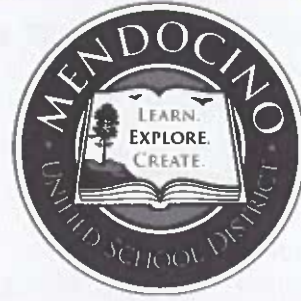


# Mendocino Unified School District



## MINUTES

### BOARD WORKSHOP

**JANUARY 8, 2025**

**COMMUNITY CENTER OF MENDOCINO  
998 SCHOOL STREET  
MENDOCINO, CA 95460**

**9:00 A.M. – 12:00 A.M. - OPEN SESSION**

#### ***Board Priorities***

- *Develop and expand community partnerships and communication*
- *Increase learning and achievement for all students, families, and staff*
- *Plan wisely for the future while maintaining fiscal integrity*
- *Maintain and improve the physical plant*

Any writings distributed either as part of the Board packet, or within 72 hours of a meeting, can be viewed at the District Office: 44141 Little Lake Road, Mendocino, CA 95460. Board backup materials are also located on the MUSD website at <https://www.mendocinoused.org/District/3015-Untitled.html>

In compliance with Government Code section 54954.2(a) Mendocino Unified School District will, on request, make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability related modification or accommodation in order to participate in the meeting should contact, Erin Placido Exec. Assistant to the Superintendent, in writing at P.O. Box 1154, Mendocino, CA 95460 or via email at [doerin@mcn.org](mailto:doerin@mcn.org).

MENDOCINO UNIFIED SCHOOL DISTRICT IS PROUD TO BE AN EQUAL OPPORTUNITY EMPLOYER

**1. 9:00 A.M. OPEN MEETING, CALL TO ORDER AND ROLL CALL**

1.1. Call to order and roll call

*The meeting was called to order at 9:03 A.M. Present were Trustees Bloyd, Morton, Griffen and Aum. Trustee Schaeffer was absent.*

1.2. Approval of agenda

Items to be removed from the agenda or changes to the agenda should be done at this time.

*MSA Griffen/Aum (4/0) to approve the agenda.*

**2. TIMED ITEM 9:05 A.M. - PARENT/COMMUNITY COMMENT**

Items not on the agenda, but within the jurisdiction of this body, may be addressed at this time or be submitted to the Superintendent in writing for Board consideration as an agenda item. A three-minute limit is set for each speaker on all items. The total time for public input on each item is limited to 20 minutes (Government Code 54952). The Brown Act does not permit the Board to take action on any item that is not on the agenda. In addition, in order to protect the rights of all involved, complaints about employees should be addressed through the District complaint process. Speaking about a personnel issue at a Board meeting may prevent the Board from being able to act on it. Please see an administrator to initiate the complaint process. The Board may briefly respond to public comments by asking questions to clarify the speaker's comments and refer the speaker to the Superintendent for further clarification. We thank you for your comments and participation at this meeting.

*There were no parent/community comments.*

**3. INFORMATION/DISCUSSION**

3.1. Student Substance Use

MHS Principal, Tobin Hahn, will provide the board with a presentation on "The Hijacking of the Teen Brain" which looks at influences that are barriers to student success and what the community and Board can do about them.

*MHS Principal, Tobin Hahn, gave the attached presentation.*

3.2. Barriers to Learning

The Board will discuss various identified barriers to learning including substance use, attendance and social media.

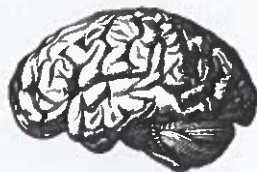
*The Board spent time discussing the presentation given as well as identifying barriers to learning present within the district.*

**4. ADJOURNMENT**

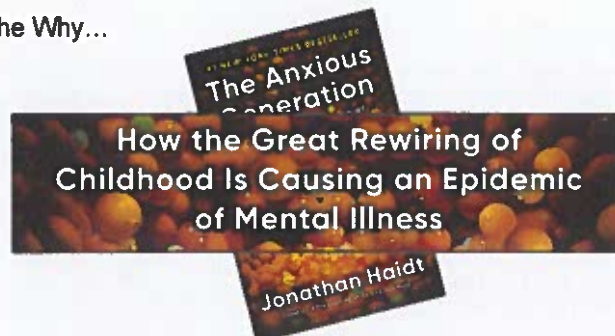
The next regular Board meeting is scheduled for **January 16, 2025 at the Mendocino High School.**

*The meeting was adjourned at 11:30 A.M.*

## The Hijacking of the Teen Brain



### The Why...



### The Purpose...

To explore what barriers are truly affecting the ability of our students to fulfill their capacities.

To explore what solutions might be available to us to overcome these barriers.



**hi-jack**  
/ hi jak/

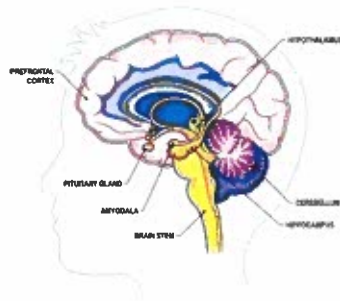
verb  
past tense: **hijacked**, past participle: **hijacked**

**take over (something) and use it for a different purpose.**

## The Context...

**Prefrontal Cortex Maturation:** This area, responsible for decision-making, impulse control, and reasoning, continues to develop into the mid-20s. **Teenagers may have difficulty with self-regulation and risk assessment.**

**Limbic System Sensitivity:** The reward centers of the brain are highly active during adolescence, making **teens more susceptible to seeking out pleasurable activities**, sometimes without considering the consequences.



**The Case Against Cell Phones** | Phone bans spread nationwide

**California to require schools to ban or limit student cell phone use by 2026**

**Virginia adopts statewide 'bell-to-bell' cell phone ban in public schools**

**Florida schools are banning cellphones. What do teachers, students think?**

**Washington schools are banning student cellphone use. Teachers are cheering**

**Explore**

## Impact of Social Media

1. **Social Validation:** The need for peer approval is heightened in adolescence. Social media can amplify this, leading to **anxiety, depression, or low self-esteem** if teens equate online interactions with self-worth.
2. **Sleep Disruption:** Excessive screen time, especially before bed, can interfere with sleep patterns, which are crucial for **brain development and emotional regulation**.
3. **Cyberbullying and Comparison:** Exposure to cyberbullying or constant comparison with others can negatively impact **mental health**.

## Jonathan Haidt's Solutions

1. No smartphones before high school. Haidt suggests giving kids flip phones before high school so they can still stay connected for safety purposes
2. No social media before age 16
3. Phone-free schools. Haidt recommends asking school officials for options like lockers for students' phones
4. More free play and responsibility in the real world

"What kids really need to be doing is playing," Haidt said. "We're mammals. This is what all mammals do. Anyone who has had a puppy or a kitten, they want to play all the time, and so do toddlers, young children, even teenagers." - ABC News

## Anxiety Prevalence by Age

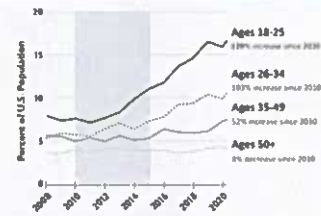


Figure 1.3. Percent of U.S. adults reporting high levels of anxiety by age group. (Source: U.S. National Survey on Drug Use and Health.)

Jonathan Haidt, *The Anxious Generation*

## Major Depression Among Teens

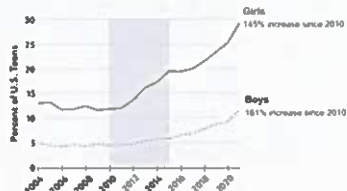


Figure 1.1. Percent of U.S. teens (ages 12-17) who had at least one major depressive episode in the past year, by self-report based on a symptom checklist. This was figure 7.1 in *The Coddling of the American Mind*, now updated with data beyond 2016. (Source: U.S. National Survey on Drug Use and Health.)

Jonathan Haidt, *The Anxious Generation*

## Counterpoint

**Using social media is not inherently beneficial or harmful to young people.** Adolescents' lives online both reflect and impact their offline lives. In most cases, the effects of social media are dependent on adolescents' own personal and psychological characteristics and social circumstances

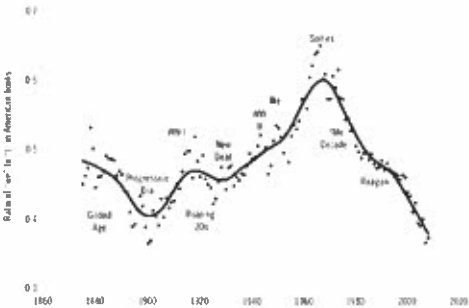
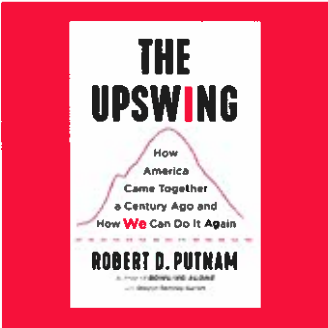
[American Psychological Association](#)

Findings suggesting causal associations are rare

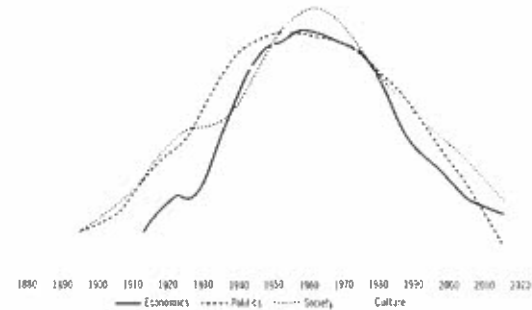
Long-term (i.e., multiyear) longitudinal research often is unavailable

Relatively few studies have been conducted with marginalized populations of youth

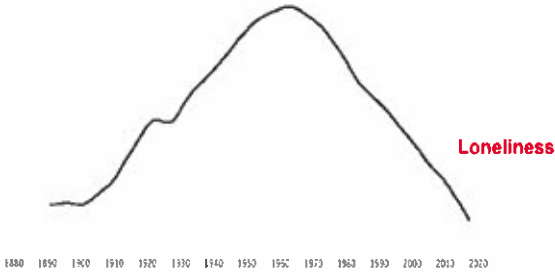
Another Theory



FROM “I” TO “WE” IN AMERICAN BOOKS, 1875–2009. First person pronouns over the years, as tracked through Ingram. Courtesy Robert Putnam and Shaylyn Romney Garrett



ECONOMIC, POLITICAL, SOCIAL, AND CULTURAL TRENDS, 1880–2018. Through the early 1950s, all four metrics swing upward toward equity, expertise, and a greater sense of the common good. The question: How do we move the metrics in that direction again? Courtesy Robert Putnam and Shaylyn Romney Garrett



COMMUNITY VS. INDIVIDUALISM IN AMERICA, 1890–2017. “Ask not what your country can do for you.” Were those words spoken by JFK in 1961 revelers for a new era — or “Taps” for one that was ending? Courtesy Robert Putnam and Shaylyn Romney Garrett

### Meet Up with Friends Daily

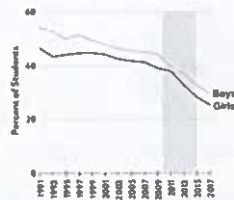


Figure 2.1. Percentage of U.S. students (8th, 10th, and 12th grade) who say that they meet up with their friends "almost every day" outside school.<sup>1</sup> (Source: Monitoring the Future. I explain how I use this important dataset in the endnotes.)<sup>2</sup>

Jonathan Haidt, *The Anxious Generation*

### Putnam's fixes...

They highlight the importance of **leaders with a strong moral compass**, heavy **youth participation**, and a "groundswell" of agitation along with an **insistence on political action**. They **caution against overreach**, such as **Prohibition**, an unfortunate overcorrection "into social control by well-meaning reformers who sought to protect women, children, and the poor."

- NPR book review

### Teens Who Get Less Than 7 Hours of Sleep

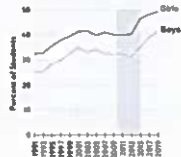


Figure 3.1. Percent of U.S. students (8th, 10th, and 12th grade) who get less than seven hours of sleep on most nights. (Source: Monitoring the Future.)<sup>3</sup>

### Daily Time with Friends, by Age Group

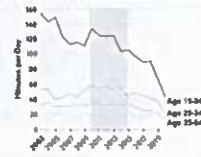


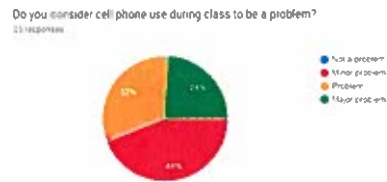
Figure 5.1. Daily average time spent with friends in minutes. Only the youngest age group shows a sharp drop before the 2020 data collection, which was performed after COVID restrictions had begun. (Source: American Time Use Study.)<sup>4</sup>

Jonathan Haidt, *The Anxious Generation*

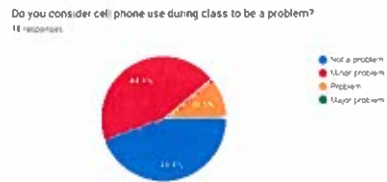
This brings us back to the issue of cell phone prohibition



March  
2020



January  
2025

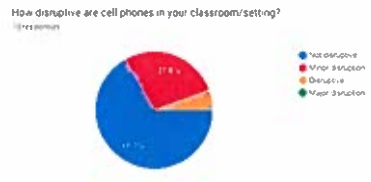


Staff Survey

March  
2020

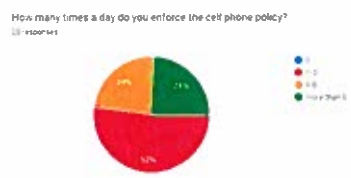


January  
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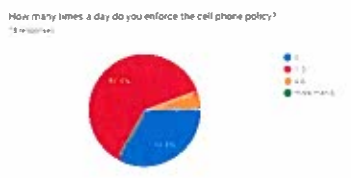


Staff Survey

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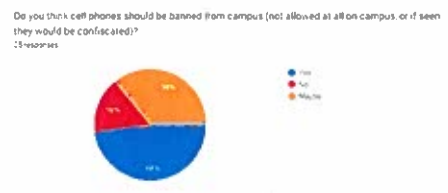


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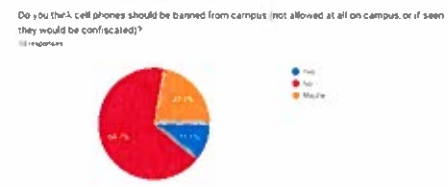


Staff Survey

March  
2020



January  
2025



Staff Survey



Reasons for Absence, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply: I didn't miss any school	26	33	28	..
Illness (feeling physically sick), including problems with breathing or your teeth	50	50	44	..
Were being bullied or mistreated at school <i>(In-School Only)</i>	0	3	0	..
Felt very sad, hopeless, anxious, stressed, or angry	23	22	16	..
Didn't get enough sleep	16	20	16	..
Didn't feel safe at school or going to and from school <i>(In-School Only)</i>	0	0	0	..
Had to take care of or help a family member or friend	5	0	8	..
Wanted to spend time with friends	3	0	16	..
Used alcohol or drugs	0	0	4	..
Were behind in schoolwork or weren't prepared for a test or class assignment	8	7	8	..
Were bored or uninterested in school	8	0	24	..
Had no transportation to school <i>(In-School Only)</i>	5	3	4	..
Other reason	32	10	20	..

California Healthy Kids Survey 2023

Is banning phones the answer or a "feel good" measure?

What else might be hijacking teen brains?

What else have we banned?

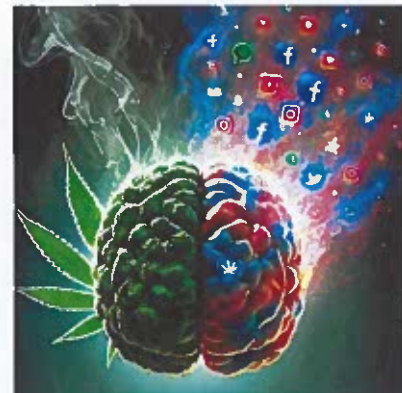
How has that gone?

## Impact of Social Media

During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?

	59	73	80
0 times (never)	16	10	4
1 time	11	10	12
2 to 3 times	14	7	4
4 or more times			

California Healthy Kids Survey 2023



## The Why...

January 2023  
Healthy Kids  
Survey

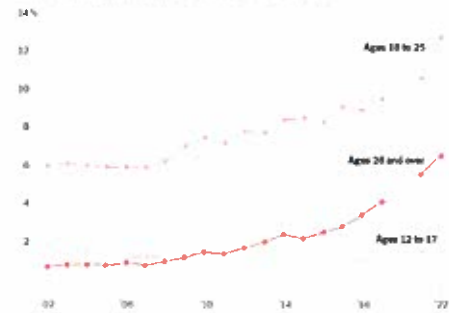
9th grade is  
current juniors

	Grade 7 12	Grade 9 14	Grade 11 16
Substance Use			
Current alcohol or drug use <sup>1</sup>	13	37	85
Current marijuana use <sup>2</sup>	11	27	56
Current binge drinking <sup>1</sup>	3	10	65
Very drunk or "high" 7 or more times, ever	3	17	54
Been drunk or "high" on drugs at school, ever	3	13	50
Current cigarette and/or pipe <sup>1</sup>	3	6	19
Current vaping <sup>1</sup>	8	27	35
Current tobacco vaping <sup>1</sup>	5	23	31
Current marijuana vaping <sup>1</sup>	3	20	35

<https://ketchikan.org/reports-data/public-dashboards/758211e2-d5c0-4448-b90b-f69ce8fed330>

## Rates of Regular Cannabis Use Have Risen

Source: The National Institute on Drug Abuse, 2019. Data from 2002 to 2018.



Source: The National Institute on Drug Abuse, 2019. Data from 2002 to 2018. The graph shows a clear upward trend in regular cannabis use across all age groups, with the most significant increase seen in the 18 to 25 age group.

## The Why...

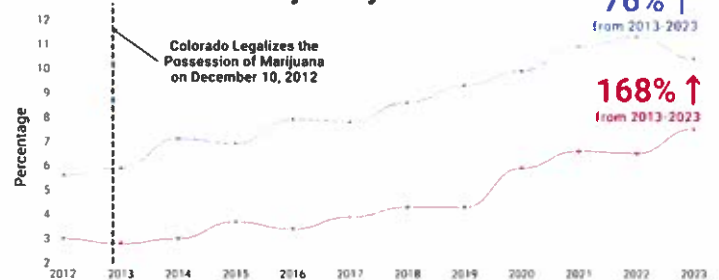
January 2023  
Healthy Kids  
Survey

9th grade is  
current juniors

	Grade 7 12	Grade 9 14	Grade 11 16	State Average
Substance Use				
Current alcohol or drug use <sup>1</sup>	13	37	85	
Current marijuana use <sup>2</sup>	11	27	56	12
Current binge drinking <sup>1</sup>	3	10	65	
Very drunk or "high" 7 or more times, ever	3	17	54	
Been drunk or "high" on drugs at school, ever	3	13	50	
Current cigarette smoking <sup>1</sup>	3	6	19	
Current vaping <sup>1</sup>	8	27	35	10
Current tobacco vaping <sup>1</sup>	5	23	31	
Current marijuana vaping <sup>1</sup>	3	20	35	

<https://ketchikan.org/reports-data/public-dashboards/758211e2-d5c0-4448-b90b-f69ce8fed330>

## Daily Marijuana Use



The increase from 2013 to 2023 is statistically significant at the .01 level (\*)  
Data Source: Monitoring The Future

**SAM** Support  
Alcohol  
Monitoring  
in  
Washington

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 7	Grade 9	Grade 11
Lifetime illicit AOD use to get "high" <sup>1</sup>	24	55	92
Lifetime alcohol or drug use	24	55	92
Lifetime marijuana use	21	42	69
Lifetime very drunk or high (7 or more times)	3	17	54
Current alcohol or drug use <sup>2</sup>	13	37	85
Current marijuana use <sup>2</sup>	11	27	56
Current heavy drug use <sup>3</sup>	3	20	40
Current heavy alcohol use (binge drinking) <sup>3</sup>	3	10	65
Current alcohol or drug use on school property <sup>4</sup>	5	10	19
Harmfulness of occasional marijuana use <sup>5</sup>	25	10	24
Difficulty of obtaining marijuana <sup>6</sup>	5	11	4

Notes: Cells are empty if there are less than 10 respondents.

<sup>1</sup> Excludes prescription pain medication.

<sup>2</sup> Past 30 days.

<sup>3</sup> In-School only.

<sup>4</sup> Great harm.

<sup>5</sup> Very difficult.

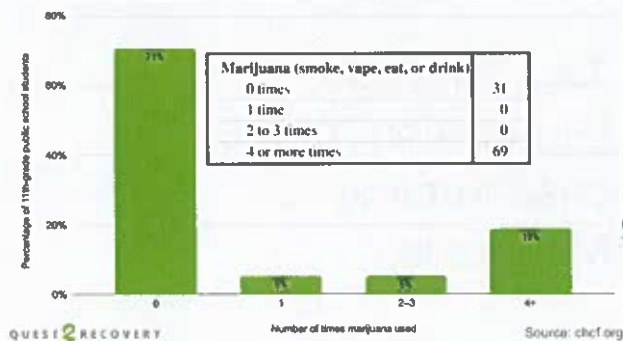
## Impact of Social Media

During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?

0 times (never)	59	73	80
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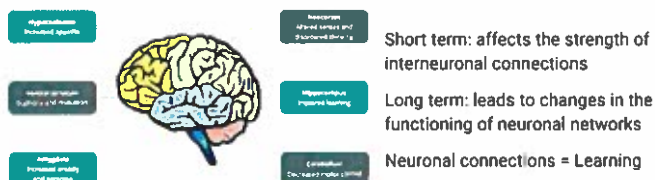
California Healthy Kids Survey 2023

## Marijuana Use Frequency Among 11th Graders in California

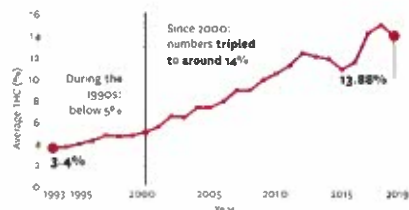


## Influence of Drugs

- Neuroplasticity:** The teenage brain is highly adaptable, which means that substances like drugs and alcohol can have more profound and long-lasting effects on brain structure and function.
- Addiction Risk:** Early exposure to drugs can increase the risk of developing substance use disorders later in life due to changes in the brain's reward system.
- Cognitive Impairment:** Drugs can affect memory, attention, and learning, impacting academic performance and social interactions.



-6-



Source: FAO, M. A. C. (1982) M. Rab. 105, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 8

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**Summary:** Researchers discovered that cannabis affects brain development by interacting with CB1 receptors on astrocytes, not just neurons. Using a mouse model, they showed that removing these receptors impaired the brain's ability to adapt during critical periods of plasticity, particularly in the visual cortex.

This highlights how astrocytes, often seen as supportive cells, play a direct role in early brain flexibility. The findings suggest that disrupting CB1 receptor activity during development, such as through cannabis use, may have long-term impacts on learning and brain function.

### Neuroscience Videos

### Latest Neuro News

A Possible Link Between Cannabis Use and Brain Function

# The “Anxious Generation” of the case against Marijuana...


## As America's Marijuana Use Grows, So Do the Harms


The drug, legal in much of the country, is widely seen as nonaddictive and safe. For some users, these assumptions are dangerously wrong.


More than 4.5 million use the drug daily or near daily, according to the estimates, and 81 percent of those users meet [the criteria for the disorder](#).

"That means **almost everybody that uses it every day is reporting problems with it**," said Dr. Wilson Compton, deputy director of the National Institute on Drug Abuse, who was not involved in the analysis. **"That is a very clear warning sign."**

—NYT

In midcoast Maine, a pediatrician sees teenagers so dependent on cannabis ~~that~~ they consume it practically all day, every day — "a remarkably scary amount," she said. 

From Washington State to West Virginia, psychiatrists treat rising numbers of people whose use of the drug has brought on delusions, paranoia and other symptoms of psychosis. 

And in the emergency departments of small community hospitals and large academic medical centers alike, physicians encounter patients with severe vomiting induced by the drug — a potentially devastating condition that once was rare but now, they say, is common. "Those patients look so sick," said a doctor in Ohio, who described them "writhing around in pain." 

## Cannabis Use Disorder

As of 2023, there are currently 19,164,000 Americans ~~who had cannabis use disorder~~. Dr. Kevin Sabet has said, "Big Marijuana has set its sights on hooking a new generation of users by telling people their products are safe and even recreational."



About 18 million people — nearly a third of all users ages 18 and up — have reported symptoms of cannabis use disorder, according to estimates from a unique data analysis conducted for The Times by a [Columbia University epidemiologist](#). That would mean they **continue to use the drug despite significant negative effects on their lives**. Of those, about three million people are considered addicted.

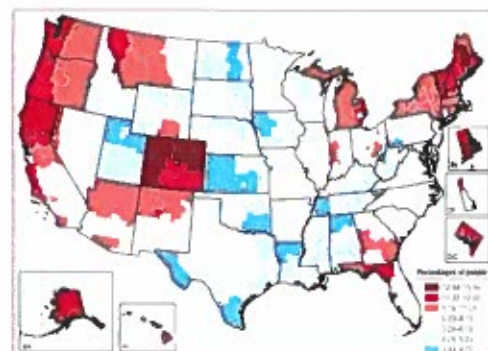
— NYT



- Persistent nausea — often in the morning.
- Repeated vomiting and retching (making the sound and movement of vomiting). This can happen up to five times an hour.
- Intense abdominal discomfort or pain.
- Fear of throwing up.
- Loss of appetite.

Hot baths and showers tend to help reduce or curb the symptoms. Many people with CHS will compulsively shower or bathe — often for hours every day — to relieve CHS symptoms.

Figure 1. Marijuana use in the past month among people aged 12 or older, by substate region: percentages, annual averages based on combined 2012 to 2014 data



## California Department of Public Health

Using cannabis often during youth is linked to:

- Lower likelihood of graduating high school
- Lower school performance
- Challenges with working memory
- Higher risk of developing cannabis use disorder which peaks during late adolescence and among people in their early 20s
- Higher rate of self-harm



Frequent use of high THC cannabis in youth is also linked to higher risk for developing psychosis or psychotic disorders later on in life. This is especially true for those with higher genetic risk for psychotic disorders, who start using cannabis earlier, and who use it more often.

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 7 %	Grade 9 %	Grade 11 %
Lifetime illicit AOD use to get "high"	24	55	92
Lifetime alcohol or drug use	24	55	92
Lifetime marijuana use	21	42	69
Lifetime very drunk or high (7 or more times)	3	17	54
Current illicit drug use <sup>a</sup>	18	32	55
Current marijuana use <sup>a</sup>	11	27	46
Current very drunk <sup>a</sup>	3	20	28
Current heavy alcohol use (bunge drinking) <sup>b</sup>	3	10	65
Current alcohol or drug use on school property <sup>b,c</sup>	5	10	19
Harmfulness of occasional marijuana use <sup>d</sup>	25	10	24
Difficulty of obtaining marijuana <sup>e</sup>	5	11	4

Notes: Cells are empty if there are less than 10 in respondents.

<sup>a</sup> Excludes prescription pain medication.

<sup>b</sup> Past 30 days.

<sup>c</sup> In School only.

<sup>d</sup> Great harm.

<sup>e</sup> Very difficult.

## Abuse and Addiction

Dr. Scott Hadland, who oversees adolescent medicine at Mass General for Children and is an associate professor at Harvard Medical School.





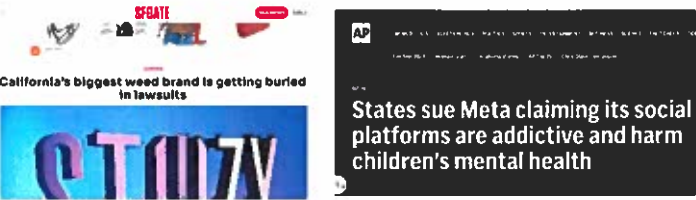
NIH

The prevalence of alcohol, tobacco, and other drug use increases rapidly from early to late adolescence, peaks during the transition to young adulthood, and declines through the remainder of adulthood.

There is accumulating evidence showing that the initiation of substance use early in life contributes to higher levels of use and abuse later in life.

Early onset is also associated with a host of later negative health, social, and behavioral outcomes including physical and mental health problems, violent and aggressive behavior, and adjustment problems in the workplace and family.

Lawsuits



The Same Playbook

Tech Industry	Marijuana, vaping, tobacco/nicotine
Courting youth through algorithms	Courting youth through candy-like products



Social Media v. Marijuana/Tobacco/Vape... The same threat?

In a New York Times op-ed published in June 2024, he declared that "it is time to require a surgeon general's warning label on social media platforms, stating that social media is associated with significant mental health harms for adolescents." This is just the latest volley in the surgeon general's fight against the youth mental health crisis, which he has called "the defining public health issue of our time." By proposing a surgeon general's warning label akin to those on tobacco products, Murthy is implying parallels between Big Tech and Big Tobacco.

Such an analogy is misleading about the effects of social media. Tobacco is clearly and definitively harmful. The research on social media is more ambiguous and complicated. While some youth are harmed by it—like those who are cyberbullied or using social media so excessively that it is disrupting their schoolwork or sleep—others benefit from or even thrive on it.

slate.com



Why don't our youth get a warning label about marijuana?

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 7	Grade 9	Grade 11
Lifetime illicit AOD use to get "high" <sup>1</sup>	24	55	92
Lifetime alcohol or drug use	24	55	92
Lifetime marijuana use	21	42	69
Lifetime very drunk or high (7 or more times)	3	17	54
Current alcohol or drug use <sup>2</sup>	13	37	85
Current marijuana use <sup>1</sup>	11	27	56
Current heavy drug use <sup>1</sup>	3	20	40
Current heavy alcohol use (binge drinking) <sup>3</sup>	3	10	65
Current use of drug use on school property <sup>4</sup>	3	10	56
Harmfulness of occasional marijuana use <sup>5</sup>	25	10	24
Difficulty of obtaining marijuana <sup>6</sup>	5	11	4

Notes: 1. Percentages of those who use drugs, ever, data not reported.

<sup>2</sup> Excludes prescription pain medication.

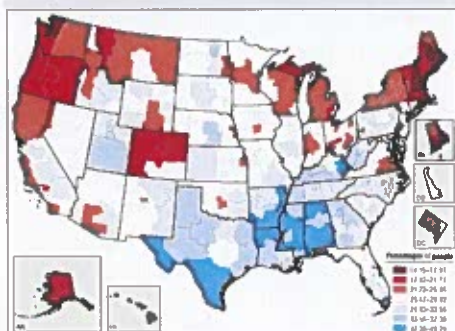
<sup>3</sup> Past 30 days.

<sup>4</sup> In-School only.

<sup>5</sup> Great harm.

<sup>6</sup> Very difficult.

Figure 2. Perceived great risk of harm from smoking marijuana once a month among people aged 12 or older, by substate region: percentages, annual averages based on combined 2012 to 2014 data



## Marijuana - The Perception Problem

### The Message Our Kids Hear

- Medicine
- An Herb
- Cure-all
- Not Addictive
- Harmless
- People don't get violent when they smoke weed
- Doesn't kill people
- "At least they're just smoking weed and not doing harder stuff" - Parent

This was your grandparents' marijuana

### The Reality

- Increased THC concentrations
- CHS
- Psychosis
- Increased anxiety at higher doses
- Highly marketed products

## Nicotine Pouches - the next public health experiment

Health experts say that nicotine has negative effects on everyone, but it is particularly dangerous for young people because it can cause physical changes in their still-developing brains. It is also a highly addictive stimulant. For adolescents and young adults, nicotine has detrimental effects on the developing brain. When your brain is forming, nicotine use can cause issues, including increased impulsivity and ADHD-type cognitive symptoms.

### Another public health experiment:

"Because nicotine pouches are relatively new, the short- and long-term health consequences of using them are unclear."



## CDC - Prevention

Research has aided our understanding of factors that help buffer youth from risky behaviors, including substance use. These are known as protective factors. Some protective factors for high-risk substance use include:

- Parent or family engagement.
- Family support.
- Parental disapproval of substance use.
- Parental monitoring.
- **School connectedness.**

## So where do we go from here?



## 2022-2023 CHKS - School Connectedness

Table A2.1

Key Indicators of School Climate

	Grade 7 <i>n</i> <sub>7</sub>	Grade 9 <i>n</i> <sub>9</sub>	Grade 11 <i>n</i> <sub>11</sub>	NT <i>n</i> <sub>T</sub>	Table
<b>School Engagement and Supports</b>					
School connectedness: <i>n</i> ( <i>In-School Only</i> )	53	68	67	—	A6.4

## 2016-2017 and 2018-2019 CHKS - School Connectedness

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness (high)	61	64	69	-	A4.5

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 9 %	Grade 11 %	Table
School Engagement and Supports			
School connectedness <sup>1</sup>	74	73	A4.6

2023 CHKS

Table A6.12B

School Boredom Profile Groups - 9th Grade

		School is really boring (Grade 9)											
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree	
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 23%				Mid-Boredom & High Value 17%				High Boredom & High Value 20%			
	1												
	2												
	3												
	4	Low Boredom & Mid-Value <sup>1</sup>				Mid-Boredom & Mid-Value 27%				High Boredom & Mid-Value 10%			
	5												
	6												
	7												
	8	Low Boredom & Low Value <sup>1</sup>				Mid-Boredom & Low Value <sup>1</sup>				High Boredom & Low Value 3%			
	9												
10 Strongly Agree													

2023 CHKS

Table A6.12A

School Boredom Profile Groups - 7th Grade

		School is really boring (Grade 7)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value				Mid-Boredom & High Value 34%				High Boredom & High Value 3%		
	1											
	2	21%				34%				3%		
	3											
	4	Low Boredom & Mid-Value <sup>1</sup>				Mid-Boredom & Mid-Value 5%				High Boredom & Mid-Value 18%		
	5											
	6											
	7											
	8	Low Boredom & Low Value <sup>1</sup>				Mid-Boredom & Low Value <sup>1</sup>				High Boredom & Low Value 16%		
	9											
10 Strongly Agree												

2023 CHKS

Table A6.12C

School Boredom Profile Groups - 11th Grade

		School is really boring (Grade 11)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value				Mid-Boredom & High Value 19%				High Boredom & High Value 31%		
	1											
	2											
	3											
	4	Low Boredom & Mid-Value <sup>2</sup>				Mid-Boredom & Mid-Value 4%				High Boredom & Mid-Value 23%		
	5											
	6											
	7											
	8	Low Boredom & Low Value <sup>1</sup>				Mid-Boredom & Low Value <sup>2</sup>				High Boredom & Low Value 0%		
	9											
	10 Strongly Agree											

## What do these hijackers have in common?

They have major impacts on the developing brains of youth  
Touted as benign, healthy, or a safer alternative  
Each industry has methods of attracting and retaining youth customers  
Public health experiments being carried out on our youth...

## Solutions...

Digital Media

COPPA - Children's Online Privacy Protection Act of 1998

Must be 13 years old to sign a terms of service

But... no age verification

Marijuana, Vaping, Nicotine

Illegal to use under age 21

Marijuana use before age 18 is a critical risk period that is associated with future dependence and abuse (The Substance Abuse and Mental Health Services Administration)

Delay - but this is not enough

## Barriers to Learning

"Neurons that fire together, wire together," meaning that activities that repeatedly activate a constellation of neurons cause those neurons to connect more closely, so if a child goes through puberty doing archery, or painting, or video games, or social media, it will cause lasting structural changes in the brain, especially if the activity is rewarding."

— Jonathan Haidt, *The Anxious Generation: How the Great Rewiring of Childhood Caused an Epidemic of Mental Illness*

"Marijuana use among adolescents and young adults can affect normal brain development, leading to problems in learning, memory, coordination, reaction time and judgment. Excessive and frequent use of marijuana is associated with hallucinations, paranoia, and a range of emotional problems."

- Mayo Clinic on teen marijuana use

## Solutions...

Community Building

- Foster a "We" culture instead of an "I" culture

Shared Values - REDUCE NORMALIZATION

- K8 initiative to educate and empower parents to hold off giving their children phones/social media
- Local marijuana industry owning their contribution to the problem and actively countering youth marijuana consumption
- Reduce normalization of substance use

## Solutions...

### Healing and stress reduction and coping skills

- Robust counseling services and cessation and addiction services

### Education

- Digital Citizenship and social media literacy
- Drug education

There are many interrelated barriers...



## Solutions...

### Engagement

- Maintaining and improving school programs
- Creating meaningful learning opportunities



Why have no parents come to the board about marijuana and substance use?

Why has the community not taken a stand on these issues, instead adding it to the responsibility of schools?

How can residents of Mendocino County call out Big Tech when they are guilty of the same tactics in their Marijuana Industry?

## Warning Signs of Problematic Social Media Use

Adolescents should be routinely screened for signs of “problematic social media use” that can impair their ability to engage in daily roles and routines, and may present risk for more serious psychological harms over time.

Indicators of problematic social media use include

- a tendency to use social media even when adolescents want to stop, or realize it is interfering with necessary tasks
- spending excessive effort to ensure continuous access to social media
- strong cravings to use social media, or disruptions in other activities from missing social media use too much
- repeatedly spending more time on social media than intended
- lying or deceptive behavior to retain access to social media use
- loss or disruption of significant relationships or educational opportunities because of media use

Social media use should not restrict opportunities to practice in-person reciprocal social interactions, and should not contribute to psychological avoidance of in-person social interactions.

## APA Recommendations on Social Media

Youth using social media should be encouraged to use functions that create opportunities for social support, online companionship, and emotional intimacy that can promote healthy socialization

Social media use, functionality, and permissions/consent should be tailored to youths’ developmental capabilities; designs created for adults may not be appropriate for children.

In early adolescence (i.e., typically 10–14 years), adult monitoring (i.e., ongoing review, discussion, and coaching around social media content) is advised for most youths’ social media use; autonomy may increase gradually as kids age and if they gain digital literacy skills. However, monitoring should be balanced with youths’ appropriate needs for privacy.

To reduce the risks of psychological harm, adolescents’ exposure to content on social media that depicts illegal or psychologically maladaptive behavior, including content that instructs or encourages youth to engage in health-risk behaviors, such as self-harm (e.g., cutting, suicide), harm to others, or those that encourage eating-disordered behavior (e.g., restrictive eating, purging, excessive exercise) should be minimized, reported, and removed;<sup>13</sup> moreover, technology should not drive users to this content.

To reduce the risks of psychological harm, adolescents’ exposure to content on social media that depicts illegal or psychologically maladaptive behavior, including content that instructs or encourages youth to engage in health-risk behaviors, such as self-harm (e.g., cutting, suicide), harm to others, or those that encourage eating-disordered behavior (e.g., restrictive eating, purging, excessive exercise) should be minimized, reported, and removed;<sup>13</sup> moreover, technology should not drive users to this content.

## Need for Social Media Education

Adolescents’ social media use should be preceded by training in social media literacy to ensure that users have developed psychologically-informed competencies and skills that will maximize the chances for balanced, safe, and meaningful social media use.

- Digital Citizenship and Digital Literacy
- questioning the accuracy and representativeness of social media content
- understanding the tactics used to spread mis- and disinformation
- limiting “overpenetration” and “misestimation” errors that lead users to incorrectly estimate others’ behaviors or attitudes based on social media content (or reactions to content)
- signs of problematic social media use
- how to build and nourish healthy online relationships
- how to solve conflicts that can emerge on social media platforms
- how to refrain from excessive social comparisons online and/or better understand how images and content can be manipulated
- how to recognize online structural racism and critique racist messages
- how to safely communicate about mental health online

**The use of social media should be limited so as to not interfere with adolescents' sleep and physical activity.**

**Adolescents should limit use of social media for social comparison, particularly around beauty- or appearance-related content.**

**Substantial resources should be provided for continued scientific examination of the positive and negative effects of social media on adolescent development.**

