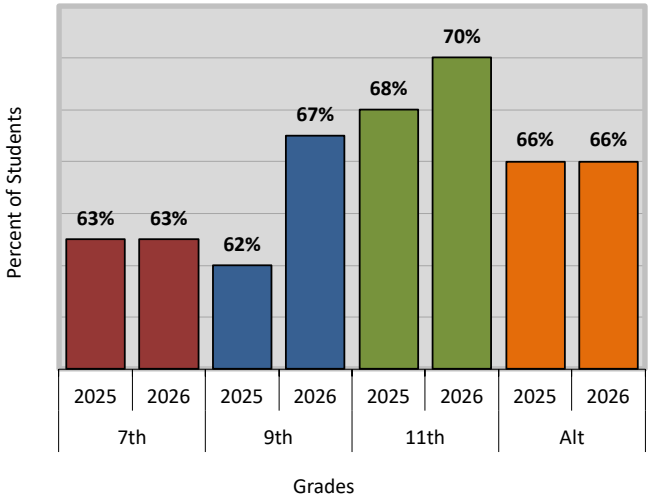
Kids Survey (CHKS) 2026 Results

In the past 12 months have you...

Key: Alt = Alternative School Students,
County = Siskiyou, State = California

Felt Very Safe or Safe at School

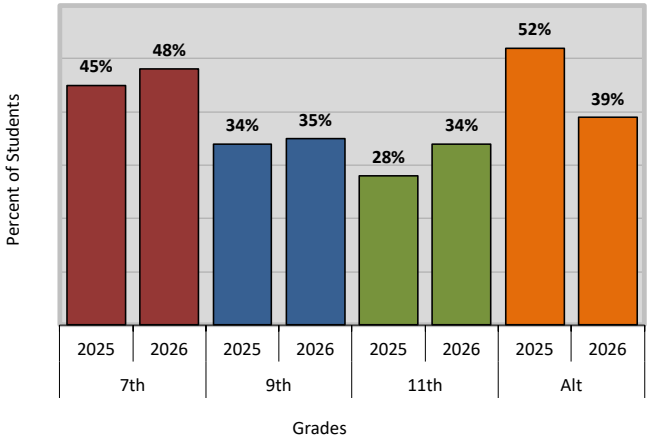
County Table: A8.1



We are proud that the majority of students feel safe at school.
We are concerned however that many students still do not feel safe at school.

Experienced Harassment/Bullying

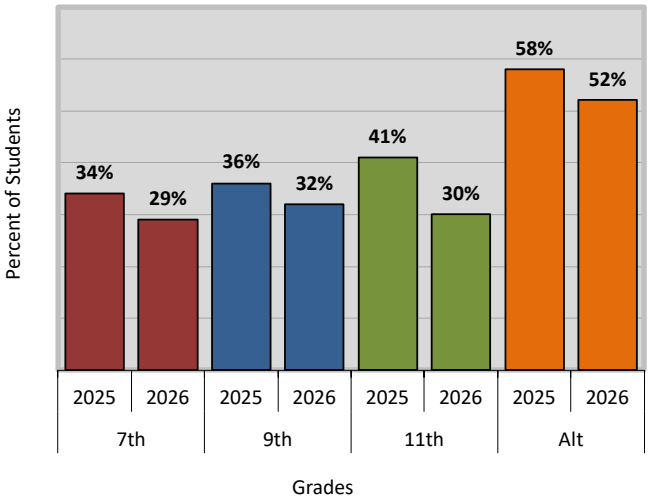
County Table: A8.2



We are encouraged that there has been a reduction in the bullying of students in Alternative education settings.
We are concerned that there has been an increase of students experiencing harrassment in 7th, 9th, and 11th grade.

Felt Chronic Sadness/Hopelessness

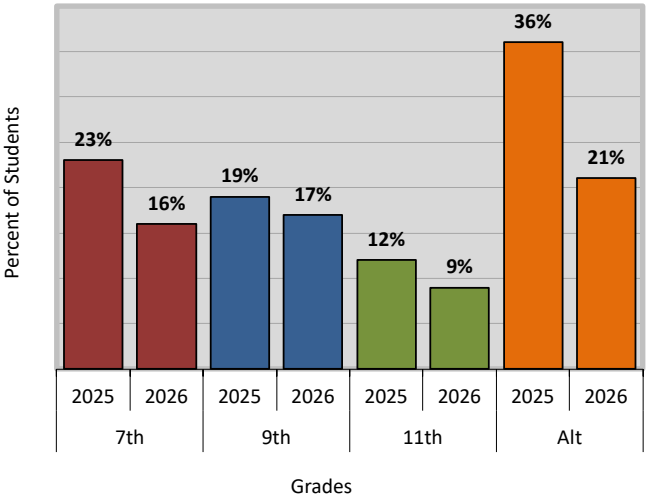
County Table: A7.1



We are encouraged that most of students do not experience chronic sadness and hopelessness.
We are concerned that the percentage of students experiencing chronic sadness/hopelessness remains high as students move through the grades.

Seriously Considered Suicide

County Table: A7.2



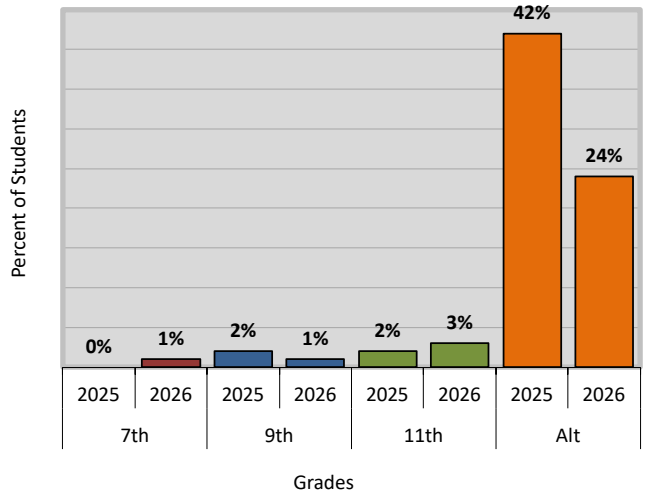
We are encouraged that there has been a decrease in some students who have seriously considered suicide.
We are concerned that the percentage of students who seriously consider suicide is still too high.

Siskiyou County's California Healthy

In the past 30 days did you ...

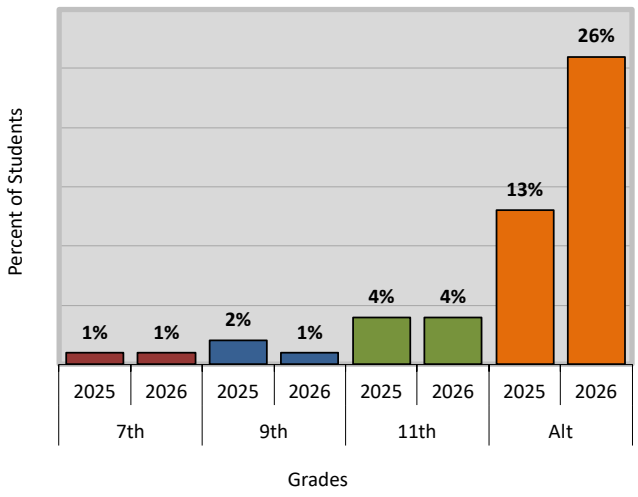
Key: Alt = Alternative School Students
County = Siskiyou

Smoke Cigarettes? County Table: A10.5



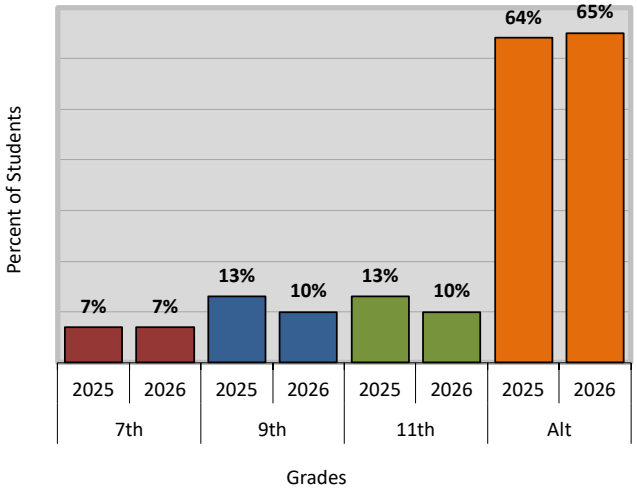
We are proud that the large majority of students do not smoke.
We are concerned that the percentage of students who smoke and are in Alternative settings is still too high.

Use Smokeless Tobacco? County Table: A10.5



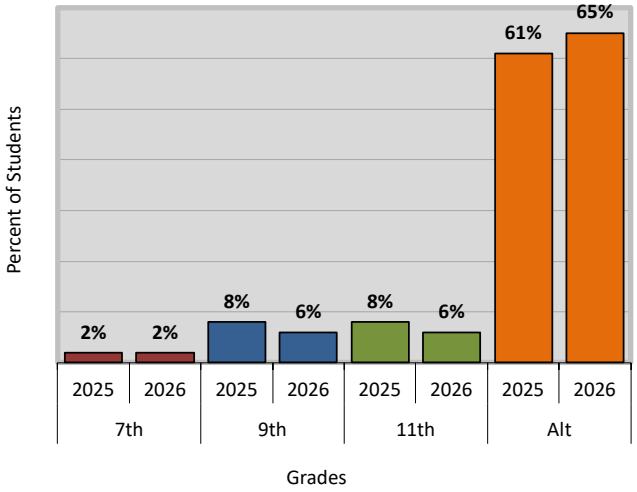
We are proud that the large majority of students do not chew.
We are concerned that the percentage of students who chew more than doubles between grades 7 and 11, and doubles in Alt education settings.

Use Vapes? County Table: A10.5



We are proud that the large majority of students have chosen not to vape.
We are concerned that the percentage of students who vape remains stubbornly high in Alternative education settings.

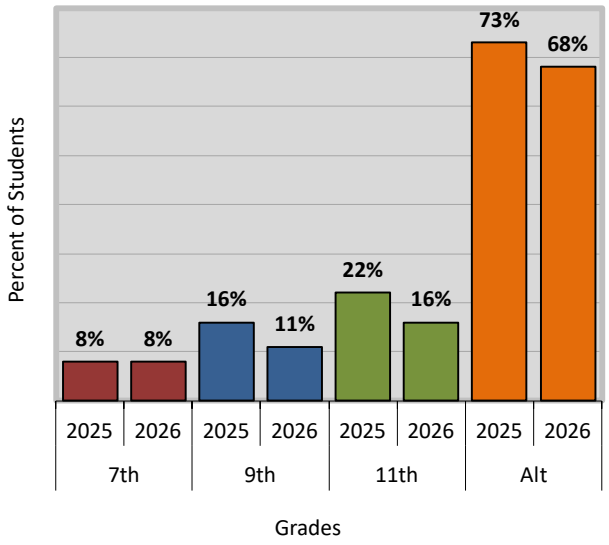
Vape Cannabis? County Table: A10.6



We are proud that the large majority of students do not vape cannabis.
We are concerned that the percentage of students who vape cannabis remains stubbornly high in Alternative education settings.

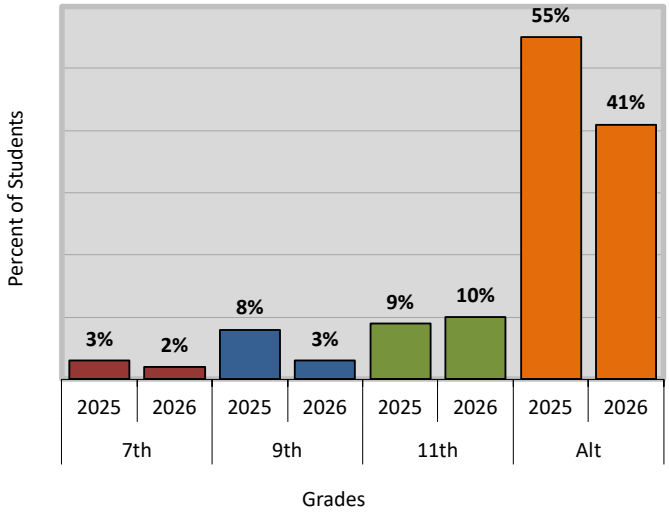
Kids Survey (CHKS) 2026 Results

Use Alcohol or Drugs, Past 30 Days County Table: A9.5



We are proud that many students do not use alcohol or other drugs.
We are concerned that the percentage of students using AOD increase as students get older.

Binge Drinking, Past 30 days, 5+ Drink in a Row
County Table: A9.5



We are proud that the large majority of students do not binge drink.
We are concerned that binge drinking increases as our students age.

WHY WE MUST BE CONCERNED!

- Too many students don't feel safe at school and are being harassed, bullied and teased.
- Cannabis use among youth remains a concern because of potential impacts on adolescent development.
- Students vaping is a bigger problem than students smoking cigarettes.
- Of deep concern is the number of students who have felt chronic sadness and hopelessness.
- Of greater concern is the number of students who have seriously considered suicide.

WHY WE CAN BE PROUD!

- The majority of our students make safe and healthy choices. Students deserve our praise and congratulations for making good decisions.
- Many students treat each other kindly, and do not engage in hurtful behavior towards other students.
- We have dedicated educational staff who teach our children, and provide positive support at school.
- The large majority of students do not vape.

Raising Outdoor Kids

What to Say to Kids Instead of "Be Careful!"

Help Your Child Foster Awareness by Saying:

- Notice how... these rocks are slippery, that branch is strong...
- Do you see... the poison oak, your friends nearby?
- Try moving... your feet carefully, your body quickly, strongly.
- Try using your... hands, feet, arms, legs.
- Can you hear... the rushing water, the singing birds, the wind?
- Do you feel... stable on that rock, the heat from the fire?
- Are you feeling... scared, excited, tired, safe?

Help Your Child Problem Solve by Saying:

- What's your plan... if you climb that boulder, cross that log?
- What can you use... to get across, for your adventure?
- Where will you... put that rock, climb that tree, dig that hole?
- How will you... get down, go up, get across?
- Who will... be with you, go with you, help you if?

Scan code/tap here for Backwoods Mama

Additional Online Resources

Scan code/tap here for Siskiyou County based, local resources

Scan code/tap here for:

- **40 Developmental Assets in English, Spanish and Hmong**
- **HYS Resources - QR Codes**
- **HYS Resources - Links**
- **Siskiyou County CHKS Elem. Results Report**
- **Siskiyou County CHKS Sec. Results Report**