

LAKE PLACID/WILMINGTON



CONNECTING YOUTH AND COMMUNITIES

INSIDE:

Lessons from Inside Out
Students Make a Difference
Ways to Raise Kind Children
Meet the new Principal!

CYC MAGAZINE

September 2015 onnectingyouth.com



Notes from Tina:

September brings changes this year. First I would like to wish a farewell to my right hand Carol Hayes. Without the DFC Grant we cannot continue to fund two positions, even part time so we wish Carol best wishes and acknowledge the strengths she brought to our coalition over the last 12 years. As a member of the Lake Placid Police Dept for 10 and then on our Staff as Development Director for the last two she has established our law enforcement task force, solidifying the very necessary relationship with our law enforcement partners.

Our youth center partners are also saying good byes. To Kate Sears at Wilmington, her creativity was special and we already miss her articles in our magazine. To John Fremante at Shipman who has stepped down after 10 years, now that he is teaching full time. To you both we certainly wish you all the best and thank you on behalf of our communities for the efforts you both tirelessly gave to our children.

We would love to hear from you about this magazine. What works for you and what suggestions you have for us. As you can see we are evolving and your input would be so very appreciated.

The CYC Magazine is a free quarterly publication and is mailed to families of the Lake Placid Central School District and provided free of charge to other schools, offices, libraries, coffee shops, etc. around Lake Placid and Wilmington. Funds for this project come from the Drug Free Communities Grant and the STOP Act Grant. Just let us know if you would like to be included on our distribution list, or would like to place an ad with us.

We are always looking for freelance articles, or topics you would like to see. Let us hear from you.

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From the **President**



Mary Dietrich

Community service is defined by the Merriam-Webster Learner's Dictionary as work that is done without pay to help people in a community. Several years ago the Lake Placid School District began requiring students complete at least 40 hours of community service as a graduation requirement. During the 2014-2015 school year students at Lake Placid Middle High School completed almost 3000 community service hours. Some of the activities they supported with their volunteer hours included the Salvation

Army Kettle Drive, Relay for Life, Ironman, and Aging in Place (helping senior citizens with chores that help them be able to continue living in their own homes). These are just a few examples—the list goes on and on.

There are many benefits of community service learning both for the students and the community. A study conducted by the University of Michigan found that those students who participated in community service activities improved their personal, interpersonal, and social development, improved their motivation, engagement, and school attendance, gained new perspectives and made more "positive lifestyle choices and behavior".

These benefits are not one-sided. The community also benefits. According to another study this time conducted by the University of California-San Diego volunteerism strengthens the community in several different ways. They provide support for families, they improve schools through tutoring and literacy programs, they support youth through mentoring programs, they help beautify the community through village clean-up activities, and they save resources. The communities of Lake Placid and Wilmington are able to host many large-scale events because of the willingness of our youth to volunteer their time and talents in support of these activities.

In this edition we are very proud to focus on some of the students who gave a substantial part of their summer participating in community service projects. We congratulate them on their willingness and commitment to serve and help others and hope you offer your encouragement to our students as they continue to make a difference in the community.

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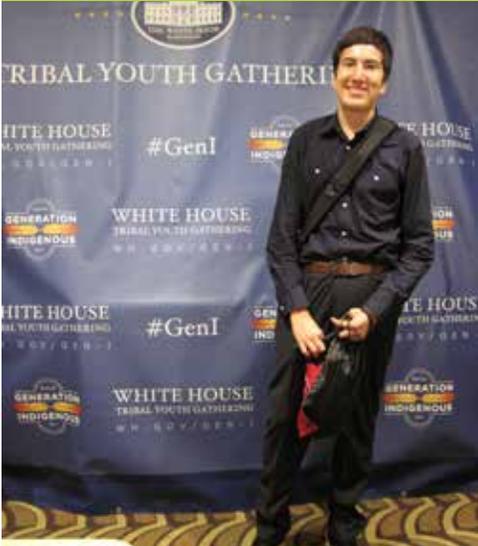
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LAKE PLACID/WILMINGTON



CONNECTING YOUTH AND COMMUNITIES

Students who make a difference



White House Tribal Youth Gathering

Birk Albert standing in front of banner July 9th after first ever White House Tribal Youth Gathering in D.C. hotel which President Obama's "Generation Indigenous" directive organized with help from UNITY and White House office and CNAY-Center for Native American Youth based in DC and began a few years ago as Sen Byron Dorgan retired from North Dakota and donated a million dollars from unused campaign fund to help Native Youth. Aspen Institute runs this CNAY. Mrs. Obama spoke at Gathering. google her 25 minute inspiring speech or go to her white house .gov website.

Louis Farakahh spoke to 1800 attendees on July 10th at UNITY about Natives uniting with Blacks for understanding and support as America goes forward into 21st century and becomes minorities as majority numbers etc. Chance we might go to Million Man March in DC Oct. 10th. He had 5 day conference to attend,

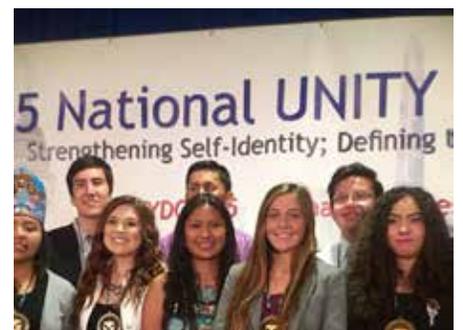
their agenda which was jam packed with workshops is on UNITYinc.org Face Book. There was morning and nite UNITY group drums, UNITY fire kept going, elders, all kinds of Natives from tons tribes in about 45 states. There are 567 federally recognized tribes in USA. ALaska has 299 of these tribes. There are other tribes which Natives recognize but they have to fight USA for recognition. One right before Gathering got recognition. Ironically it was the tribe that MET John Smith hundreds of years ago. Why it took so long for federal govt to recognize them.... google it



Birk is now networking nationally, meeting amazing folks who at various ages are working-volunteering in Indian Country communities-village, reservations and urban areas. Birk is lone man here as Mohawk-Akwesasne is 2 hours away but now he has role models that resemble the 170 citizen village he grew up in along the Yukon. He never knew a white girl or boy before moving to Lake Placid. He knew about 6 white people-mom, principal, couple teachers and white man

married to a Indian there. Some of these kids are Stanford, Dartmouth etc. Invisible Americans. Most DO NOT have the wilderness ancestral land based upbringing Birk had to age 12. His dad does it all-older dad but still making snowshoes, birch sleds, catching fish in net (not giant fishwheel anymore), trapping for marten and beaver fir, hunting moose and a finish carpenter. chooses to not have a well, hauls water from laundrymat. chooses to use birch and spruce for only heat in log house he built in the 80s. Often makes his crafts, skins fur at kitchen table, bends snowshoes etc right in front of Birk and grandkids visiting for 12 years before we decided it was time to send him to real school. Most kids try to do high school at bigger school usually away from family...we decided that is too late so sent him to Lake Placid and it was a rushed, agonizing decision (for me) but spur of the minute and he has soared ever since. Has life long good friends here but a whole invisible past, present, future in Indian Country throughout America and Alaska.

Birk has been asked to be on a high school panel discussing his experiences as Indian in North



Country at the 2nd annual Adirondack Diversity Symposium. Focus is on how to attract and retain diverse youth to the North Country. Then he goes to Native Earth a all week camp-hike swim fish and elders and scientists run by the same campus. SUNY-Newcomb Environment, Science, Forestry Center.... ESF. www.esf.edu/diversity. For his environmental project for Earth Ambassador as well as early for senior project

-he hopes to help high school eco club/Tammy Morgan and The Wild Center begin a Youth Climate Summit in Alaska as they got funding from the Dept of Energy. He works at Crown Plaza and we are both too busy this summer! Like all.



Some of Our CYC Teens:

For the third year in a row we have been successful in taking teens to the MidYear CADCA where they learn with teens from accross the Nation about how to make communities change. We are looking for funding to take teens next year.

Sara Rose McCandlish writes about the CADCA trip. "I knew this trip would be an interesting experience that would provide me with new ideas to help our community. I discovered that it also inspired me to hear why kids from all over the country fought against drug use. Their commitment and determination urged me to wrok harder and

see not just a few activities but why we were doing the and how they would help out peers. It was amazing how much research has been done to end up with a pretty simple plan that can be used in many different situations. I hope to take this almost formula back to Lake Placid and Wilmington because I believe it will make some excellent progress in our towns. I know we will start to see some change as a result of this trip.

Joey Jamison's remarks: "I came to learn how to be more of a leader than a follower. I was surprised how many emotions I felt during the cultural competence circle. This excercise helped us to see that we all come from many different backgrounds and situations. I learned lots of ways to help my community. I look to take back our action plan expecially the meeting ideas.

One of the unexpected take aways was from Jarell Paul who notes "What touched me was giving Keith food because he was a veteran and he lost his familiy. I gained a better understanding of homeless people. I think this makes me a nicer person."Stuart Baird shares "I decided to come on the trip because I felt that was a problem with our community and I felt the incentive to do something about it. I was very touched about the sheer number of passonate coalition members who come together to fight against a common goal. What I took away



from this memorable experience is public speaking skills that will not only benefit me in school, but so I can stand up considently for what I belve in.



Gabby Armstrong's story: "I have been involved with CYC for a number of years now, and had participated in the CADCA Midyear NYLI key essentials for twwo years in a row. I wanted to go to Indianapolis to further honor my commitment to CYC and broaden my knowledge on how to create community change. This year at the NYLI, I participated in the Advanced Track. A step up from the key essentials where I took part in a mock city council meeting. The role of the mayor in this exercise was played by none other than Director Botticelli, the Head of the White House Office of National Durg Control Policy! In addiiton, to the mock city council meeting, I learned how to perfect a logic model and I helped in creating a seven step plan on how to create positive change in Lake Placid and Wilmington. I am really excited to implement this plan and actually see the changes in our communities.

Churches in our area do a great job of engaging youth and helping them to understand the meanings of empathy and giving.

The Adirondack Community Church takes their Youth Group on a Mission Trip often. Here are Kaysie Kyler with campers in Mescalero, New Mexico! !



Campers enjoy an earned afternoon off at the White Sands National Monument

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Something tangible to be proud of. A photo of Penny's house after the group was finished working on it. This is one of many projects completed by youth over the years.



White House Drug Policy Office Releases Promising New Data on Preventing Youth Drug Use

While we were at CADCA's Mid-Year Training Institute, the Office of National Drug Control Policy (ONDCP) released the Drug-Free Communities Support Program's 2014 National Evaluation Report. The report shows that across the 618 Drug-Free Communities (DFC) funded by ONDCP in FY 2013, there are promising results for middle school and high school youth substance use and perception, including:

- * A significant decrease in past 30 day use for alcohol, tobacco, marijuana, and illicit prescription drug use among middle school and high school youth;
- * An increase in the percentage of survey respondents who reported that regular use of tobacco, alcohol, or prescription drugs has moderate or great risk;
- * An increase in the perception of peer disapproval among middle school students in each of the four substance areas, and for high school students in each substance except marijuana.
- * An increase in perception of parent disapproval for each of the substance areas, with the exception of marijuana among high school youth.

"We know that preventing drug use before it begins is the most cost-effective approach to reduce drug use," said Michael Botticelli, Director of National Drug Control Policy, who unveiled the findings at the Community Anti-Drug Coalitions of America (CADCA) 2015 Mid-Year Training Institute, one of the largest gatherings of youth drug use prevention advocates in the country. "By bringing together schools, businesses, law enforcement, parent groups, and other members of the community, DFC-funded community coalitions are helping to protect youth from the devastating consequences of prescription drug abuse and other substance use disorders."

The Drug-Free Communities Support Program is directed by ONDCP in partnership with HHS's SAMHSA. The DFC Program provides grants of up to \$625,000 over five years to community coalitions that facilitate youth and adult participation at the community level in local youth drug use prevention efforts. Coalitions are comprised of community leaders, parents, youth, teachers, religious and fraternal organizations, health care and business professionals, law enforcement, and media.

CADCA's Chairman and CEO, Gen. Arthur Dean, said, "CADCA's community problem-solving model teaches coalition leaders to assess their drug abuse-related problems and develop a comprehensive plan to address them. We are grateful for our long-standing partnership with ONDCP to assist us in our work. We know that communities with anti-drug coalitions have lower youth drug use rates than communities without them."

The White House Office of National Drug Control Policy seeks to foster healthy individuals and safe communities by effectively reducing drug use and its consequences. The National Drug Control Strategy builds on the Administration's record of drug policy reform by outlining a series of actions that will continue to expand health interventions and "smart on crime" alternatives. The Strategy includes a series of actions currently underway to reduce the impact of the opioid epidemic in the United States.

For more information, visit <http://www.whitehouse.gov/ondcp>.

Four Lessons from “Inside Out” to Discuss With Kids

By Jason Marsh, Vicki Zakrzewski | July 14, 2015 |

The new Pixar film has moved viewers young and old to take a look inside their own minds.

Since its release last month, *Inside Out* has been applauded by critics, adored by audiences, and has become the likely front-runner for the Academy Award for Best Animated Feature.

But perhaps its greatest achievement has been this: It has moved viewers young and old to take a look inside their own minds. As you likely know by now, much of the film takes place in the head of an eleven-year-old girl named Riley, with five emotions—Joy, Sadness, Anger, Fear, and Disgust—embodied by characters who help Riley navigate her world. The film has some deep things to say about the nature of our emotions—which is no coincidence, as the GGSC’s founding faculty director, Dacher Keltner, served as a consultant on the film, helping to make sure that, despite some obvious creative liberties, the film’s fundamental messages about emotion are consistent with scientific research.



Those messages are smartly embedded within *Inside Out*’s inventive storytelling and mind-blowing animation; they enrich the film without weighing it down. But they are conveyed strongly enough to provide a foundation for discussion among kids and adults alike. Some of the most memorable scenes in the film double as teachable moments for the classroom or dinner table.

Though *Inside Out* has artfully opened the door to these conversations, it can still be hard to find the right way to move through them or respond to kids’ questions. So for parents and teachers who want to discuss *Inside Out* with children, here we have distilled four of its main insights into our emotional lives, along with some of the research that backs them up. And a warning, lest we rouse your Anger: There are a number of spoilers below.

1) Happiness is not Joy—personified by the controls inside Riley is always happy.



ence—learns that just about joy. When the film begins, the emotion of a manic pixie-type with the voice of Amy Poehler—helms Riley’s mind; her overarching goal is to make sure that But by the end of the film, Joy—like Riley, and the audience—learns that there is much, much more to being happy than boundless positivity. In fact, in the film’s final chapter, when Joy cedes control to some of her fellow emotions, particularly Sadness, Riley seems to achieve a deeper form of happiness.

This reflects the way that a lot of leading emotion researchers see happiness. Sonja Lyubomirsky, author of the best-selling *How of Happiness*, defines happiness as “the experience of joy, contentment, or positive well-being, combined with a sense that one’s life is good, meaningful, and worthwhile.” (emphasis added) So while positive emotions such as joy are definitely part of the recipe for happiness, they are not the whole shebang. In fact, a recent study found that people who experience “emodiversity,” or a rich array of both positive and negative emotions, have better mental health. The authors of this study suggest that feeling a variety of specific emotions may give a person more detailed information about a particular situation, thus resulting in better behavioral choices—and potentially greater happiness.

For example, in a pivotal moment in the film, Riley allows herself to feel sadness, in addition to fear and anger, about her idea of running away from home; as a result, she decides not to go through with her plan. This choice reunites Riley with her family, giving her a deeper sense of happiness and contentment in the comfort she gets from her parents, even though it’s mixed with sadness and fear. In that light, *Inside Out*’s creators, including director Pete Docter, made a smart choice to name Poehler’s character “Joy” instead of “Happiness.” Ultimately, joy is just one element of happiness, and happiness can be tinged with other emotions, even including sadness.

2) Don't try to force happiness. One of us (Vicki) felt an old, familiar frustration when Riley's mother tells her to be her parents' "happy girl" while the family adjusts to a stressful cross-country move and her father goes through a difficult period at work. As a child, Vicki got similar messages and used to think something was wrong with her if she wasn't happy all the time. And all the research and press about the importance of happiness in recent years can make this message that much more potent.

Thank goodness emotion researcher June Gruber and her colleagues started looking at the nuances of happiness and its pursuit. Their findings challenge the "happy-all-the-time" imperative that was probably imposed upon many of us.

For example, their research suggests that making happiness an explicit goal in life can actually make us miserable. Gruber's colleague Iris Mauss has discovered that the more people strive for happiness, the greater the chance that they'll set very high standards of happiness for themselves and feel disappointed—and less happy—when they're not able to meet those standards all the time.

So it should come as no surprise that trying to force herself to be happy actually doesn't help Riley deal with the stresses and transitions in her life. In fact, not only does that strategy fail to bring her happiness, it also seems to make her feel isolated and angry with her parents, which factors into her decision to run away from home.

What's a more effective route to happiness for Riley (and the rest of us)? Recent research points to the importance of "prioritizing positivity"—deliberately carving out ample time in life for experiences that we personally enjoy. For Riley, that's ice hockey, spending time with friends, and goofing around with her parents. But critically, prioritizing positivity does not require avoiding or denying negative feelings or the situations that cause them—the kind of single-minded pursuit of happiness that can be counter-productive. That's a crucial emotional lesson for Riley and her family when Riley finally admits that moving to San Francisco has been tough for her—an admission that brings her closer to her parents.

3) Sadness is vital to our well-being. Early in the film, Joy admits that she doesn't understand what Sadness is for or why it's in Riley's head. She's not alone. At one time or another, many of us have probably wondered what purpose sadness serves in our lives.

That's why the two of us love that Sadness rather than Joy emerges as the hero of the movie. Why? Because Sadness connects deeply with people—a critical component of happiness—and helps Riley do the same. For example, when Riley's long-forgotten imaginary friend Bing Bong feels dejected after the loss of his wagon, it is Sadness's empathic understanding that helps him recover, not Joy's attempt to put a positive spin on his loss. (Interestingly, this scene illustrates an important finding from research on happiness, namely that expressions of happiness must be appropriate to the situation.)

In one of the film's greatest revelations, Joy looks back on one of Riley's "core memories"—when the girl missed a shot in an important hockey game—and realizes that the sadness Riley felt afterwards elicited compassion from her parents and friends, making her feel closer to them and transforming this potentially awful memory into one imbued with deep meaning and significance for her.

With great sensitivity, *Inside Out* shows how tough emotions like sadness, fear, and anger, can be extremely uncomfortable for people to experience—which is why many of us go to great lengths to avoid them (see the next section). But in the film, as in real life, all of these emotions serve an important purpose by providing insight into our inner and outer environments in ways that can help us connect with others, avoid danger, or recover from loss.

One caveat: While it's important to help kids embrace sadness, parents and teachers need to explain to them that sadness is not the same as depression—a mood disorder that involves prolonged and intense periods of sadness. Adults also need to create safe and trusting environments for children so they will feel safe asking for help if they feel sad or depressed.

4) Mindfully embrace—rather than suppress—tough emotions. At one point, Joy attempts to prevent Sadness from having any influence on Riley’s psyche by drawing a small “circle of Sadness” in chalk and instructing Sadness to stay within it. It’s a funny moment, but psychologists will recognize that Joy is engaging in a risky behavior called “emotional suppression”—an emotion-regulation strategy that has been found to lead to anxiety and depression, especially amongst teenagers whose grasp of their own emotions is still developing. Sure enough, trying to contain Sadness and deny her a role in the action ultimately backfires for Joy, and for Riley.

Later on in the film, in the scene described above when Bing Bong loses his wagon, Joy attempts to cognitively reappraise or change how Bing Bong thinks about the situation in order to shift his emotional response towards the positive—a strategy that has historically been considered the most effective way to regulate emotions. But even this method of emotion regulation is not always the best approach, as researchers have found that it can sometimes increase rather than decrease depression depending on the situation.

Toward the end of the movie, Joy does what some researchers consider to be the healthiest method for working with emotions: Instead of avoiding or denying Sadness, Joy accepts Sadness for who she is, realizing that she is an important part of Riley’s emotional life.

Emotion experts call this “mindfully embracing” an emotion. What does that mean? Rather than getting caught up in the drama of an emotional reaction, a mindful person kindly observes the emotion without judging it as the right or wrong way to be feeling in a given situation, creating space to choose a healthy response. Indeed, a 2014 study found that depressed adolescents and young adults who took a mindful approach to life showed lower levels of depression, anxiety, and bad attitudes, as well as a greater quality of life.

Certainly, *Inside Out* isn’t the first attempt to teach any of these four lessons, but it’s hard to think of another piece of media that has simultaneously moved and entertained so many people in the process. It’s a shining example of the power of media to shift our understanding of the human experience—a shift that, in this case, we hope will foster deeper and more compassionate connections to ourselves and those around us.

About The Author

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Five Ways to Raise Kind Children By Christine Carter, Ph.D.

Is your teenager grouchy? Does your little one have a cold? Research shows that kindness is a sure route to greater happiness and, in some cases, improved health.

Here are five ways to raise kinder kids:

1. Model kindness yourself. Kindness can be contagious: when we see someone else perform an act of kindness, we are more likely to feel an impulse to help out, too. Research suggests that altruistic children have at least one parent (usually of the same sex) who deliberately communicates altruistic values to their kids. Similarly, when preschoolers have nurturing caregivers who deliberately model helping others, they tend to be more helpful and verbally sympathetic to other children when they hurt themselves. There are many ways to model altruism for your kids, as the Half Full reader shows:

“We have twin 4 year olds. Girls. We make a lot of art for people. Even just a drawing. We also make cookies or other baked goods for people. We’re in the process of planning to do a bake-a-thon for a bake sale for Haiti and my girls are very excited for that. Right now it’s little things but I hope to get them actually volunteering and holding lemonade sales at an early age.”

2. Make kids personally responsible in some way. Four to 13 year olds who were asked to donate their Halloween candy to hospitalized children donated more (and were more likely to make a donation) when they felt personally responsible. Researchers made kids feel responsible when they said things like: “I will be counting on you and you and you...I will put each of your names on the bag of candy I give tomorrow to the hospitalized children” rather than “please give them as many as you want by putting the candies in the box on the table.”

3. Don’t reward helping behavior. Very young children who receive material rewards for helping others become less likely to help in the future compared with toddlers who only receive verbal praise or receive no reward at all. This research suggests that even the youngest children are intrinsically motivated to be kind, and that extrinsic rewards can undermine this tendency. One reader posted this comment in response to my last posting about kindness on the Huffington Post:

“Some of us feel happy helping others while some feel happy hurting others. I opine that it is the conditioning by our parents when we were young that have led different people to different paths. As a parent, we need to reward our kids when they do a good deed so that they become condition to help others.”

What parents model conditions kids in ways that affect their behavior later (though I do have a hard time believing that anyone would feel true joy hurting another person). Although rewarding kids has been shown to backfire eventually, praising kids for helping others is a good idea if we use growth-mindset praise.

4. Be positive. Parents who express positive feelings and use positive, non-coercive discipline raise children who are kinder and more compassionate toward others. Using the ERN method described in this posting is positive and non-coercive; yelling, spanking, and threatening is not.

5. Expose them to need. Too often we protect our kids from pain and suffering, and in so doing we shelter them from others’ needs. Consider the counterintuitive notion that compassion is a positive emotion strongly correlated with happiness, and provide them with opportunities to feel compassion. Teach kids that this compassion is a gift—it is a way to give their time, attention, and energy to another. Added bonus: When we expose kids to others’ suffering, they often feel both compassion and gratitude.

I’ll close with a reader’s comment on my last post that provides a nice illustration of this link between kindness, compassion, and happiness:

“I run a program that helps people overcome the emotional after-effects of traumatic illness and injury. I have seen numerous examples of people changing their life direction after they began giving of themselves to others. It also made a difference for me after I went through life changes due to heart disease and cancer.”

By the Numbers:



Think eight weeks of summer vacation is too long? In Chile, summer vacation lasts from mid-December to early March, meaning Chilean children are off for about 12 weeks. And in Ethiopia, vacation is 12 to 15 weeks, depending on the school. Germany, however, only has a very short six week vacation.



In the US, \$7.7 billion was spent for back-to-school clothes shopping August (2011). Add on the \$2.4 billion spent in bookstores that same month, and you notice how many people go shopping right before schools let back in.

Everyone's favourite colouring utensil, the crayon, ranks #18 on the list of most recognizable scents, according to a study done by Yale University. In the Color Census of 2000, blue was voted the favourite crayon colour. The worst? Tan, tumbleweed and spring green. By the time a little one turns 10, they will have worn down approximately 730 crayons and will have spent about 28 minutes per day colouring (on average).



Before the school calendar became national, geography determined when students attended classes. In small, rural areas, school went from December to March and May to August so that kids could help plant in the spring and harvest in the fall.

In the urban centres, schools feared spread of disease in hot, crowded schoolrooms and gave their children summers off.

Approximately 480,000 yellow school buses carry 25 million US children to and from school every weekday.

That's a lot of buses!



The biggest school in the world (in terms of pupils, not area) is the City Montessori school in Lucknow, India. The school was set up by the Ghandi's in 1959 and has more than 32,000 students! That's more than a lot of universities (not to mention a lot of towns...)

Didaskaleinophobia is the fear of going to school. Yes, it actually exists, and 2.4% of school-aged children are considered to have it, on an international level.



Pencils are not only good in the classroom, but they can be used in zero gravity, upside down and even under water. The average classroom pencil can write approximately 45,000 words (or draw a line that is 56 kilometres long). That's a long life!

Not every country has the same school days as we do here in North America. In Brazil, school runs from 7 a.m. to noon because students go home to share lunch (the most important meal) with their family. And in Mexico, students go to school Monday through Friday with elective classes on Saturdays too.

The tradition of giving apples to teachers dates back to the 16th century in Denmark, where parents would pay their educators with food (namely, apples since they were expensive and hard to harvest), since teachers couldn't live off their small salaries.



A few other fun facts that have to do with school are as follows:

- Indiana has 9 of the 10 largest high school gyms in America.
- In California, 45% of kids enrolled in school speak something other than English at home.
- 6% of kids age 6-11 repeat a grade at least once.
- 11% of kids 12-17 repeat at least once grade.
- 67% of kids like school.
- The average college student pays over \$14,000 a year in tuition and books.

MORE FACTS:

The German Shepherds bite humans more than any other breed of dog.

Less than 3% of all water of earth is fresh water (usable for drinking) and of that amount, more than two-thirds is locked up in ice caps and glaciers.

The paper used for U.S. bills (currency notes) is not made from trees. Rather these contain 75% cotton & 25% linen.

South Africa is also called Rainbow Nation, it has eleven official languages.

The word 'atom' comes from the Greek word atomos, which means 'indivisible'.

The Noisy serpent was the original name of vacuum cleaner.

The Velocipede - was the original name of bicycle.

Did you know that Claustrophobia is a fear of fun.

Coca Cola was originally green.

In 1681, the last dodo bird died.

It is said that Alexander the Great, Julius Caesar, Genghis Khan, Napoleon, Mussolini and Hitler all suffered from ailurophobia i.e. the fear of cats.

<http://www.makemegenius.com/cool-facts/funny-mind-blowing-facts-for-kids>

40 DEVELOPMENTAL ASSETS

40 Developmental Assets are essential qualities of life that help young people thrive, do well in school, and avoid risky behavior.

CYC Magazine utilizes the 40 Developmental Assets Framework to guide the work we do in promoting positive youth development. The 40 Assets model was developed by the Minneapolis-based Search Institute based on extensive research. Just as we are coached to diversify our financial assets so that all our eggs are not in one basket, the strength that the 40 Assets model can build in our youth comes through diversity. In a nutshell, the more of the 40 Assets youth possess, the more likely they are to exhibit positive behaviors and attitudes (such as good health and school success) and the less likely they are to exhibit risky behaviors (such as drug use and promiscuity). It's that simple: if we want to empower and protect our children, building the 40 Assets in our youth is a great way to start.

Look over the list of Assets on the following page and think about what Assets may be lacking in our community and what Assets you can help build in our young people. Do what you can do with the knowledge that even through helping build one asset in one child, you are increasing the chances that child will grow up safe and successful.

assets in action

3



EXTERNAL ASSETS

SUPPORT

1. Family Support: Family life provides high levels of love and support.
2. Positive family communication: Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).
3. Other adult relationships: Young person receives support from three or more nonparent adults.
4. Caring neighborhood: Young person experiences caring neighbors.
5. Caring school climate: School provides a caring, encouraging environment.
6. Parent involvement in school: Parent(s) are actively involved in helping young person succeed in school.

EMPOWERMENT

7. Community values youth: Young person perceives that adults in the community value youth.
8. Youth as resources: Young people are given useful roles in the community.
9. Service to others: Young person serves in the community one hour or more per week.
10. Safety: Youth feels safe at home, at school, and in the neighborhood.

BOUNDARIES & 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 parent(s) 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, theater, 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.

10



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If you or your child would like to submit a picture that represents one of the 40 Developmental Assets, please email tinatteam@roadrunner.com with a picture and the number of the asset the picture represents.

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 he or she has 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 her or his personal future.



22



21



34

FACES IN THE CROWD

Check out who's standing out in our community.

Sorry:
No Photo
Available.

Kiera Levitt, Lake Placid Elementary School

Kiera is going into the 5th grade. She spent time at the Middle/High School this Summer with the Youth Commission. Her favorite thing is the counselors. She is looking forward to doing the new writing projects at the Elementary School.

Maisie Crane, Lake Placid Elementary School

Maisie is also going into the 5th grade. She also enjoyed the youth Commission this Summer. She says that her favorite thing is having all my friends with her is what makes it great. She is looking forward to math at the Elementary School.



Serena Hayes, Lake Placid Young Adult

Serena is a graduate of 2013 and received an AAS in Sports and Events Management at North Country Community College. She loves working with youth and volleyball and softball. This summer she spent her time with the Youth Commission working with children for eight weeks.

She hopes to obtain a position either working with children or events management. She would like to remain in Lake Placid. (Remaining in Lake Placid added by Tina Clark who believes we have everything all our young people need in our communities. Not only that but they have everything we need to thrive!). Actually, Serina does have a hope to travel someday.

She enjoys spending time in the outdoors and hikes and swims. She is a volunteer for many organizations including Shipman, IronMan and CYC.

PARENTS' GUIDETO SMARTPHONE SAFETY

SMART OR SCARY?

Smartphones are essentially little computers, so you might be a little worried when handing one over to your child. Take some time to understand the risks and implement a few safeguards so that you can help your child use smartphones safely.



THE RISKS

5 WAYS TO BE SMARTER THAN THE SMARTPHONE!

- **CYBERBULLYING**
With the constant connectivity of smartphones, your child may be more susceptible to cyberbullying or have more opportunities to cyberbully others.
 - **GEOLOCATION**
A GPS-enabled smartphone can reveal your child's location through online posts and uploaded photos.
 - **INAPPROPRIATE CONTENT**
With smartphones, your child has mobile access to content you may consider inappropriate, such as pornography or violent videos.
 - **SEXTING**
Your child may use the Internet and social apps to send, receive, or forward revealing photos.
 - **VIRUSES & MALWARE**
Just like a computer, a smartphone is vulnerable to security attacks if your child accesses unsecured websites and apps.
1. **Be a parent and a resource.**
Establish clear guidelines, including time limits and consequences for inappropriate behavior, but be open so your child will come to you with any problems.
 2. **Set up password protection.**
This will keep everyone but you and your child from accessing personal information stored on the phone.
 3. **Update the operating system.**
New versions often contain important security fixes.
 4. **Approve apps before they are downloaded.**
Make sure you understand their capabilities and approve their content.
 5. **Understand location services.**
GPS features are useful when using maps, but you'll want to disable location-tagging when your child posts anything online.

For more resources visit Netsmartz.org/TipSheets

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A program of the

Netsmartz Workshop

NATIONAL CENTER FOR
MISSING & EXPLOITED
CHILDREN

Is Your Medicine Cabinet Safe?

FACT: Among persons ages 12 or older who used pain relievers nonmedically in the past year, an estimated 70% obtained them from a friend or relative.

FACT: In 2011, nonmedical use of prescription drugs among youth and young adults ages 12 - 25 was the second most prevalent illicit drug use category with marijuana being first.

FACT: Young adults ages 18-24 are particularly at risk, with increases in heroin/opioid treatment admissions throughout the state. In particular, upstate New York (222% increase in admissions) and Long Island (242% increase) have been hard hit by this problem.

FACT: Between 2007 and 2012, the number of individuals using heroin during the past 30 days more than doubled nationwide (161,000 to 335,000).

FACT: The percentage of New York State high school students who reported using heroin more than doubled between 2005 and 2011 (1.8% to 4%).

Good Samaritan Law

Some individuals may fear that police will respond to a 911 call and there will be criminal charges for themselves or for the person who overdosed. Those fears should NEVER keep anyone from calling 911 immediately. It may be a matter of life or death.

In September 2011, the 911 Good Samaritan Law went into effect to address fears about a police response to an overdose. This law provides significant legal protection against criminal charges and prosecution for possession of controlled substances, as well as possession of marijuana and drug paraphernalia. This protection applies to both the person seeking assistance in good faith, as well as to the person who has overdosed. Class A-1 drug felonies, as well as sale or intent to sell controlled substances, are not covered by the law.

1-877-8-HOPENY

ASK FOR HELP:

There are many confidential resources available for students. If you ask! Ask your health care professional or seek assistance from a mental health or substance abuse counselor. At school ask Tina Clark for help.

Signs and Symptoms:

Physical Signs:

- Loss of increase in appetite; unexplained weight loss or gain
- Small pupils, decreased respiratory rate and a non-responsive state are all signs of opioid intoxication.
- Nausea, vomiting, sweating, shaky hands, feet or head, and large pupils are all signs of opioid withdrawal.

Behavioral Signs:

- Change in attitude/personality.
- Change in friends; new hangouts.
- Avoiding contact with family.
- Change in activities, hobbies or sports.
- Drop in grades or work performance.
- Isolation and secretive behavior.
- Moodiness, irritability, nervousness, giddiness, nodding off.
- Wearing long-sleeved shirts or layers of clothing out of season.
- Stealing.

Advanced Warning Signs:

- Missing medications.
- Burnt or missing spoons/bottle caps.
- Missing shoelaces/belts
- Small bags with power residue.
- Syringes.



Dispose of your unneeded and unused medications responsibly:

This includes expired prescriptions, new unused prescriptions, over the counter medications, etc.

Place your medications in a ziplock bag and bring to the State Trooper Barracks in RayBrook.

Put them in the special mail box. Officers regularly take contents to the State Lab in Albany where they are destroyed.

Note: The only inventory taken is the total number of bags being removed from the box and being transported and two officers sign off together. At no time are the bags opened or inventoried, no names or medications are noted. This is a completely confidential service provided to protect our environment and to keep medications from getting into the hands of people who should not have access to them.

Meet Mrs. Franklin the new Elementary School Principal:

Mrs. Franklin took time out of her busy schedule to visit with Kiera Levitt and Maisi Crane who are 5th grade students. They presented her with questions and here are their responses. Mrs. Franklin shares photos of her family with us on the next page.

1. **Have you been a principal before? No, not full time but I was the Administrator for my school's summer program.**
2. **Do you spend a lot of time with kids? Yes.**
3. **What school were you at before you came here? Pine Valley Central School.**
4. **What College did you go to? SUNY Fredonia, was the last one.**
5. **Do you like celebrations? Because we celebrate a lot at our school. Yes, I dressed as a pirate when we met our Book Fair goal!**
6. **Will you stay for at least two years? I plan on being here for 15 years!**
7. **How long have you been teaching? 15 years
What did you teach? English and Social Studies**
8. **Do you have pets? 2 dogs and 17 chickens
What is your favorite animal? Frog**
9. **Do you like doing any sports? Zip Lining, Running, Snowmobiling and Spelunking**
10. **What is your favorite subject in school? Writing**
11. **What is your favorite color? Purple**
12. **What is your favorite food? Italian food**
13. **What are your specialties? Gardening, Writing with Children**
14. **What are your expectations for being principal? I will be making mistakes but I hope that the students and staff will help me.**
15. **Are you married? Yes**
16. **Do you have children? Yes, two of my own, Thomas and Carter and two step children Alyssa and Alec.**
17. **What ideas do you have to make the school better? I would like to see it safer for our students, have better communication between the teachers, students and myself; I want students to feel they can talk to me, and we should all have fun while learning.**
18. **Do you like to read? I should, but no, it hurts my eyes.
Favorite book? The Giver by Lois Lawry.**
19. **What are you most excited about starting this job? Working with more kids.**
20. **What do you do when you are outside of school? Walk dogs, hike, riding in boats, Traveling.**

Welcome to Lake Placid, Mrs. Franklin!



Son Carter with Riesling (Goldendoodle) and Logan (Mini Pinscher)



Zip lining in St. Thomas, U.S.V.I.



Raising chickens!



Eldest son graduation from Alfred State.



Spelunking in Mexico - Cenote.





Walk to Fight Suicide

Out of the Darkness Community Walks

Suicide prevention starts with everyday heroes like you. You'll raise money for critical research and prevention programs, and show your community that you support a culture that's smart about mental health.

North Country
Out of the Darkness Community Walk
Presented by: Capital Region, NY Chapter

October 4, 2015
Olympic Speed Skating Oval
Lake Placid, NY
Contact: Laura Marx, lmrx@afsp.org
Registration Time: 11:30 am
Walk Time: 1:00 pm
Register: www.afsp.org/crnywalks



AMERICAN FOUNDATION FOR
Suicide Prevention

afsp.org/walk

WALK. VOLUNTEER. DONATE.

Lake Placid Central School

Superintendent, Dr. Catania	523-2475	x 3002
District Clerk, Karen Angelopoulos		x 3001
High School Principal, Mr. Wood	523-2474	x 4005
Middle School Principal, Ms. Lindsay		x 4017
Office Secretary, Sarah Adams		x 4003
Attendance Officer, Patty Mayberry		x 4001
School Nurse, Cora Clark, RN		x 4007
School Psychologist, Dr. Dave Miller		x 4010
Guidance Secretary, Elisa Begor		x 4022
High School Counselor, Connie Hammaker		x 4018
Middle School Counselor, Lynn Gosling		x 4020
Student Support Counselor, Tina Clark		x 4008
Elementary Principal, Mrs. Franklin	523-3640	x 4502
Office Secretary, Michele Kulina		x 4501
School Psychologist, Melinda Frazer		x 4504
Elementary Counselor, DeAnna Brown		x 4533
CSE Chair, Sarah Allen		x 4011
CSE Secretary, Lisa Rissberger		x 4011
St. Agnes School,	523-3771	
Transportation Center	523-4277	
School Web Site: lpcsd.org		
Teacher Email: First Name Initial; Last Name @lpcsd.org tclark@lpcsd.org		
IF EMERGENCY PLEASE DIAL 911		
Lake Placid Police Department	523-3306	
Lake Placid Fire Dept.	523-3211	
NY State Police	897-2000	

County Agencies

Mental Health Clinic	873-3670
Dept of Social Services	873-3240
Medicaid	873-3441
Probation Dept	873-3650
Community Resource	873-3630
The Prevention Team	585-7424
Public Health Service	873-3500
Families First	873-9544
ACAP	873-3207
OPWD/DDSO	561-8190
SPECIAL SUPPORTS	
NY State Police	897-2000
Suicide Hotline	1-800-273-TALK
	1-800-999-9999
Domestic Violence	1-888-563-6904
Missing Children	800- FIND KID
Poison Control	1-800-222-1222
Alcoholism, Drug	1-877-8-HOPENY
Community Agencies	
LP/W Connecting Youth and Communities Tina Clark, Coordinator 523-2474 x 4008 cell 524-5739 tinateam@roadrunner.com	
Adirondack Health Center	
Saranac Lake Main Number	891-4141
Lake Placid Main Number	523-3311
Uhlien Center	523-5612
Lake Placid Health Center	523-1717
Mountain Medical Services	523-7575
Wilmington Medical Services	946-7080
St. Joseph's Inpatient SL	891-2529
Outpatient SL	891-5353

Please contact Tina Clark, LP/W CYC Coordinator to get another copy, for corrections or to be added to the list at 523-2474 x 4008.

Connecting Youth and Communities Online

TOOLS FOR PARENTS

HERE'S WHAT YOU'LL FIND:



CYC'S SOCIAL NETWORKING SITES

Share Your experiences Online!



Social media offers great opportunities to share the stories of special events. We invite you to let others and your communities know what's happening by sharing information through our social media sites. Post photos, videos, blogs or quick updates and follow what others are uploading. Remember to use the hashtag when tweeting about CYC:

LPWCYC @ConnectingYouth

The Lake Placid/Wilmington Connecting Youth and Communities Coalition

Like us on Facebook:

Lake Placid/Wilmington Connecting Youth and Communities Coalition (CYC)

Lake Placid/Wilmington CYC
PO Box 494
Lake Placid, NY 12946

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