



Human Rights Commission Meeting

Monday, December 8, 2025 at 6:00 PM

Agenda

ACCESS INFORMATION:

- A. This meeting will be held on Monday, December 8th, 2025 at 6:00 PM. Location: City Council Chamber
 - B. This is an in-person meeting - any remote access is provided solely as a courtesy and may not be relied upon as alternative access. Therefore, any interruption in remote access technology shall not interrupt the meeting, and the meeting will proceed accordingly in person. In the event of such interruption, in-person attendance is available and encouraged.
 - C. The Public may join the virtual meeting online: <https://watertown-ma.zoom.us/j/83935116963>
 - D. Public may comment through email: dnewton@watertown-ma.gov
 - E. Please visit the Human Rights Commission website here: <https://www.watertown-ma.gov/1195/Human-Rights-Commission>
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- 1. Call to Order
- 2. Roll Call
- 3. Acceptance of Minutes
 - A. Minutes 11.10.25
- 4. Public Comment
- 5. Committee Reports
 - A. Immigrant Rights Committee: 12/1 meeting; Approval of minutes; Update to Immigration Enforcement Statement; Draft Letter to City Council
 - B. Action Plan Committee: Approval of Minutes; Ongoing Needs Assessment; Priorities for 2026
 - C. Logo Committee: Approval of Minutes; Status of Contest & Process for moving forward
- 6. Public Comment
- 7. Discussion
 - A. Movie on Immigrant Experience Screening on January 25th in Partnership with the Library
 - B. Human Rights Commission FY26 Budget
 - C. Student Liaison Involvement in Human Rights Commission Work
 - D. Human Rights Commission Work on Domestic Violence Awareness

- E. Coordinating with Neighboring Human Rights Commissions
 - F. Watertown Youth Risk Behavior Survey Results
- 8. Public Comment
- 9. Adjournment

Statement on Protecting our Immigrant Community Watertown Human Rights Commission

The Watertown Human Rights Commission strongly stands for policies that uphold the dignity, rights, and contributions of all residents of our community of Watertown, Massachusetts, regardless of their immigration status. Immigrants enrich our city of Watertown with diverse perspectives, cultures, talents, and skills. They deserve equitable access to housing, education, employment, and public services.

We are committed to advocating for inclusive policies that protect immigrants from discrimination, ensure safety, and promote full participation in civic life. Watertown thrives when all residents, regardless of origin, are treated with respect and afforded equal opportunities to succeed.

The Watertown Human Rights Commission will educate and defend our communities from threats of mass deportation and family separation.

We unequivocally state: The Watertown Police Department does not collaborate with ICE to detain individuals based on immigration status. This is the law in Massachusetts. Our community remains committed to being a safe and welcoming place for all. In these challenging times, we urge residents who are able to offer support: check in on your neighbors, share reliable information, and extend compassion where it is needed.

Please share this welcome brochure from Watertown Police Chief Justin Hanrahan and the Watertown Human Rights Commission among your communities. Together, we can build a more inclusive, compassionate, and equitable community for everyone.

Statement on ICE Operations and Enforcement Activities, and the Impacts on Our Community

The Watertown Human Rights Commission is deeply concerned about the continuing escalation of US Immigration and Customs Enforcement (ICE) activity across Massachusetts, including in Watertown and neighboring communities. We are particularly troubled by reports of local residents being detained without due process or access to legal protections.

Recent enforcement actions underscore the climate of fear and uncertainty affecting immigrant families in our region. The Commission reaffirms its support for the rights and dignity of all residents regardless of immigration status, and calls for transparency, accountability, and humane treatment in all enforcement actions.

Together, we can build a community rooted in care, safety, and solidarity. For more information about resources, to file issues or [complaints](#) with the Human Rights

Commission, or to contact the Commission, please visit <https://www.watertown-ma.gov/1195/Human-Rights-Commission>.

If you see ICE, please call the LUCE hotline number at 617-370-5023. If you or someone you know has been affected, we encourage you to access available resources:

- [Massachusetts Immigrant & Refugee Advocacy Coalition](#)
 - [Massachusetts Access to Counsel Initiative](#)
- [Luce Immigrant Justice Network of Massachusetts](#)
- [National Immigration Law Center](#)
- [National Immigrant Justice Center](#)
- [ACLU](#)
- [ACLU of MA](#)

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We want to clearly unequivocally state: In accordance with Massachusetts Law, the Watertown Police Department does not collaborate with ICE to detain individuals based on immigration status. This is the law in Massachusetts. Our community remains committed to being a safe and welcoming place for all. In ~~times like these~~ these challenging times, we urge residents who are able to offer support: check in on your neighbors, share reliable information, and extend compassion where it is needed.

Together, we can build a community rooted in care, safety, and solidarity. For more information about resources, to file issues or complaints with the Human Rights

Commented [CB1]: I thought about specifically mentioning the Allston raid and the subsequent activity in Watertown, but since we update this so infrequently, I think we should keep it vague.

Commented [CB2]: I recommend to move this into the more general welcoming statement above, as well as the link to the police brochure.

Commented [CB3]: Shall we provide a direct link to the complaints form here or just keep it to the general website link?

Commission, or to contact the Commission, please visit <https://www.watertown-ma.gov/1195/Human-Rights-Commission>.

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[MACI](#)

- Visit [Luce Immigrant Justice Network of Massachusetts](#), or call their hotline number: 617-370-5023

[Watertown Police Department Immigration Brochure \(PDF\)](#)

[National Immigration Law Center](#)

[National Immigration Justice Center](#)

[ACLU](#)

[ACLU of MA](#)

Commented [CB4]: I know Xin was looking into additional resources here through the MA HRC. Are there additional links we want to include here?

Dear Members of the Watertown City Council,

The Watertown Human Rights Commission respectfully urges the City Council to fully consider community safety, privacy, and civil rights implications as the City contracts with Flock Safety.

While Flock technology may support public safety, it is essential to understand the potential risks for immigrant residents and other vulnerable populations. Even though the Watertown Police Department does not collaborate with ICE, federal systems—such as national fingerprint databases—can still create indirect pathways for federal access to local data. We ask the Council to ensure that similar unintended access cannot occur with Flock data.

We request that the City provide oversight on Flock regarding:

- Whether federal agencies, including ICE or DHS, can access Flock data directly or indirectly.
- How Flock handles federal requests for data.
- What safeguards prevent unauthorized or unintended sharing.
- What contractual protections can guarantee that Watertown maintains control of its data and is not sold to other parties.

As private corporations are increasingly selling new surveillance technologies to law enforcement agencies, we expect rigorous oversight of these technologies in order to protect Watertown's most vulnerable residents from over-policing.

Sincerely,

Watertown Human Rights Commission



essential[®]
PARTNERS

PROPOSAL

Constructive Conversations Across Difference

A Coalition of HRCs, City of Newton

October 24, 2025



PROPOSAL

Across Greater Boston, seven Human Relations Commissions have come together to strengthen the fabric of their communities by helping residents engage one another across lines of difference. In a time when polarization and misunderstanding can easily take root, Essential Partners will offer practical training to equip community members with the skills and confidence to hold constructive, compassionate conversations. By building capacity for conversation across difference, we aim to foster greater trust, understanding, and connection among neighbors throughout the region.

Scope of Work - Interpersonal Skills Workshop

Essential Partners trainers will design and deliver a three-hour Constructive Communication Across Differences workshop for up to 200 participants. This workshop will be delivered over the course of two evenings. In this workshop focused on building trust and understanding across differences, attendees will:

- Learn a framework for recognizing and creating new cycles of conversations in their organizations and communities.
- Develop skills in listening, asking questions, and speaking constructively, particularly in difficult conversations or conversations across differences.
- Build confidence and willingness to engage across differences.

The workshop will include breakout sessions and handouts for attendees that they may download and use as a personal reference following the training.

STAFFING

EP employs a team of about [twenty facilitators and trainers](#), in addition to partnering with consultants who offer specific expertise or skills for each project. The team for this proposal will be selected based on expertise and availability during the timeline of the project.

We will not begin work on the project and cannot guarantee dates or staffing until the contract is signed. We require 6-8 weeks of lead time from the time of contract signature to the time of delivery.

ABOUT ESSENTIAL PARTNERS

Since 1989, Essential Partners has given people the means to strengthen relationships, deepen belonging, and renew hope in their communities. Our time-tested approach fosters a foundation of constructive communication that makes engaged and inclusive workplace cultures possible. We achieve this by:

- Building organizational capacity for constructive conversations about complex and divisive issues
- Strengthening individual and organizational resilience to hold difficult conversations
- Investing stakeholders with the skills and tools to scale constructive conversations across the institution and advance organization-wide change
- Designing authentic, constructive conversations that invite people to talk about what is most important, challenging, complicated, or meaningful to them
- Cultivating relationships founded on mutual trust and understanding, even in the midst of differences or disagreements

With the ability to disrupt and transform dysfunctional communication patterns, organizations become less vulnerable to dysfunction and deadlock. A reinforced foundation of trust and understanding allows staff, managers, and leadership to harness the strength derived from diverse perspectives. For mission-driven organizations such as nonprofits and foundations, the ability to engage diverse stakeholders during strategic and programmatic planning processes is especially vital.

Essential Partners' approach, Reflective Structured Dialogue, has helped individuals, groups, organizations, and communities address such divisive issues as immigration and the global refugee crisis, racial and ethnic diversity, intra- and interfaith dynamics, gender identity and sexual orientation, and the role of guns in society, among others.

No two organizations are exactly alike; no two EP projects are the same either. Through careful preparation and planning, customized program design, and the adaptation of our core approach, EP meets every set of stakeholders where they are. We leverage the strengths, networks, and existing initiatives that make each organization unique.

Essential Partners works collaboratively to generate tailored programs that are scalable and broadly adaptable, so that each organization builds the capacity to address not only their current challenge, but the next one, and the next.

Essential Partners has extensive experience in developing and supporting dialogue programs and skills in organizations including, but not limited to the following:

StoryCorps, NY
Placer Community Foundation, CA
Chatham Financial, MA
National Alliance on Mental Illness, MA
Council on Foundations, Washington, DC

Cambridge Dept. of Human Services, MA
Moraine Park Technical College, WI
The Wexner Foundation, OH
Facebook, CA
Arc of Opportunity, MA



PROPOSED BUDGET

The total estimated cost for this proposed scope is outlined below. This cost is subject to modification as circumstances change.

As this scope of work is designed to take place online, no travel expenses are anticipated. If travel expenses are incurred (including but not limited to transportation, lodging, and meals), they will be billed separately and at cost. **The client is responsible for printing of program materials (handouts, worksheets, etc.) or will reimburse for printing at cost.**

For projects that include a virtual component, EP offers experienced Zoom tech support and hosting on the Essential Partners' Zoom account. The cost of both tech hosting and support is **included in the budget below.**

Project Task	Fee
Two 90-Min trainings with collaborative design, materials, and follow-up resources for implementation	\$5,500



WORKING WITH ESSENTIAL PARTNERS

Essential Partners offers materials and resources to support groups as they work towards bringing dialogue into their community:

- [Publicity Packet](#)
This folder includes Essential Partners logos and images you may use in your own materials or invitations as well as sample flyers and introduction letters to help guide your thinking as you reach out to your community.
- [Partner Handbook](#)
This handbook provides information based on the most frequently asked questions we receive from our partners. It includes information about what we offer to our partners and what we ask of our partners, as well as providing contact information for point people on staff, recommendations regarding venues, and recommendations regarding the planning of projects based on our experience.

A note on our materials: The handouts, slides, and any other materials shared in connection with this project reflect the work of EP's team over years (and sometimes decades) to support communities and institutions as they support dialogue in their context. All of EP's materials are protected by U.S. copyright law. EP is the exclusive owner of the copyright in the materials that EP creates. Participants in this project may take notes and make copies of EP materials for their own use as they apply what they learned in their own facilitation, as long as all existing copyright information on those materials is maintained. If copyright is not already included, you must add the following credit: "This material was created in association with Essential Partners. © 2024 Essential Partners. All Rights Reserved." Participants may not distribute, reproduce, share, or upload any content from Essential Partners as part of a paid contract (as an independent consultant, paid facilitator, etc.) without first receiving explicit written permission from EP staff to do so.

WELLNESS OF WATERTOWN

YOUTH RISK BEHAVIOR SURVEY (YRBS) RESULTS, 2025



YRBS IN WATERTOWN

Wayside Youth & Family Support Network

*provides a wide variety of mental health counseling
and family support services to children,
young adults and families in Massachusetts.*



Wayside's mission is:

*“empowering children, young adults and families to achieve
greater independence and emotional well-being.”*

Watertown YRBS:

- Opt-in survey for middle and high school students
- Administered every two years
- Wayside works with Watertown Public Schools, John Snow, Inc. (JSI), Data+Soul Research, and other community partners

MIDDLESEX LEAGUE COHORT

- Arlington
- Belmont
- Burlington
- Melrose
- Reading
- Stoneham
- Wakefield
- **Watertown**
- Wilmington
- Winchester
- Woburn



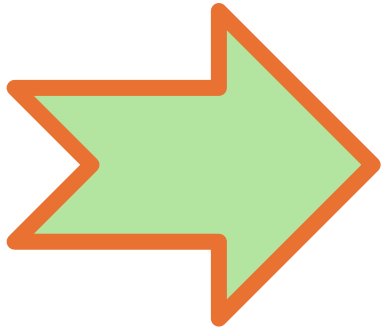
History of using YRBS data to address youth health and well-being

Watertown has been collecting YRBS data for the past three decades to understand trends in youth substance use, mental health and overall well-being. We also work on the W2B2 coalition with three other towns (Belmont, Brookline, and Waltham) to address these **factors influencing youth substance use**:

Sense of Belonging: Students who feel like they belong at school are less likely to use substances.

Trusted Adults: Youth need adults in their lives (caregivers, adults at school, adults in the community) who they trust to listen and support them without judgment. However, these adults are hard to identify.

Misperceptions of Risk and Harm from Using Substances: Youth overestimate substance use among their peers and underestimate the risks and harms of use.



COUNT OF SURVEY RESPONSES

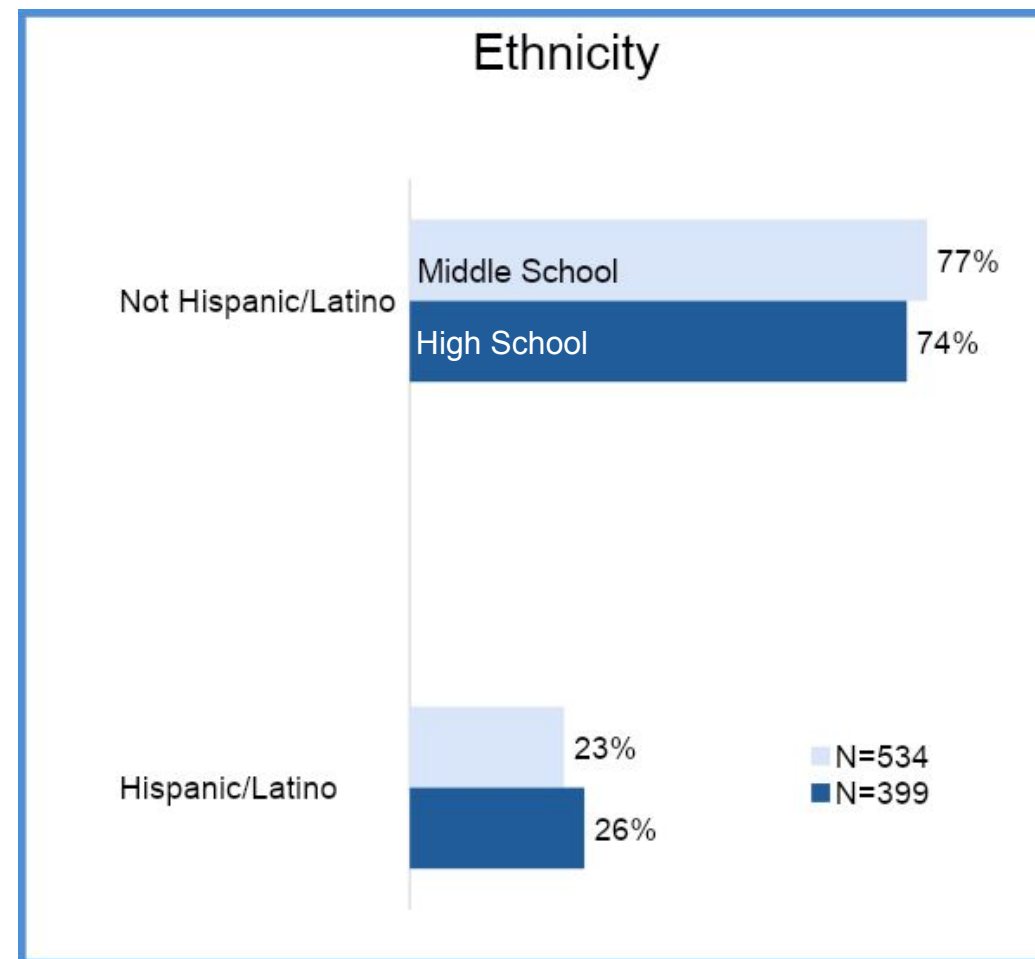
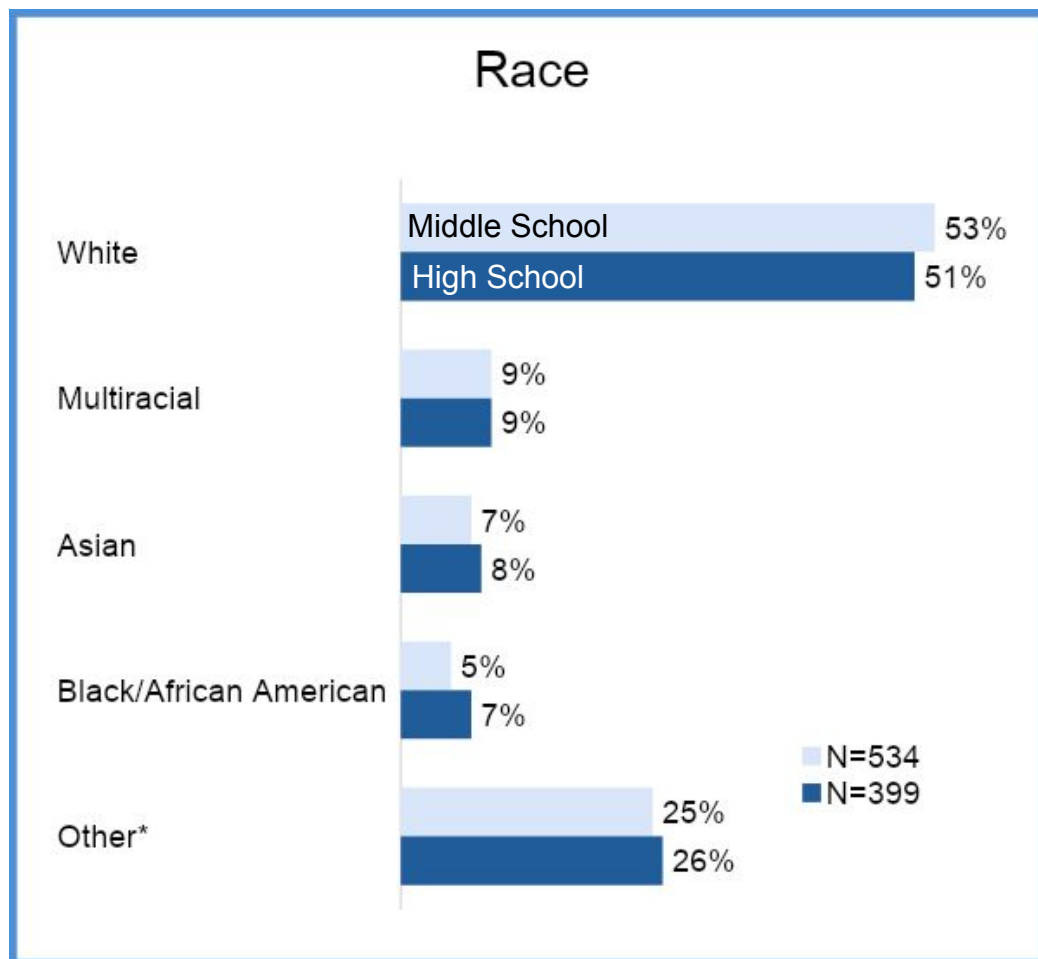
Middle School

Grade	Responses
6 th	197
7 th	184
8 th	156
Total	537

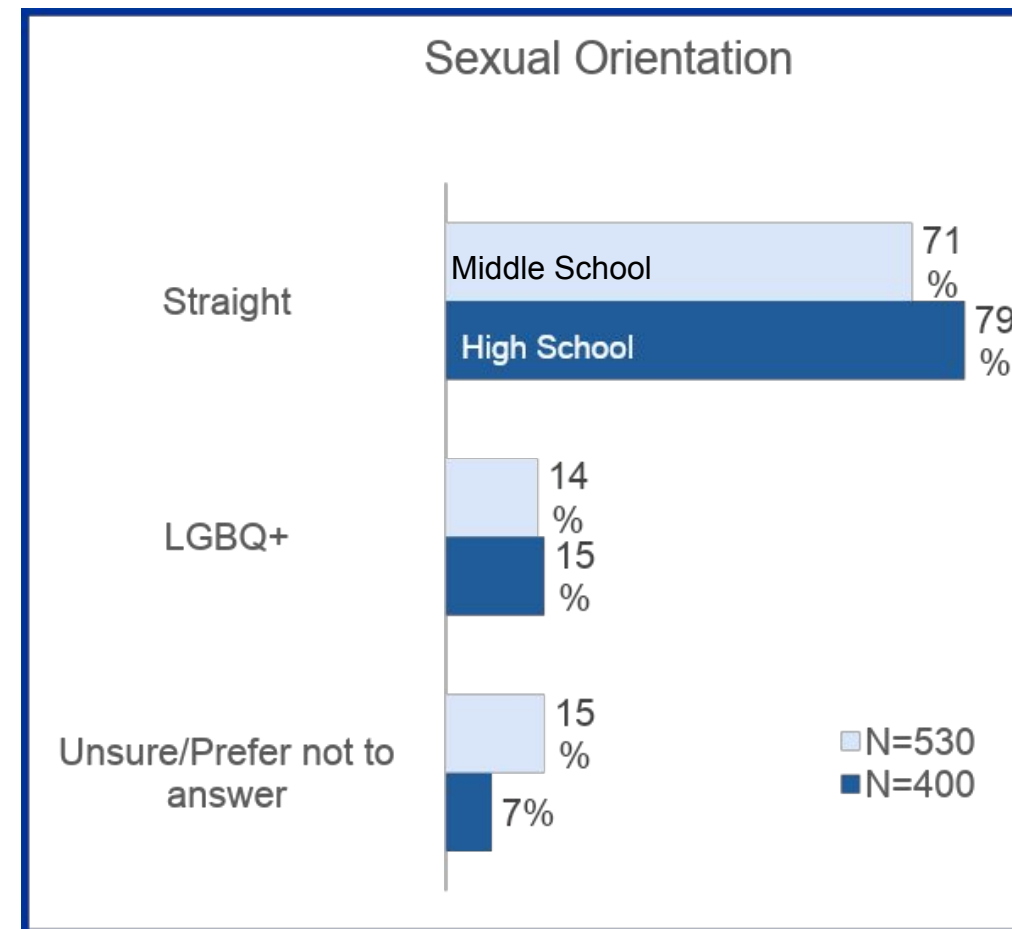
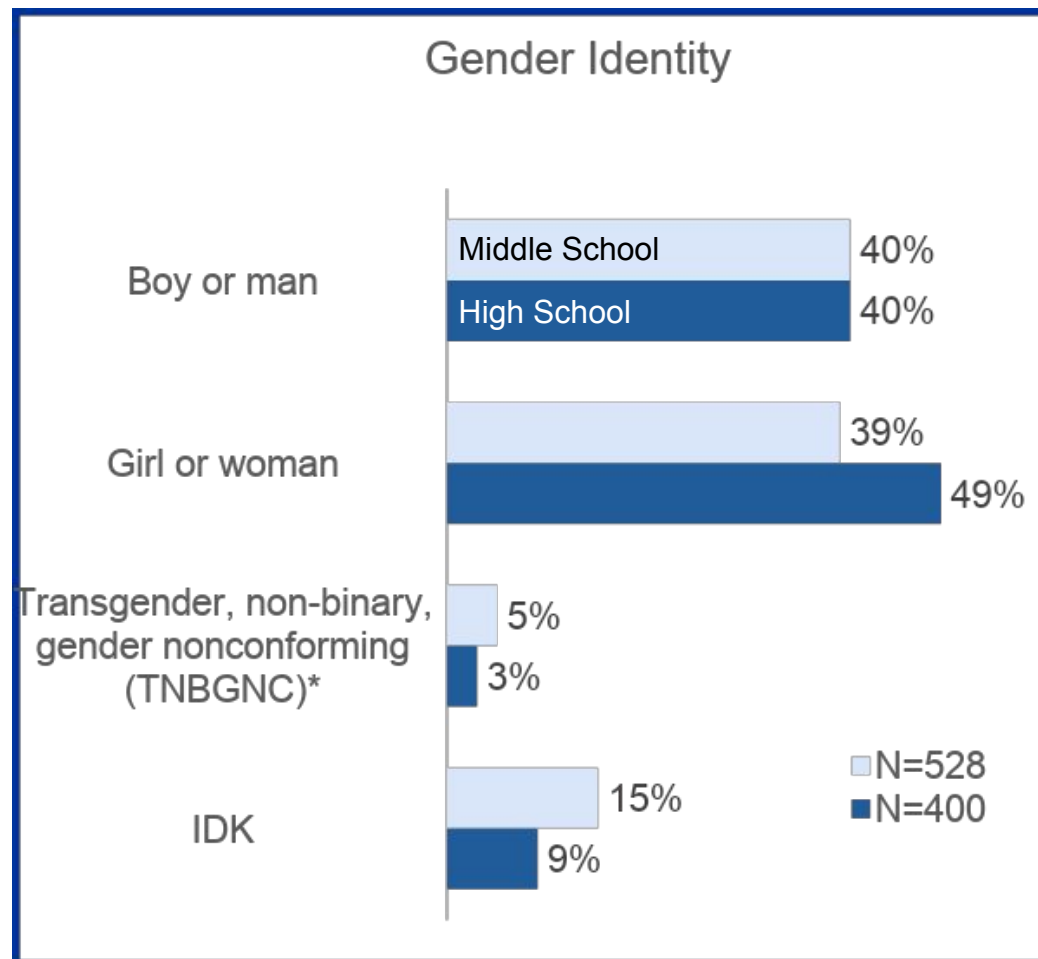
High School

Grade	Responses
9 th	105
10 th	113
11 th	105
12 th	80
Total	403

RESPONDENT DEMOGRAPHICS



RESPONDENT DEMOGRAPHICS



HIGH SCHOOL

SUBSTANCE USE

MENTAL HEALTH & WELLNESS

PERSONAL SAFETY

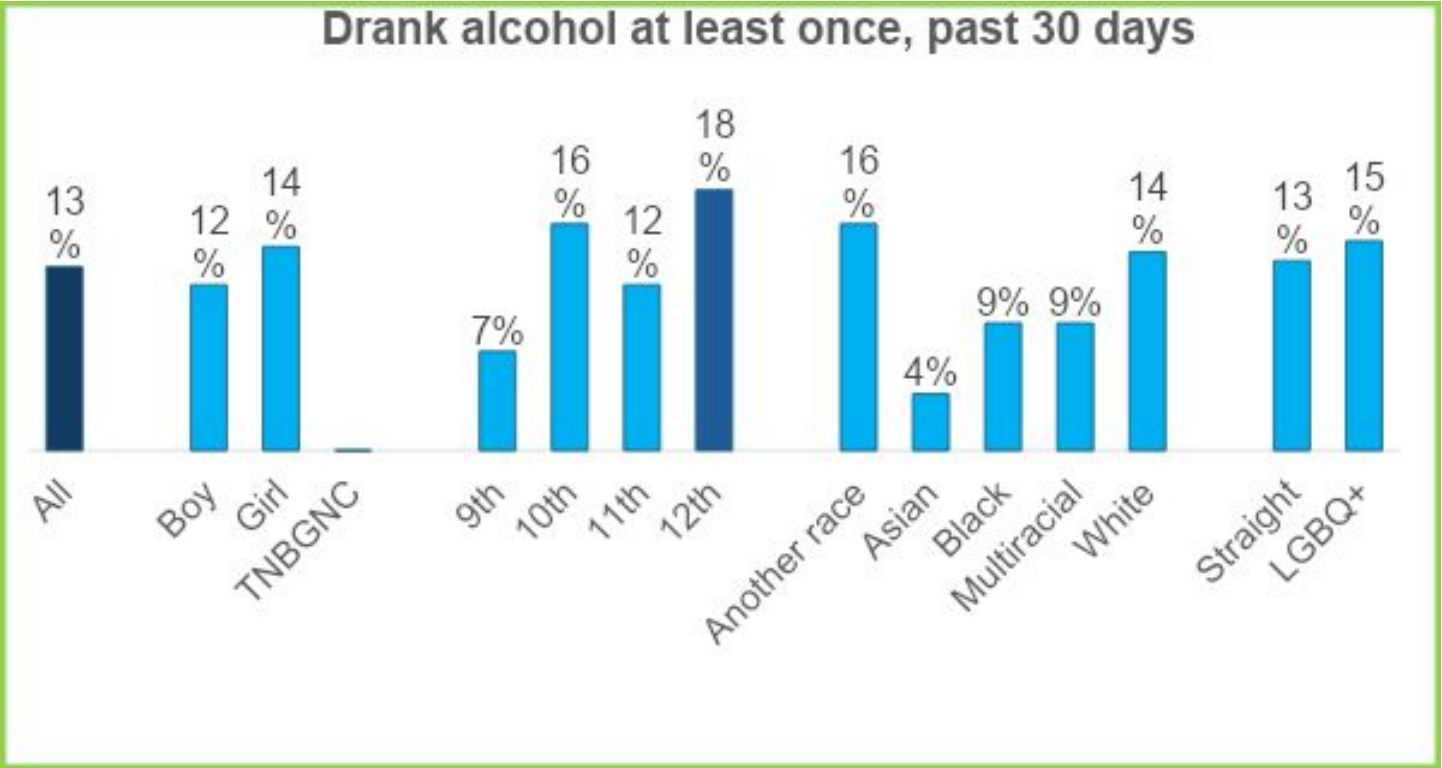
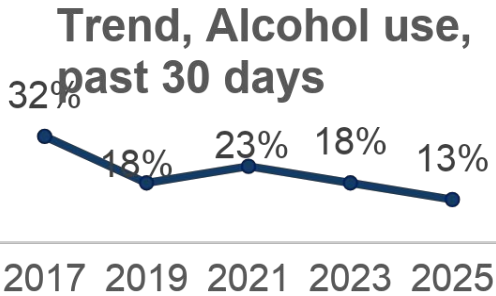
PROTECTIVE FACTORS

SUBSTANCE USE

ALCOHOL
MARIJUANA
VAPING
PERCEPTION OF USE

ALCOHOL USE

Among high school students, current alcohol use has decreased since 2021.



TNBGNC includes students who are transgender, non-binary, genderqueer, questioning, another gender. Another race* incl. American Indian/Alaska Native, Hispanic/Latino, Native Hawaiian/Pacific Islander, Middle Eastern/North African, Another race.

ALCOHOL USE

Student perceptions of risk:

Student perceptions of the risk of regularly consuming alcohol have decreased since 2019.

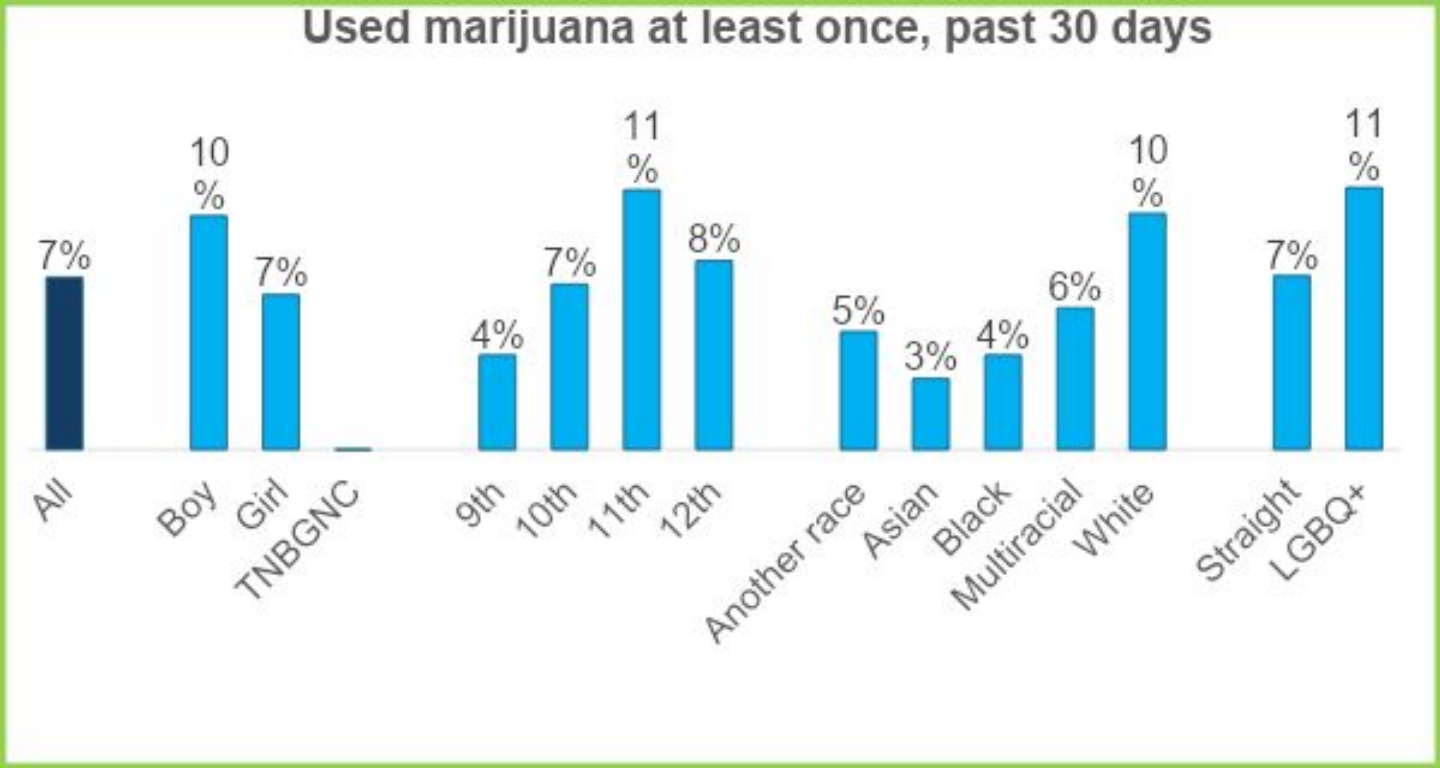
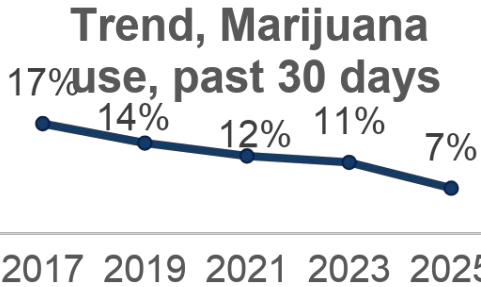
Student perception of parental and peer disapproval:

Perception of parental and peer disapproval of alcohol use have increased since 2023, returning to previous levels.

Student perceptions of	2019	2021	2023	2025	Dif
Risk/harm of daily alcohol use	77%	80%	64%	60%	▼
Parental disapproval	91%	89%	76%	90%	▲
Peer disapproval	75%	69%	47%	77%	▲

MARIJUANA USE

Since 2017, current marijuana use among high school students has decreased by 59%.



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MARIJUANA USE

Student perceptions of risk:

The perception of risk of marijuana use has increased from 45% in 2019 to 57% in 2025.

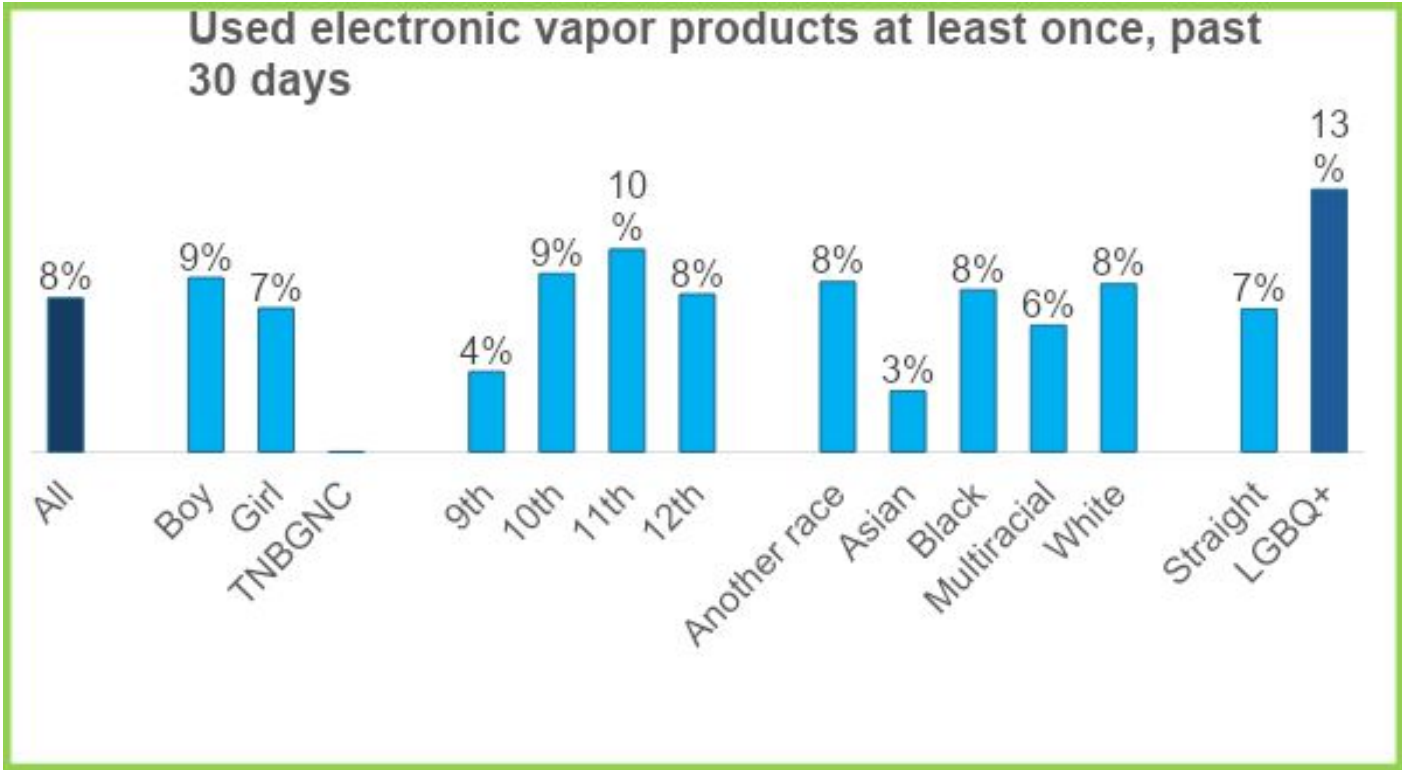
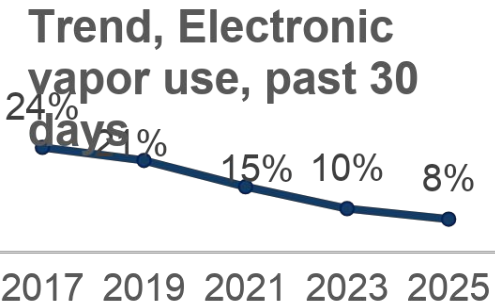
Student perception of parental and peer disapproval:

Student perception of parental disapproval of marijuana use has fluctuated between 84% and 88% since 2019, while student perception of peer disapproval has steadily increased since 2019 (from 50% in 2019 to 74% in 2025).

Student perceptions of	2019	2021	2023	2025	Dif
Risk/harm of marijuana use	45%	53%	51%	57%	▲
Parental disapproval	84%	85%	88%	88%	▬
Peer disapproval	50%	52%	59%	74%	▲

ELECTRONIC VAPOR USE

Since 2021, current electronic vapor use among high school students has decreased by 67%.



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ELECTRONIC VAPOR USE

Student perceptions of risk:

The perception of risk of electronic vapor use has remained level since 2023 but has decreased since 2019.

Student perception of parental and peer disapproval:

Student perception of parental disapproval of electronic vapor use has remained level since 2021. However, student perception of peer disapproval has greatly increased.

Student perceptions of	2019	2021	2023	2025	Dif
Risk/harm of electronic vapor use	88%	82%	78%	79%	▬
Parental disapproval	88%	94%	94%	93%	▬
Peer disapproval	----	51%	60%	75%	▲

PERCEPTION OF CURRENT SUBSTANCE USE

High school students believe that their peers are currently using* substances at higher rates than they report using.

New question – trend data not available

2021 2023 2021

Substance	% students who reported using substance in the past 30 days (ACTUAL)	% students who perceived use to be		
		LOWER than actual use	HIGHER than actual use	SIMILAR to actual use
Alcohol	13%	21%	66%	13%
Marijuana	7%	0%	74%	26%
Vape products	8%	0%	83%	17%

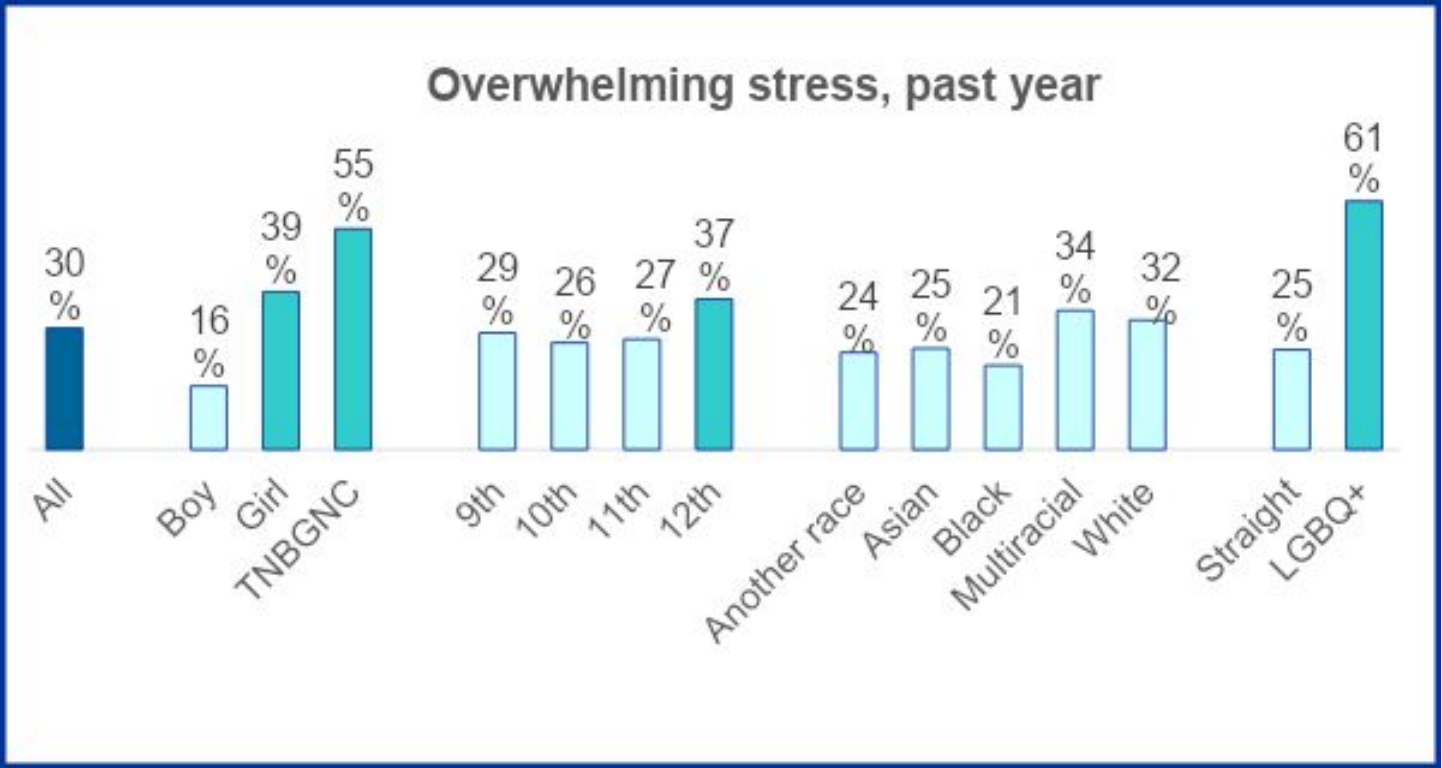
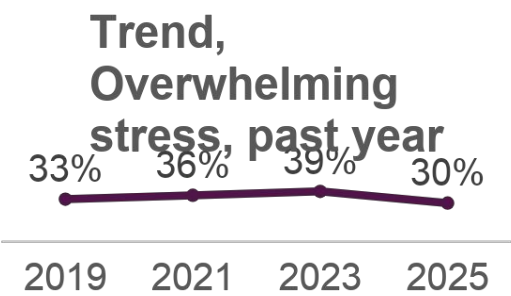
*New survey question: During the past 30 days, what percentage of students at your school do you think used the following substances?

MENTAL HEALTH & WELLNESS

STRESS
ANXIETY
DEPRESSION
SELF-HARM
SUICIDE
COPING STRATEGIES

STRESS

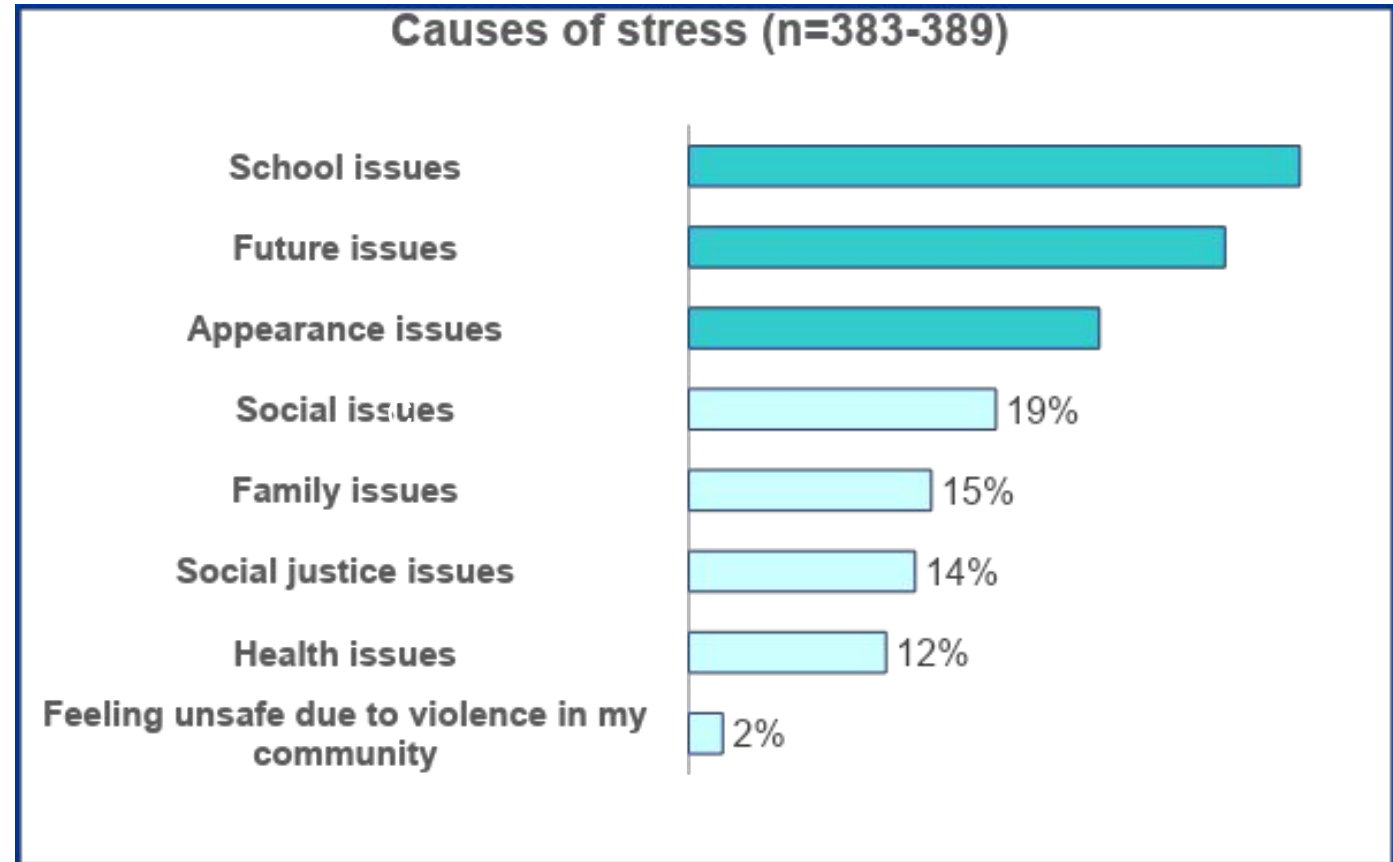
30% of high school students have experienced overwhelming stress in the past year.



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STRESS

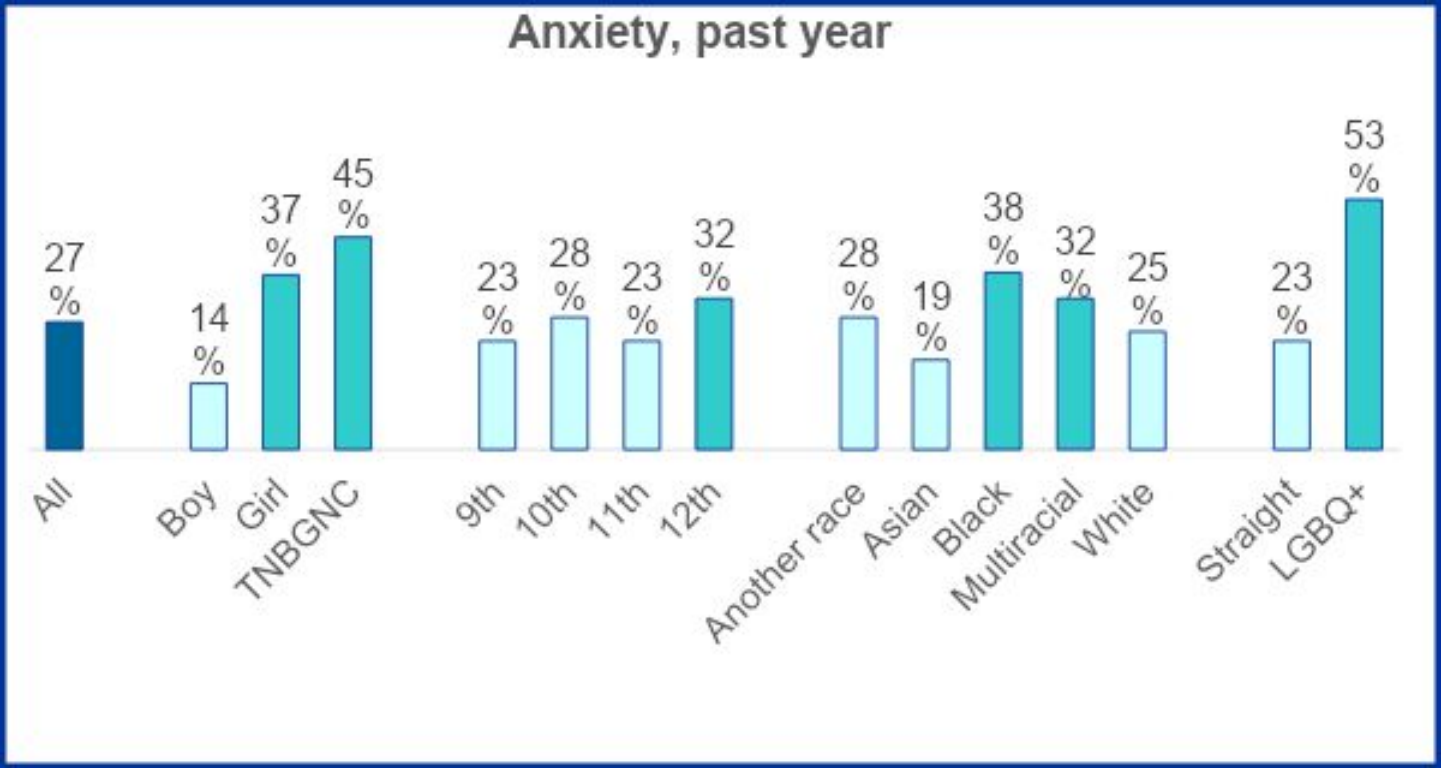
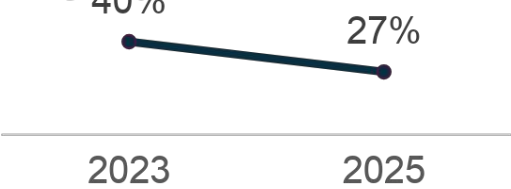
Among high school students, the leading causes of stress are school issues (38%), future issues (33%), and appearance issues (25%).



ANXIETY

27% of high school students report experiencing anxiety in the last year.

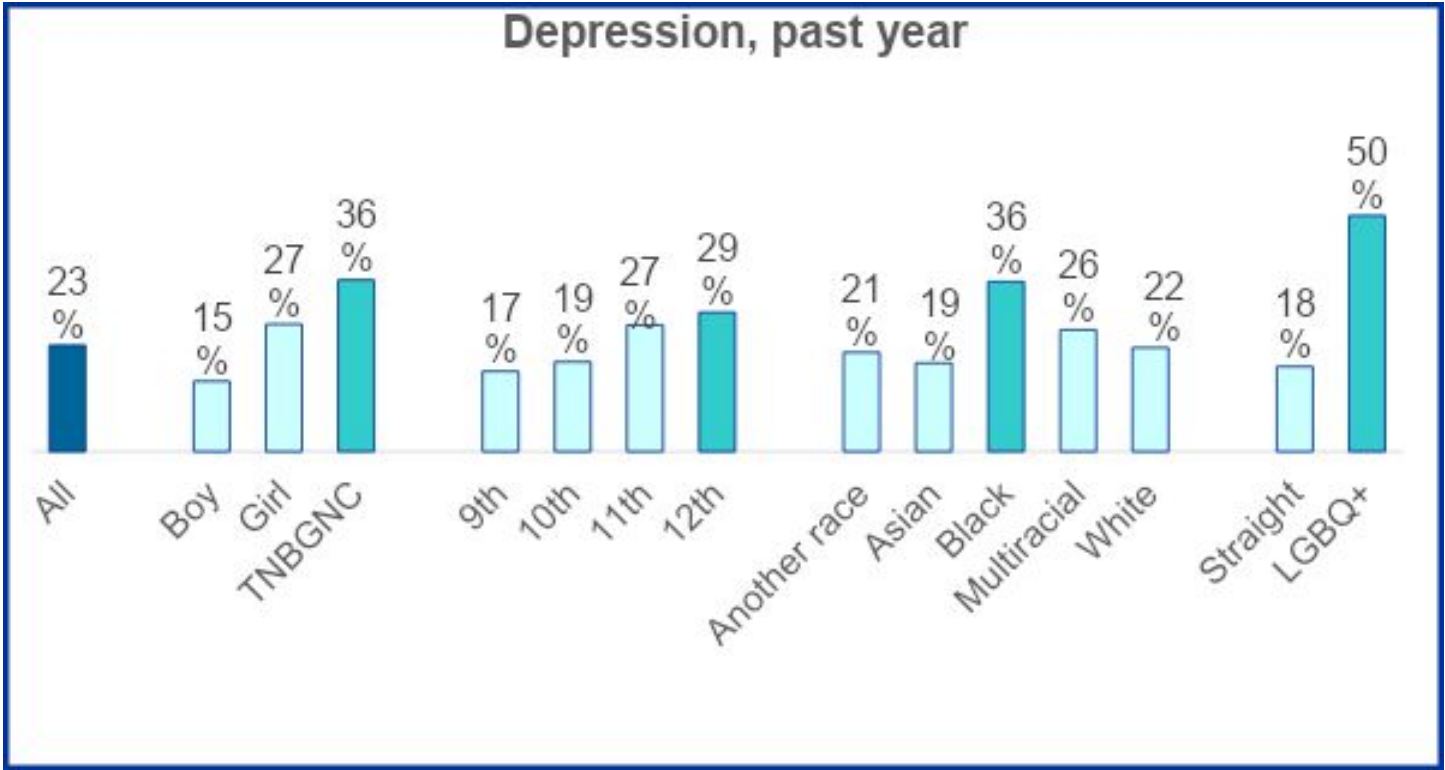
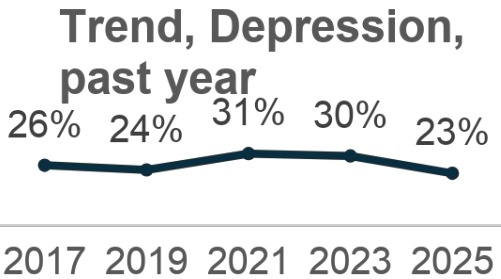
Trend, Anxiety, past year



TNBN includes students who are transgender, non-binary, genderqueer, questioning, another gender. Another race* incl. American Indian/Alaska Native, Hispanic/Latino, Native Hawaiian/Pacific Islander, Middle Eastern/North African, Another race.

DEPRESSION

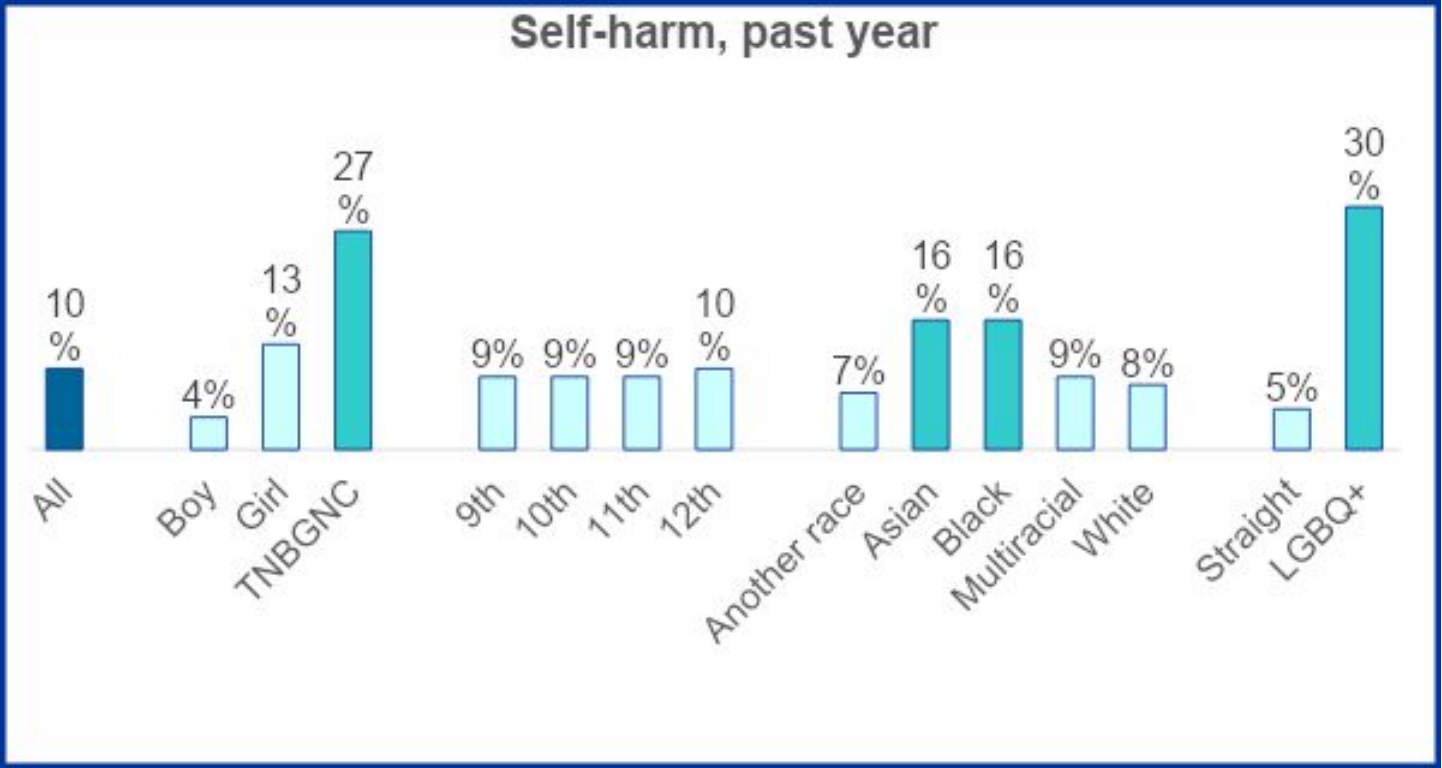
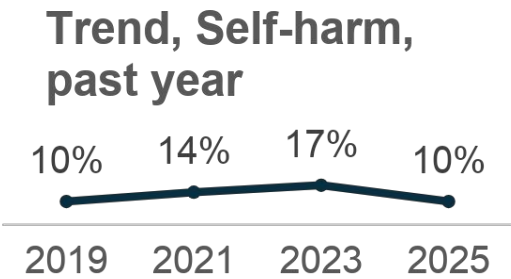
Overall rates of high school students who experienced depressive symptoms in the past 12 months have fluctuated between 23% (2025) to 31% (2021).



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SELF-HARM

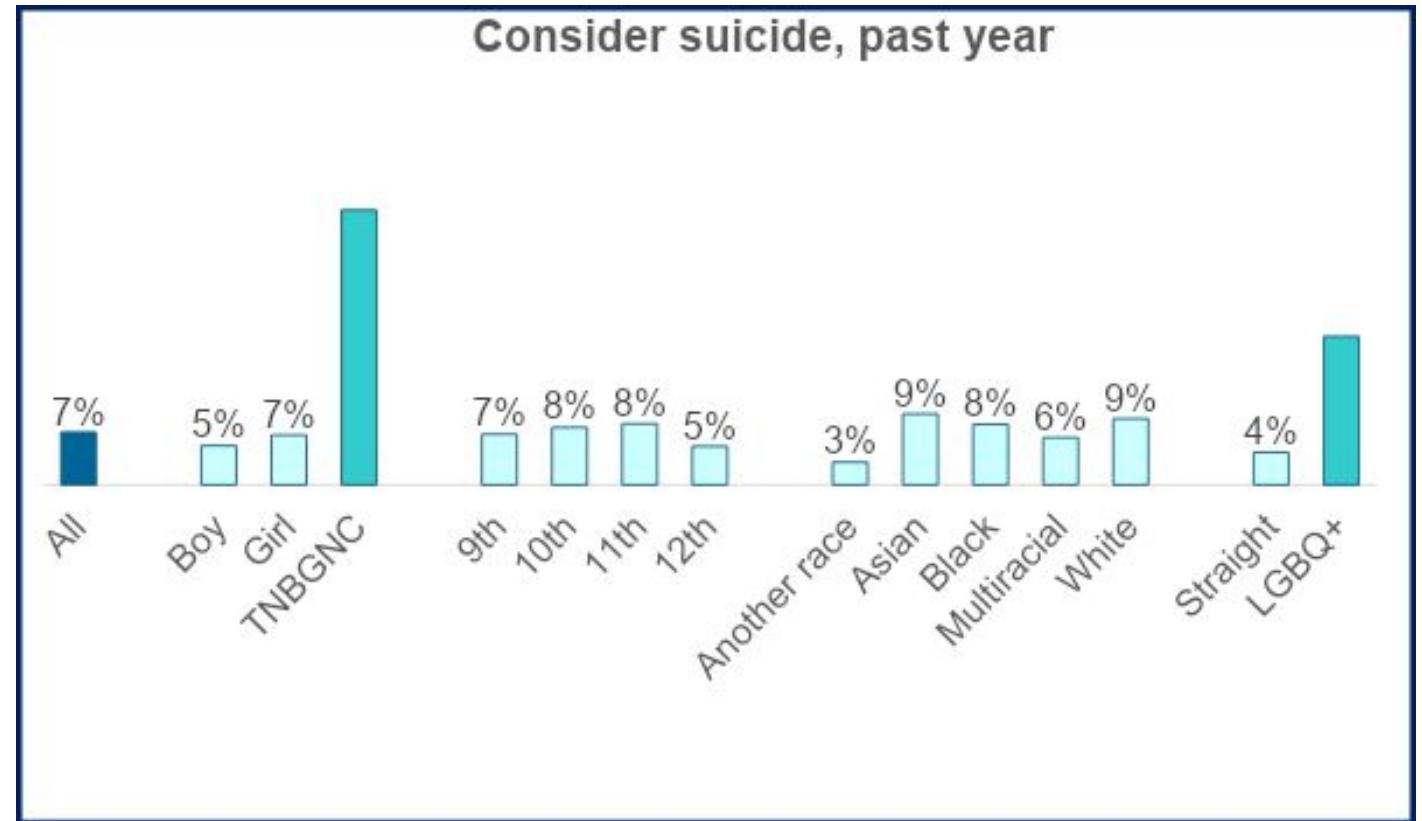
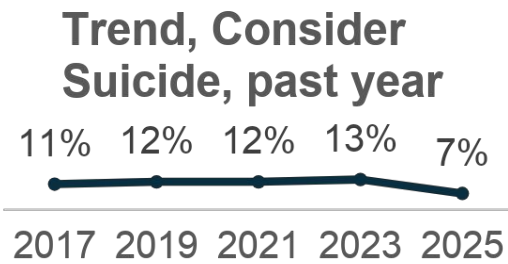
Overall, 10% of high school students have hurt or injured themselves without the intention of dying in the past year.



TNBGNC includes students who are transgender, non-binary, genderqueer, questioning, another gender.
Another race* incl. American Indian/Alaska Native, Hispanic/Latino, Native Hawaiian/Pacific Islander, Middle Eastern/North African, Another race.

SUICIDE

Overall, 7% of high school students (27 students) have seriously considered attempting suicide, a decrease from previous years. 3% (10 students) have attempted suicide in the past year.



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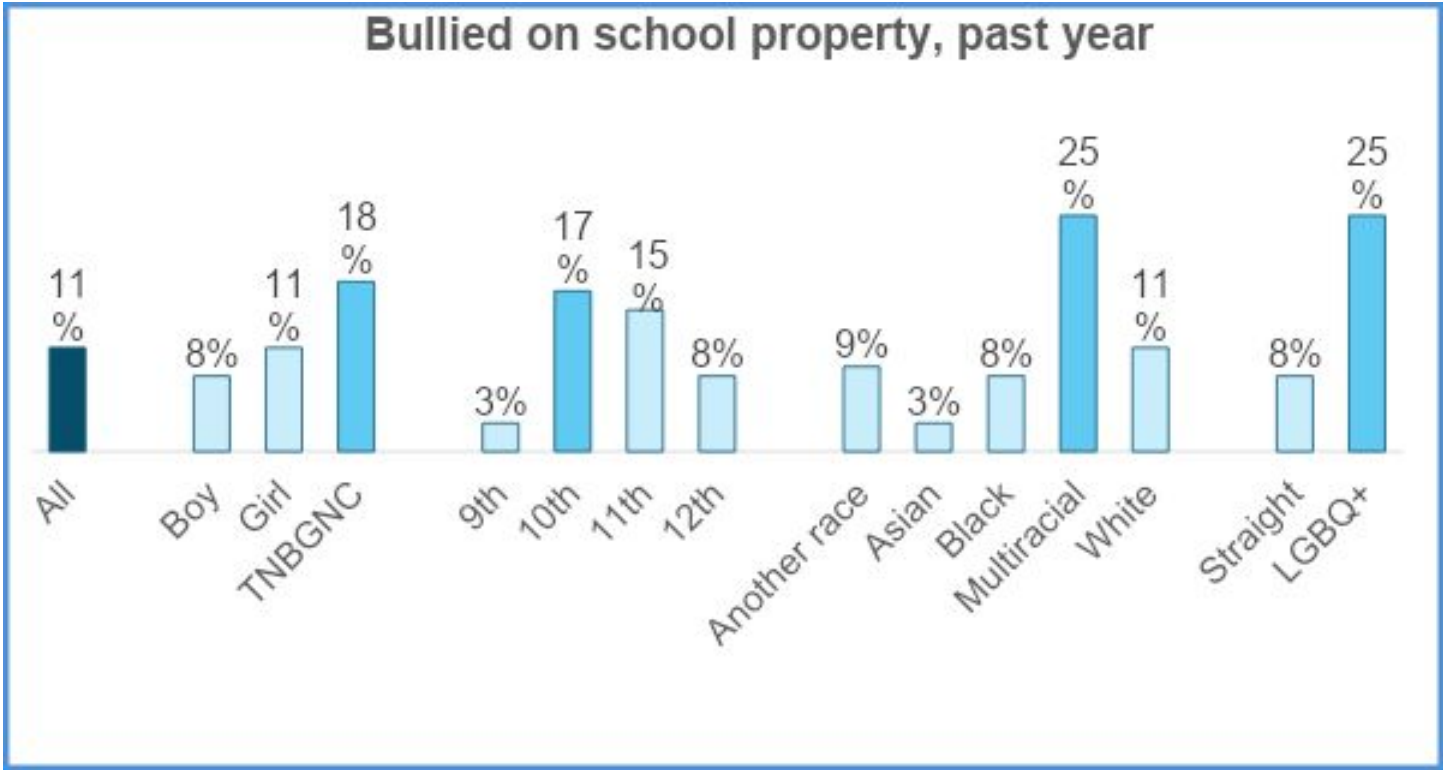
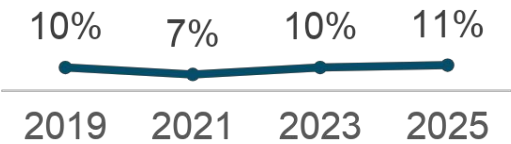
PERSONAL SAFETY

BULLYING AT SCHOOL
ELECTRONIC BULLYING

BULLYING

Overall, 11% of high school students have been bullied on school property in the past year. 9% of all high school students have been bullied electronically, a slight increase from 2023.

Trend, Bullied at school, past year



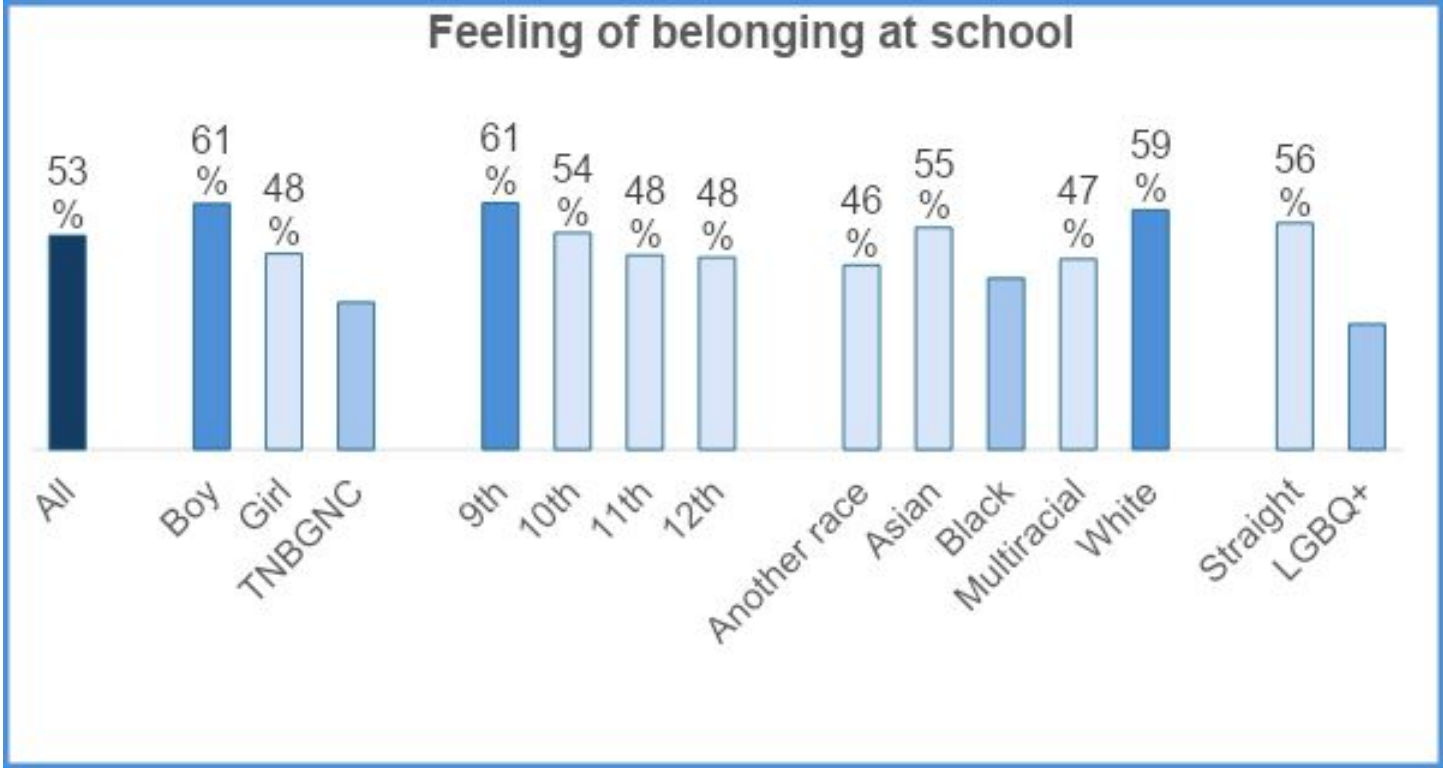
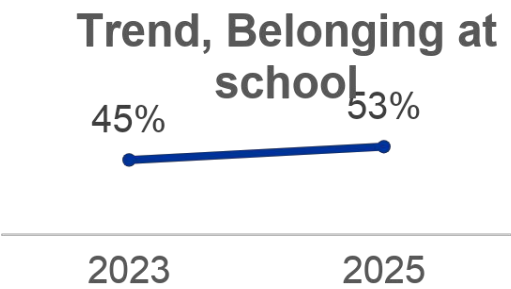
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PROTECTIVE FACTORS

SENSE OF BELONGING
TRUSTED ADULTS

SENSE OF BELONGING

Approximately half of all high school students express feelings of belonging at school*, an increase since 2023.

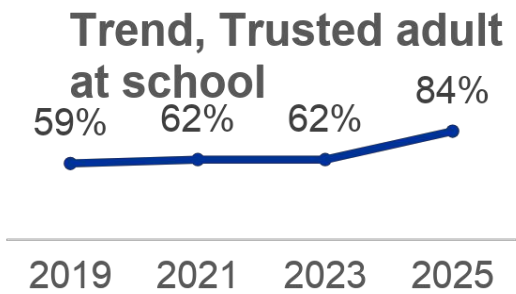


*Note: This number represents the percentage of students who responded, “quite a bit” or “a lot” to the question “To what extent do you feel that you belong at your school?”

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Another race* incl. American Indian/Alaska Native, Hispanic/Latino, Native Hawaiian/Pacific Islander, Middle Eastern/North African, Another race.

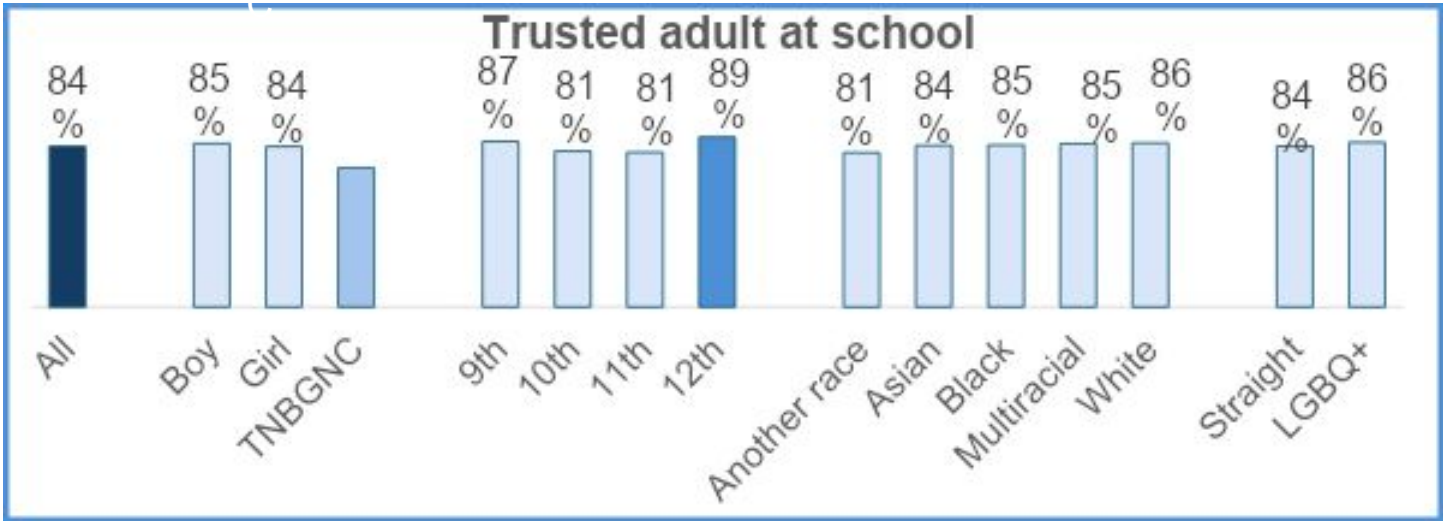
Over 4 out of 5 high school students (84%) say there is at least one teacher or adult in school they can talk with if they have a problem.



TRUSTED ADULTS

Trusted adult outside of school: 75% of high school students report that they have a trusted adult in the community, a large increase from 2023 (60%).

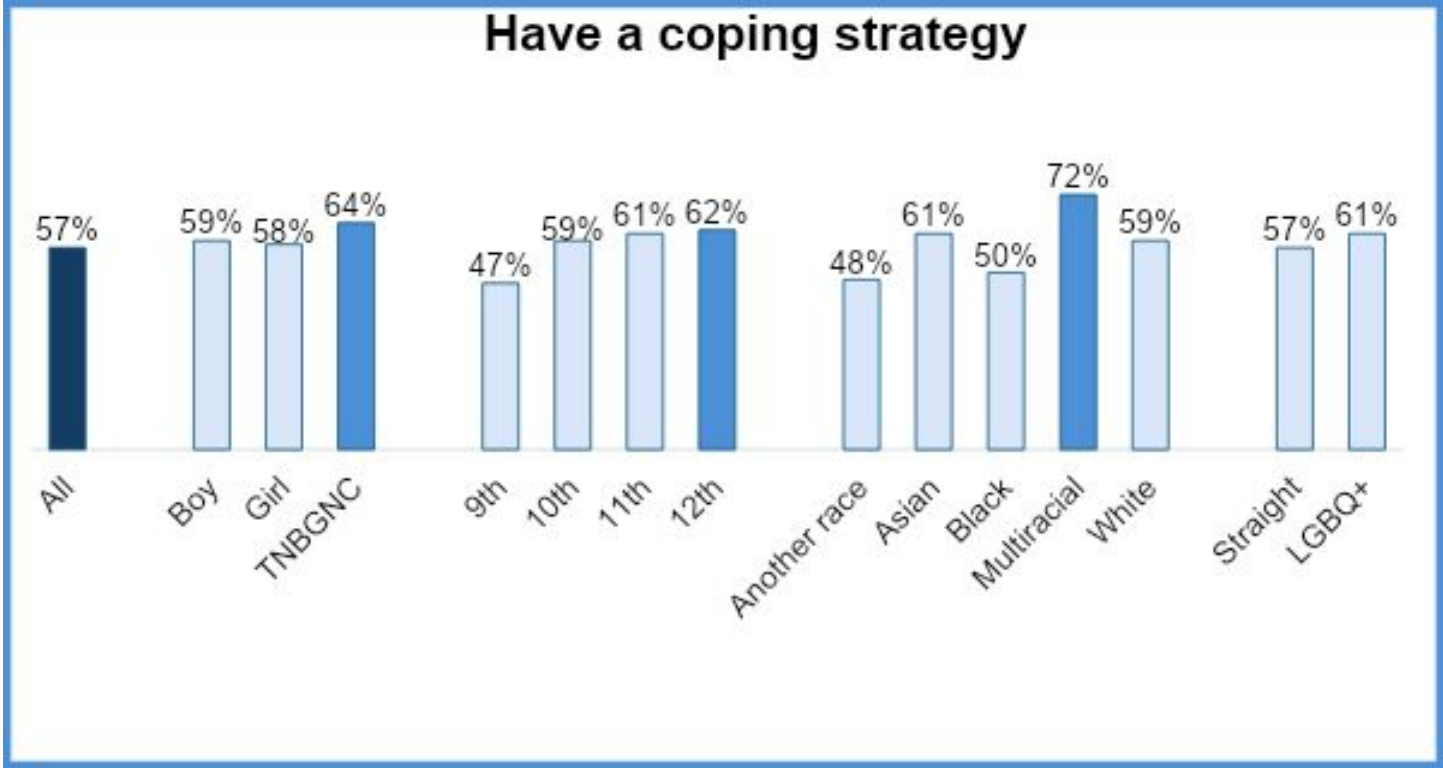
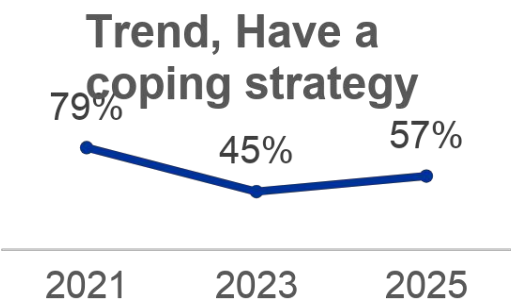
Trusted adult in family: 92% of high school students have someone at home that they can talk with if they have a problem, an increase from 2023 (81%), and comparable to rates from 2021 (88%).



TN BGNC includes students who are transgender, non-binary, genderqueer, questioning, another gender. Another race* incl. American Indian/Alaska Native, Hispanic/Latino, Native Hawaiian/Pacific Islander, Middle Eastern/North African, Another race.

COPING STRATEGIES

57% of all high school students say they have a healthy activity or behavior (coping strategy) to help them relieve stress. However, we are unsure what students mean by coping strategy.



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MIDDLE SCHOOL

SUBSTANCE USE

MENTAL HEALTH & WELLNESS

PERSONAL SAFETY

PROTECTIVE FACTORS

SUBSTANCE USE

ALCOHOL
MARIJUANA
VAPING
PERCEPTION OF USE

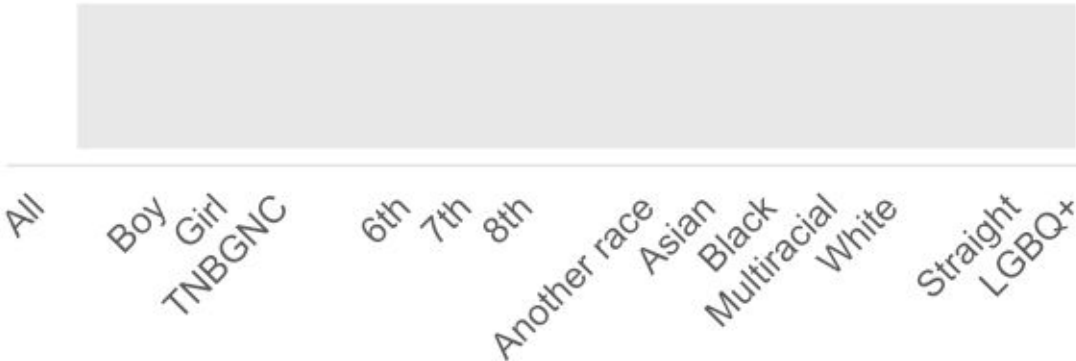
ALCOHOL, MARIJUANA, ELECTRONIC VAPOR USE

Since 2017, current rate of alcohol use has fluctuated between 1 and 3% among middle school students.

Current marijuana use has remained consistent among middle school students since 2017.

Since 2021, current rates of electronic vapor use have stayed consistent among middle school students.

Used Alcohol, Marijuana or Electronic Vapor Products at least once, past 30 days



Trend, Alcohol use, past 30 days



Trend, Marijuana use, past 30 days



Trend, Electronic vapor use, past 30 days



ALCOHOL USE

Student perceptions of risk:

Since 2021, student perception of the risk of regularly consuming alcohol has decreased.

Student perception of parental and peer disapproval:

Student perception of parental disapproval has remained level since 2019. The rate of students reporting their peers disapprove of alcohol use has slightly increased since 2023.

Student perceptions of	2019	2021	2023	2025	Dif
Risk/harm of daily alcohol use	82%	87%	64%	56%	▼
Parental disapproval	95%	93%	91%	93%	▬
Peer disapproval	86%	87%	86%	91%	▲

MARIJUANA USE

Student perceptions of risk:

The perception of risk of marijuana use has remained mostly level, with a slight decrease from 2021 to 2025.

Student perception of parental and peer disapproval:

Perception of parental and peer disapproval of marijuana use has remained level.

Student perceptions of	2019	2021	2023	2025	Dif
Risk/harm of marijuana use	74%	73%	70%	67%	
Parental disapproval	95%	96%	95%	96%	
Peer disapproval	86%	86%	90%	93%	

ELECTRONIC VAPOR USE

Student perceptions of risk:

Student perception of risk of electronic vapor use has remained level since 2023.

Student perception of parental and peer disapproval:

Students consistently report that their parents/guardians disapprove of electronic vapor use at high rates. Perception of peer disapproval has increased.

Student perceptions of	2019	2021	2023	2025	Dif
Risk/harm of electronic vapor use	77%	84%	78%	76%	▬
Parental disapproval	94%	99%	96%	95%	▬
Peer disapproval	---	83%	86%	92%	▲

PERCEPTION OF LIFETIME SUBSTANCE USE

Middle school students believe that their peers have ever used* electronic vapor products at higher rates than they report using. However, they report a more accurate understanding of alcohol and marijuana use.



Substance	% students who reported using substance in their lifetime (ACTUAL)	% students who perceived use to be		
		LOWER than actual use	HIGHER than actual use	SIMILAR to actual use
Alcohol	8%	0%	46%	54%
Marijuana	1%	0%	28%	72%
Vape products	3%	0%	67%	33%

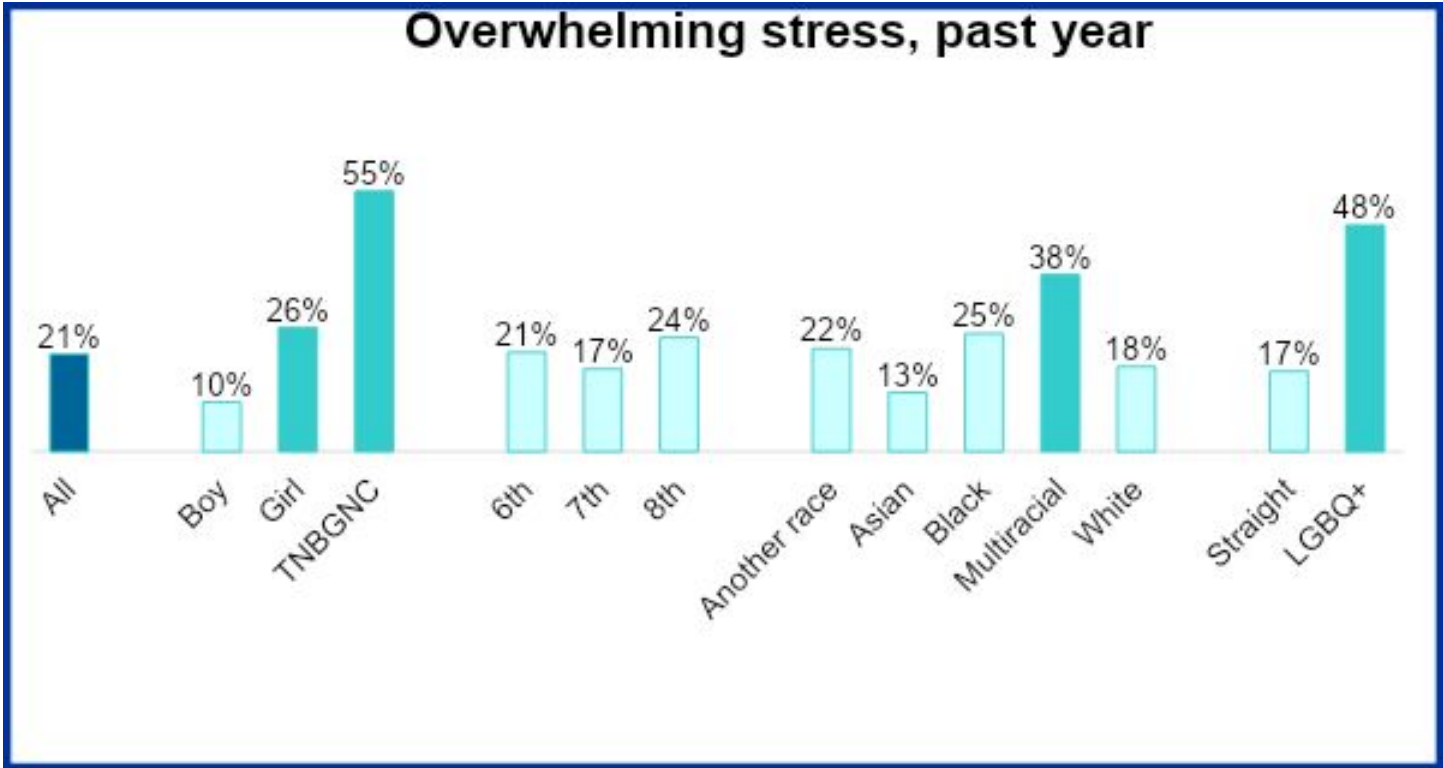
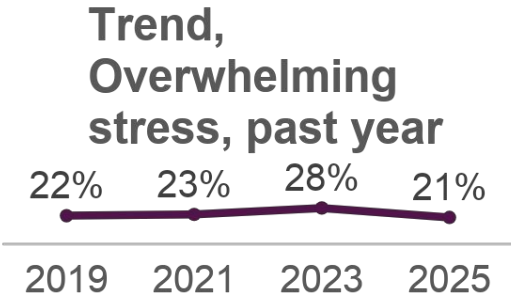
**New survey question: What percentage of students at your school do you think ever used the following substances?*

MENTAL HEALTH & WELLNESS

STRESS
ANXIETY
DEPRESSION
SELF-HARM
SUICIDE
COPING STRATEGIES

STRESS

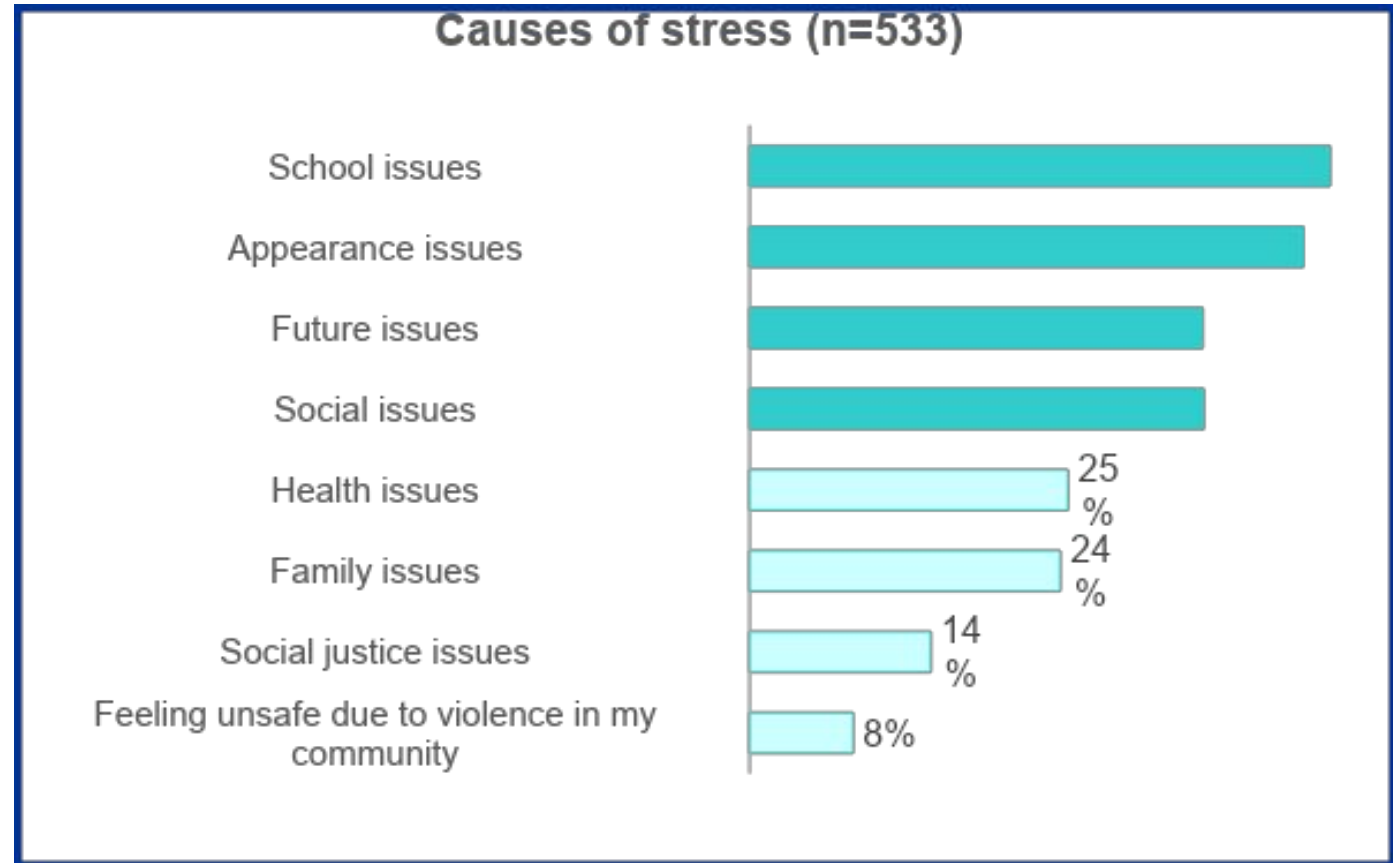
21% of middle school students experienced frequent overwhelming stress this past year. Overall rates of overwhelming stress have fluctuated between 21% and 28% since 2019.



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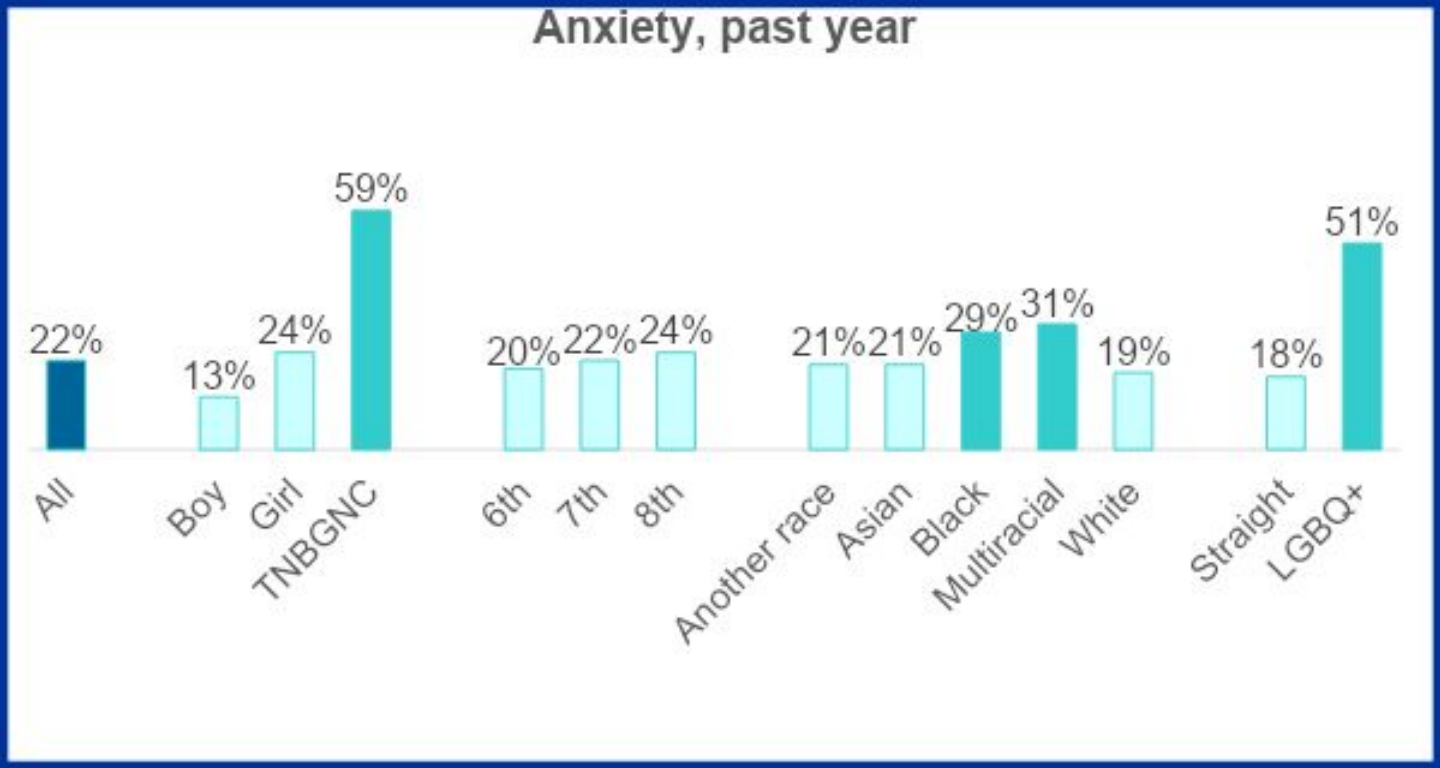
STRESS

The top causes of stress among middle school students are school issues (45%), appearance issues (43%), future issues (35%), and social issues (35%).

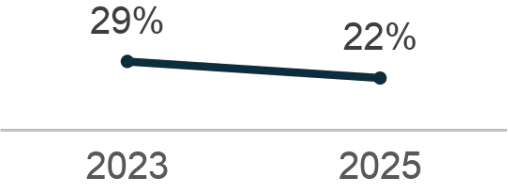


ANXIETY

Overall, 22% of middle school students report experiencing anxiety in the last year.



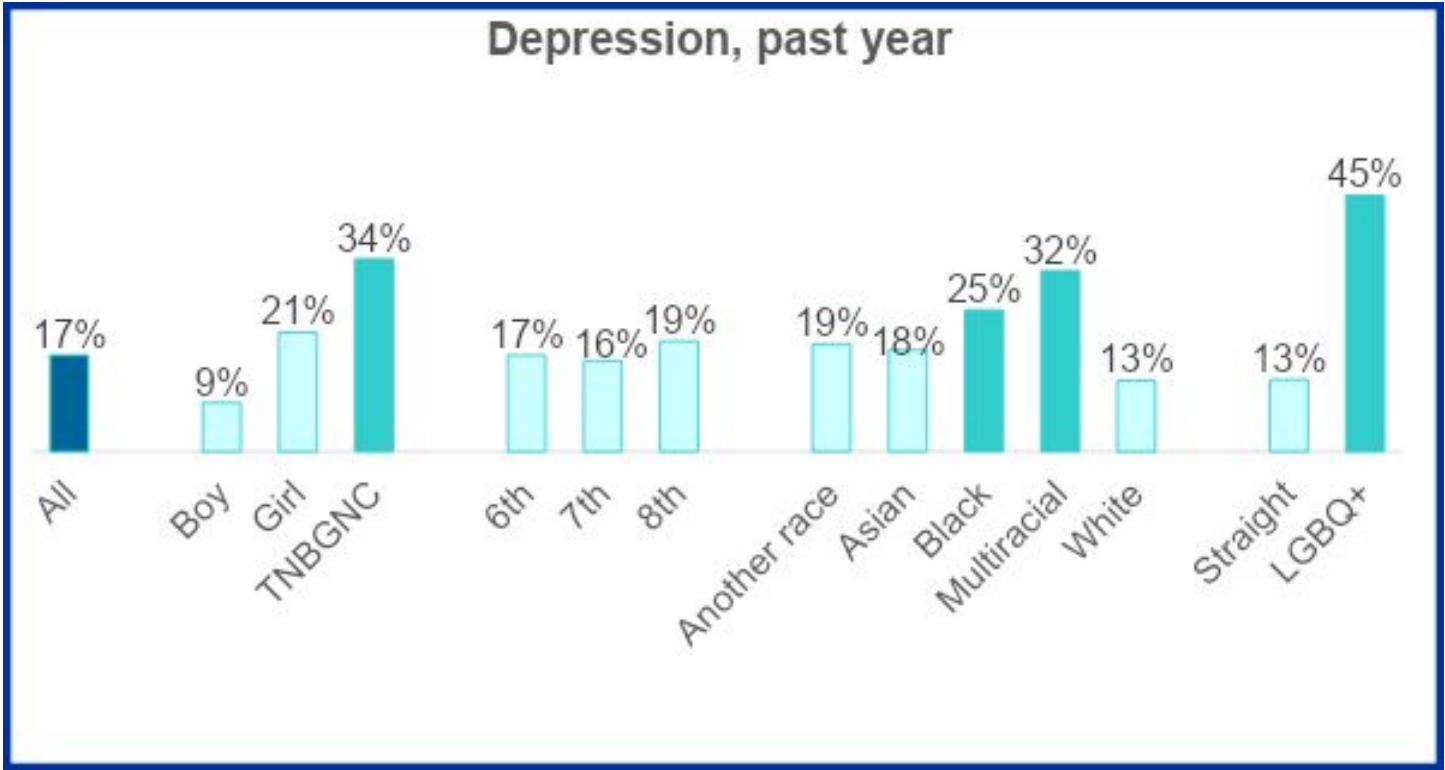
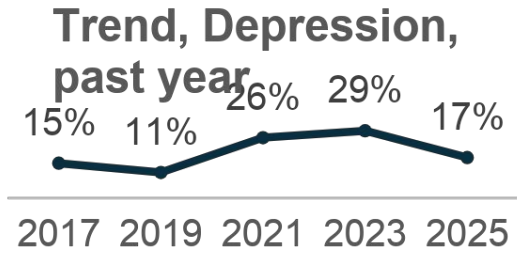
Trend, Anxiety, past year



TNBGNC includes students who are transgender, non-binary, genderqueer, questioning, another gender.
Another race* incl. American Indian/Alaska Native, Hispanic/Latino, Native Hawaiian/Pacific Islander, Middle Eastern/North African, Another race.

DEPRESSION

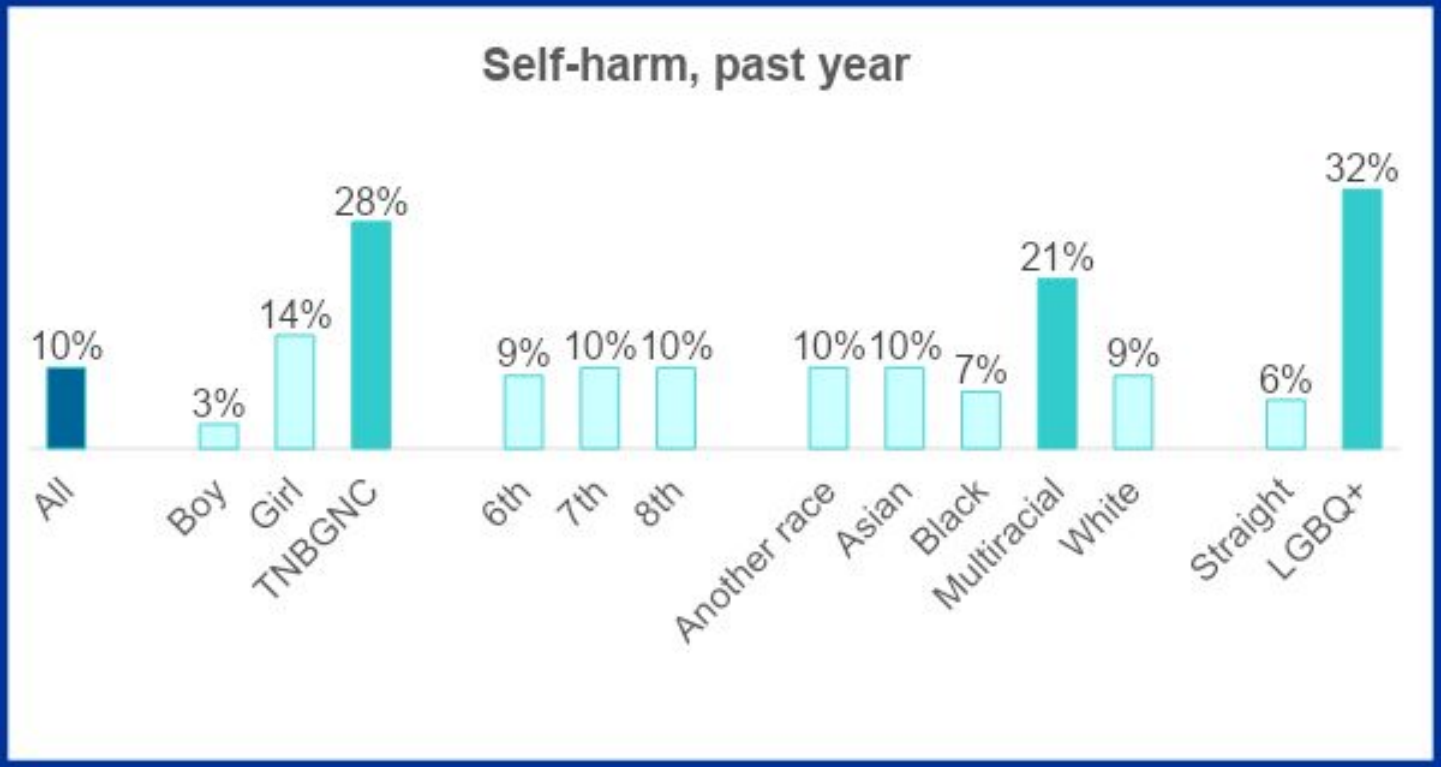
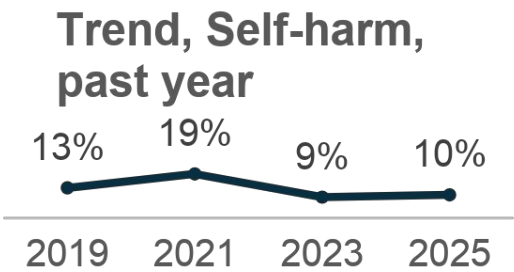
17% of middle school students experienced depression in the past year, a decrease since 2023.



TNBGNC includes students who are transgender, non-binary, genderqueer, questioning, another gender.
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SELF-HARM

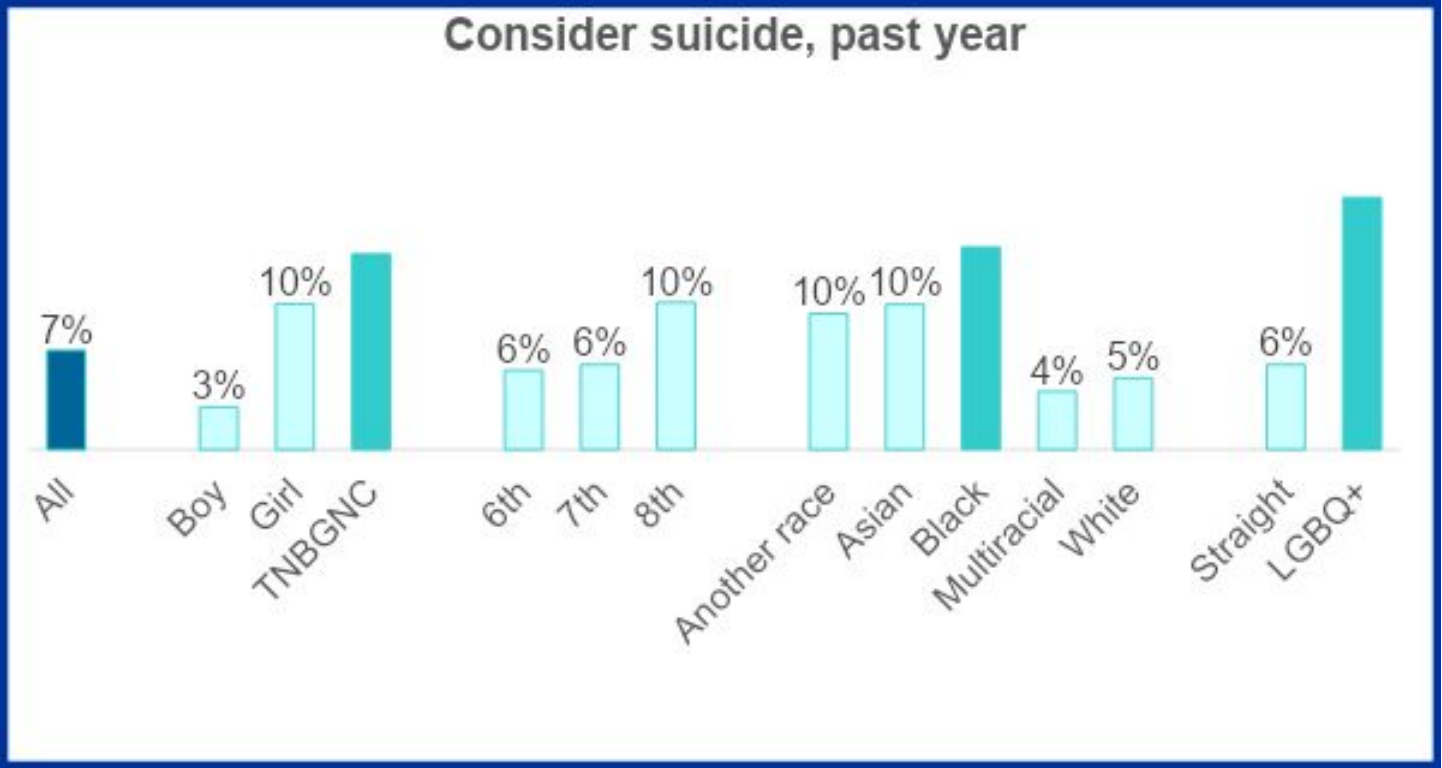
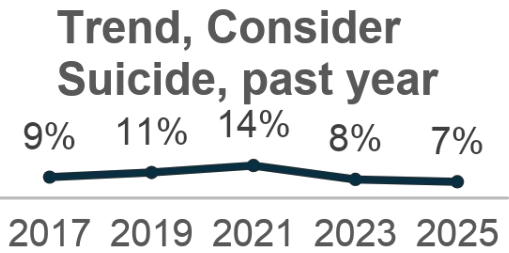
In the past year, 10% of middle school students have hurt or injured themselves without the intention of dying compared to 28% of TNBGNC, 21% of multiracial, and 32% of LGBTQ+ students.



TNBGNC includes students who are transgender, non-binary, genderqueer, questioning, another gender. Another race* incl. American Indian/Alaska Native, Hispanic/Latino, Native Hawaiian/Pacific Islander, Middle Eastern/North African, Another race.

SUICIDE

Overall, 7% of middle school students (39 students) have seriously considered attempting suicide. This is consistent with data from 2023. 2% (8 students) have attempted suicide in the past year.



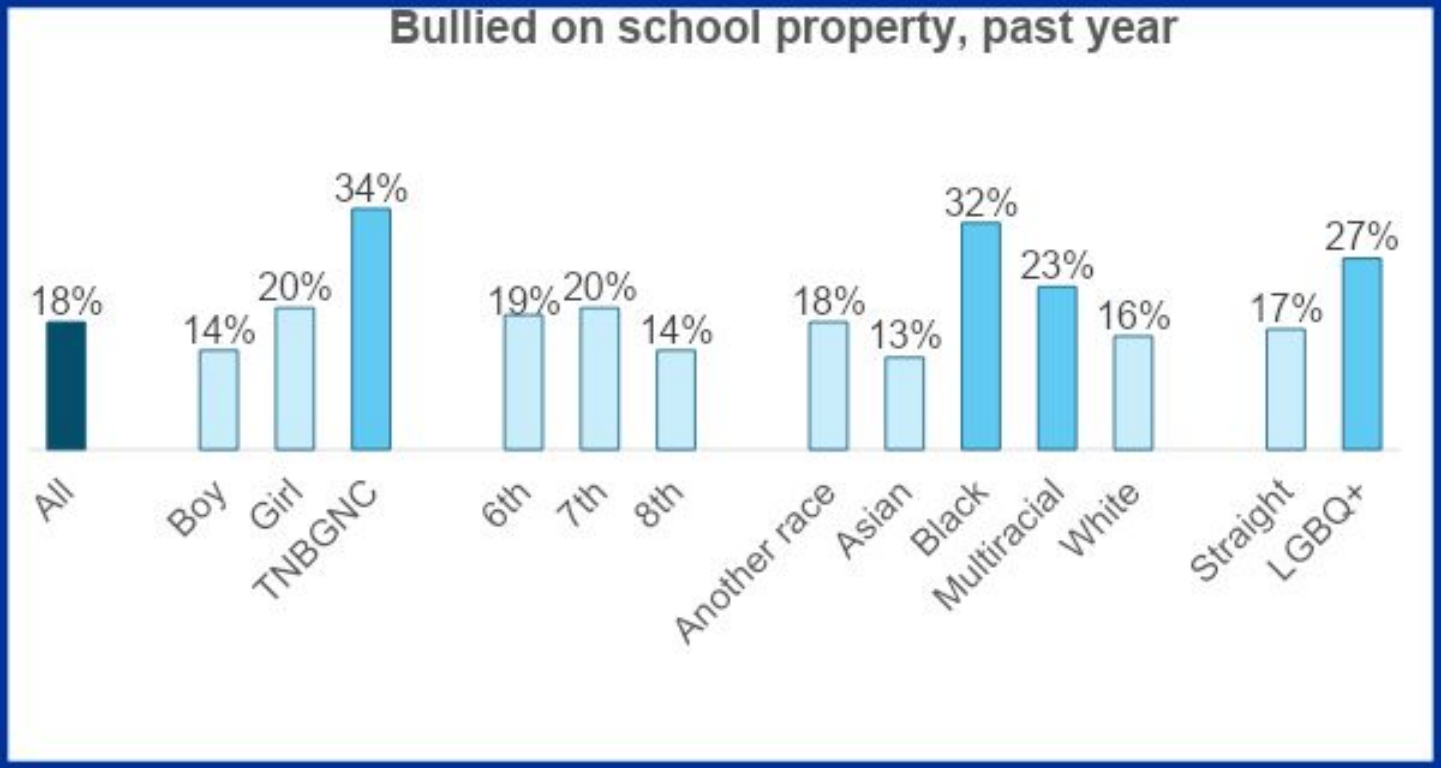
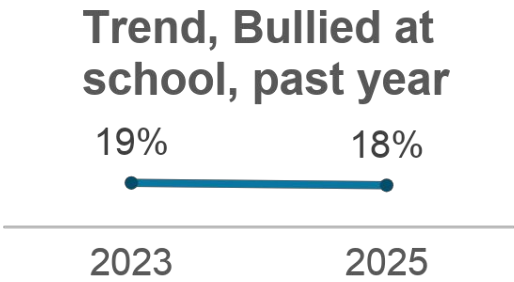
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PERSONAL SAFETY

BULLYING AT SCHOOL
ELECTRONIC BULLYING

BULLYING

Overall, 18% of middle school students have been bullied on school property in the past year. 13% of all middle school students have been bullied electronically in the past year, an increase from 7% of students who reported electronic bullying in 2023.



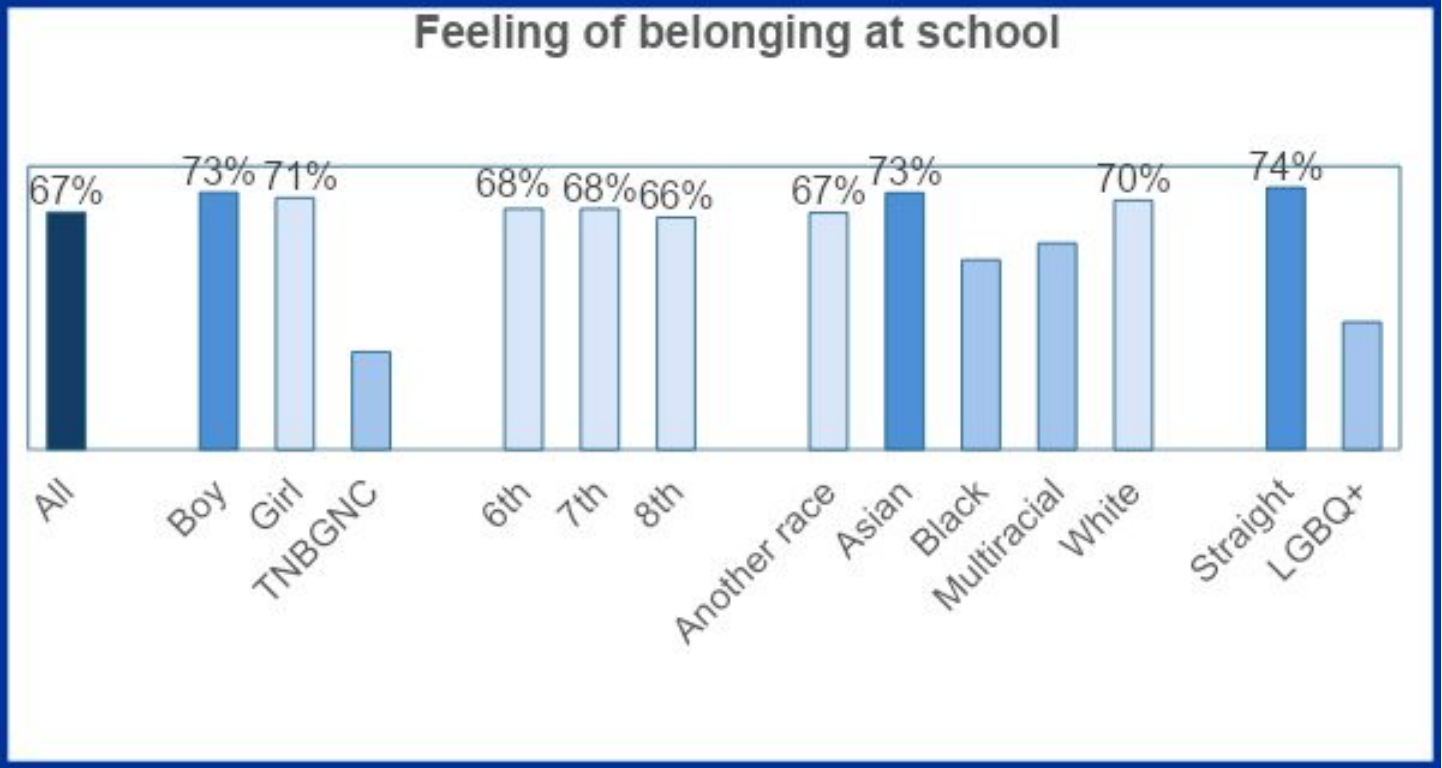
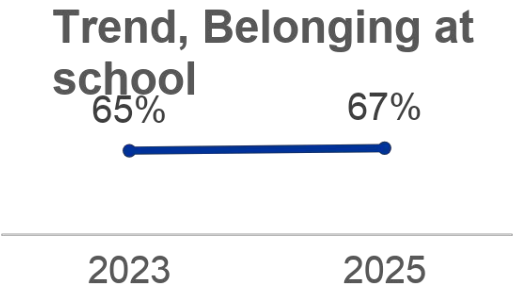
TNBGNC includes students who are transgender, non-binary, genderqueer, questioning, another gender.
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PROTECTIVE FACTORS

SENSE OF BELONGING
TRUSTED ADULTS
COPING STRATEGIES

SENSE OF BELONGING

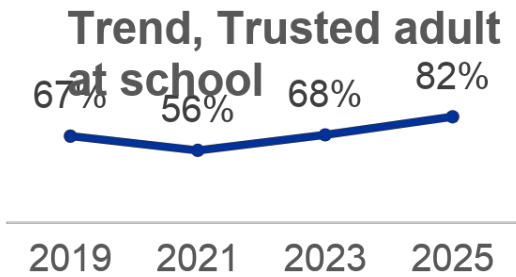
Overall, 67% of middle school students report that they feel like they belong at their school.



**Note:* This number represents the percentage of students who responded, “quite a bit” or “a lot” to the question “To what extent do you feel that you belong at your school?”

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Another race* incl. American Indian/Alaska Native, Hispanic/Latino, Native Hawaiian/Pacific Islander, Middle Eastern/North African, Another race.

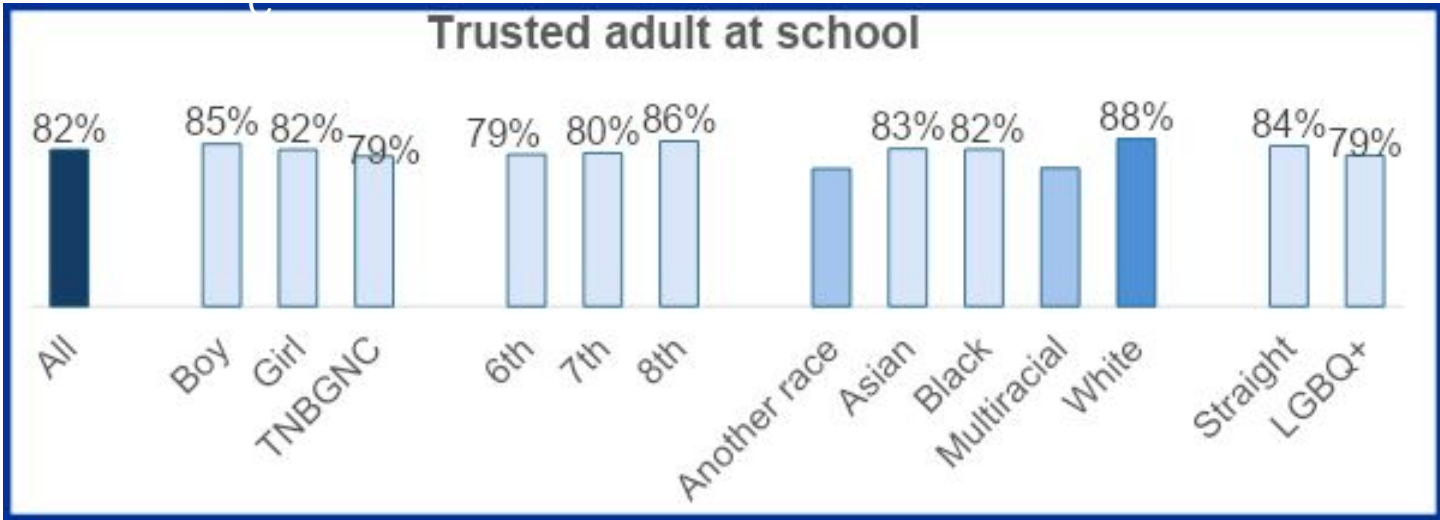
The number of middle school students who say there is at least one teacher or adult in school they can talk with if they have a problem has increased since 2023.



TRUSTED ADULTS

Trusted adult outside of school: 64% of middle school students report that they have a trusted adult in the community, slightly higher than rates from 2023 (58%).

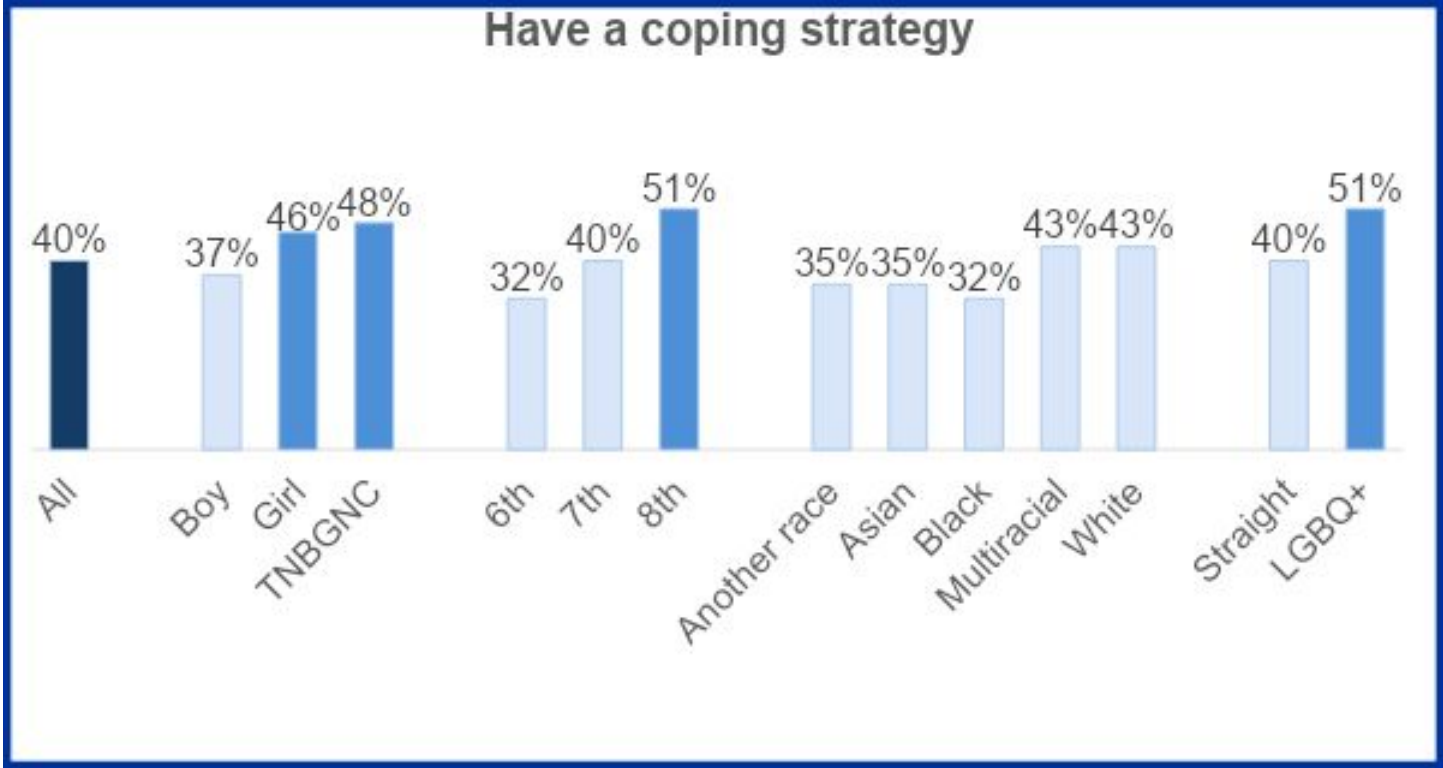
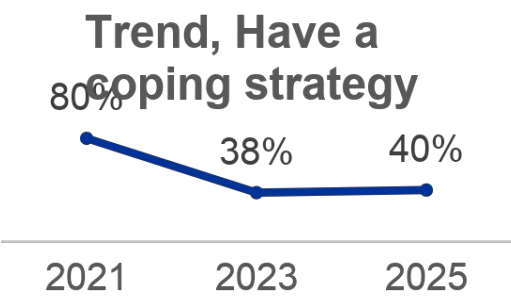
Trusted adult in family: 92% of middle school students have someone in their family that they can talk with if they have a problem, an increase from 2023 (83%) and previous years.



TNBNQ includes students who are transgender, non-binary, genderqueer, questioning, another gender. Another race* incl. American Indian/Alaska Native, Hispanic/Latino, Native Hawaiian/Pacific Islander, Middle Eastern/North African, Another race.

COPING STRATEGIES

40% of all middle school students say they have a healthy activity or behavior (coping strategy) to help them relieve stress, although it is uncertain what those are.



TNBNQ includes students who are transgender, non-binary, genderqueer, questioning, another gender.
Another race* incl. American Indian/Alaska Native, Hispanic/Latino, Native Hawaiian/Pacific Islander, Middle Eastern/North African, Another race.

CROSS ANALYSIS

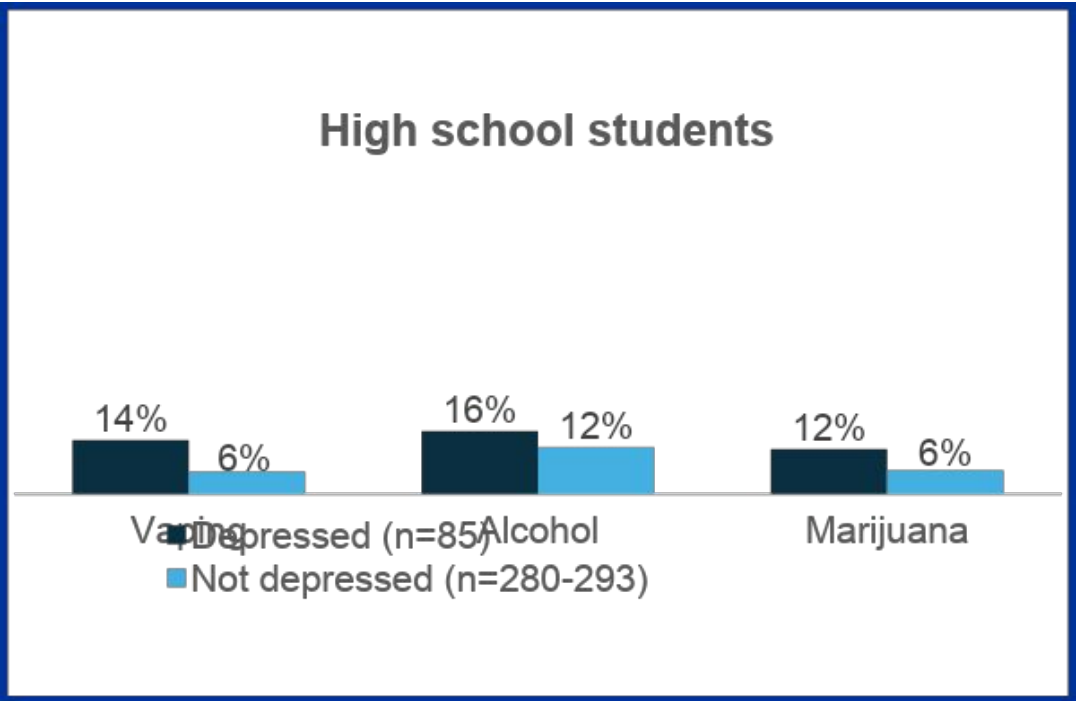
SUBSTANCE USE x DEPRESSION
SUBSTANCE USE x STRESS
FEELINGS OF BELONGING X
TRUSTED ADULT
FEELINGS OF BELONGING X
BULLIED AT SCHOOL

CURRENT SUBSTANCE USE AMONG STUDENTS WHO EXPERIENCE DEPRESSION

High school students who experience depression are more likely to vape and use marijuana.

High school: Among high school students who experience depression, 14% vape and 12% use marijuana. Rates of alcohol use are slightly higher among those who experience depression (16%) and those who do not (12%).

Middle school: Rates of middle school students who use substances and experience depression are too low to report.

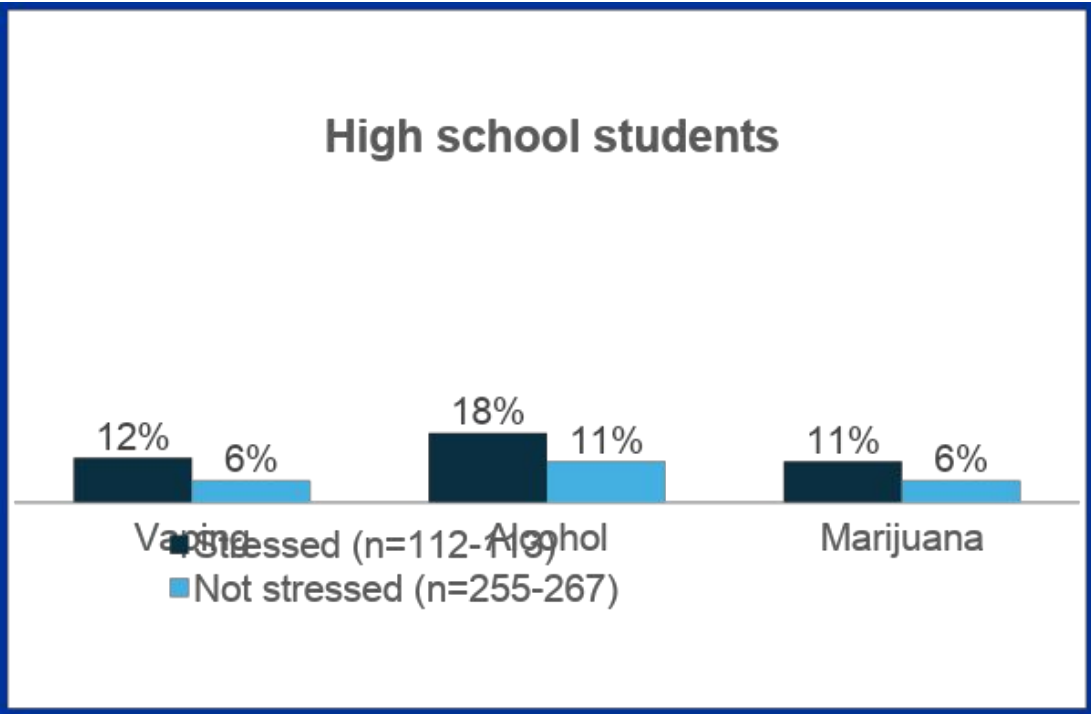


CURRENT SUBSTANCE USE AMONG STUDENTS WHO EXPERIENCE OVERWHELMING STRESS

High school students who experience overwhelming stress are more likely to use substances than those who did not.

High school: Among high school students who experienced overwhelming stress in the last year, 12% vape, 18% drink alcohol, and 11% use marijuana.

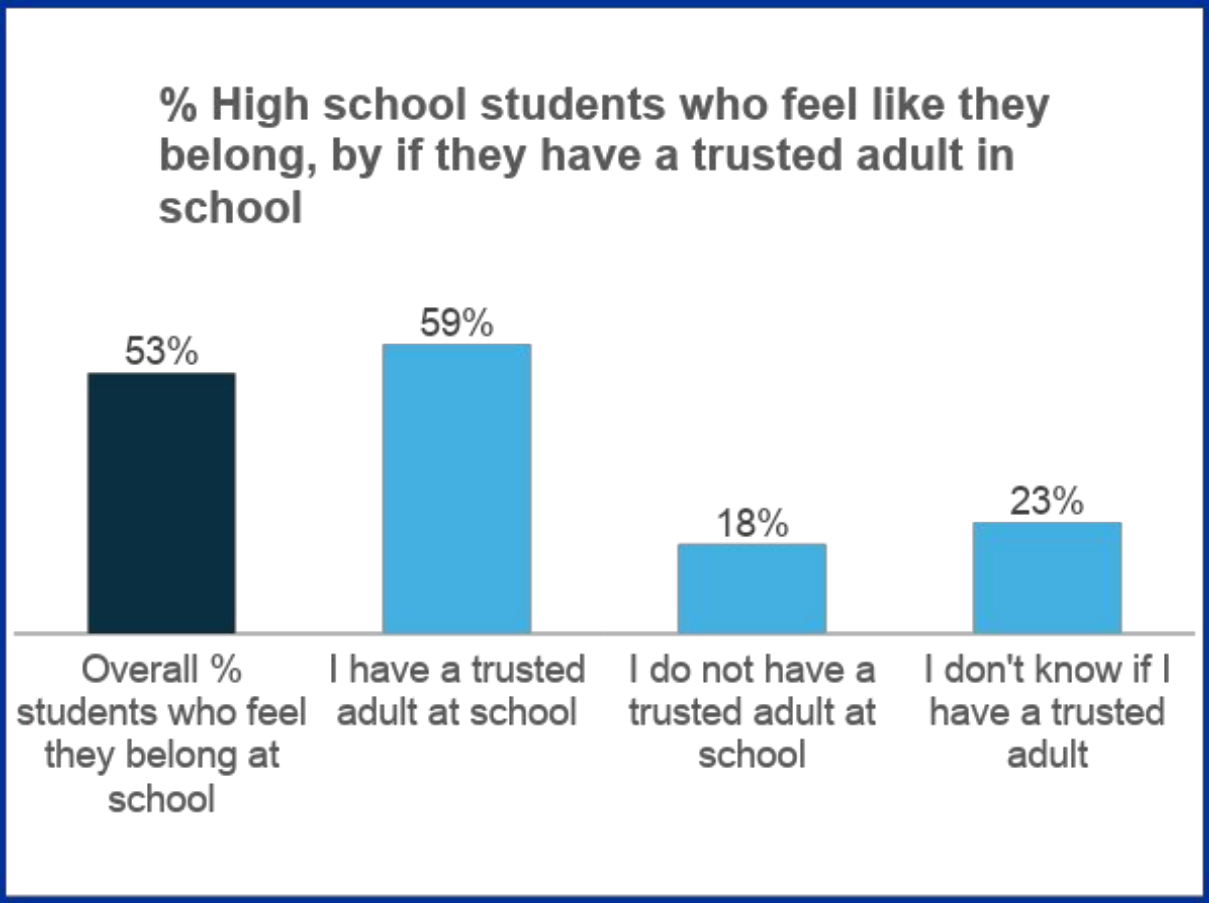
Middle school: Rates of middle school students who use substances and experience overwhelming stress are too low to report.



FEELINGS OF BELONGING AND HAVING A TRUSTED ADULT AT SCHOOL

High school students who have a trusted adult at school report higher rates of feeling like they belong at school.

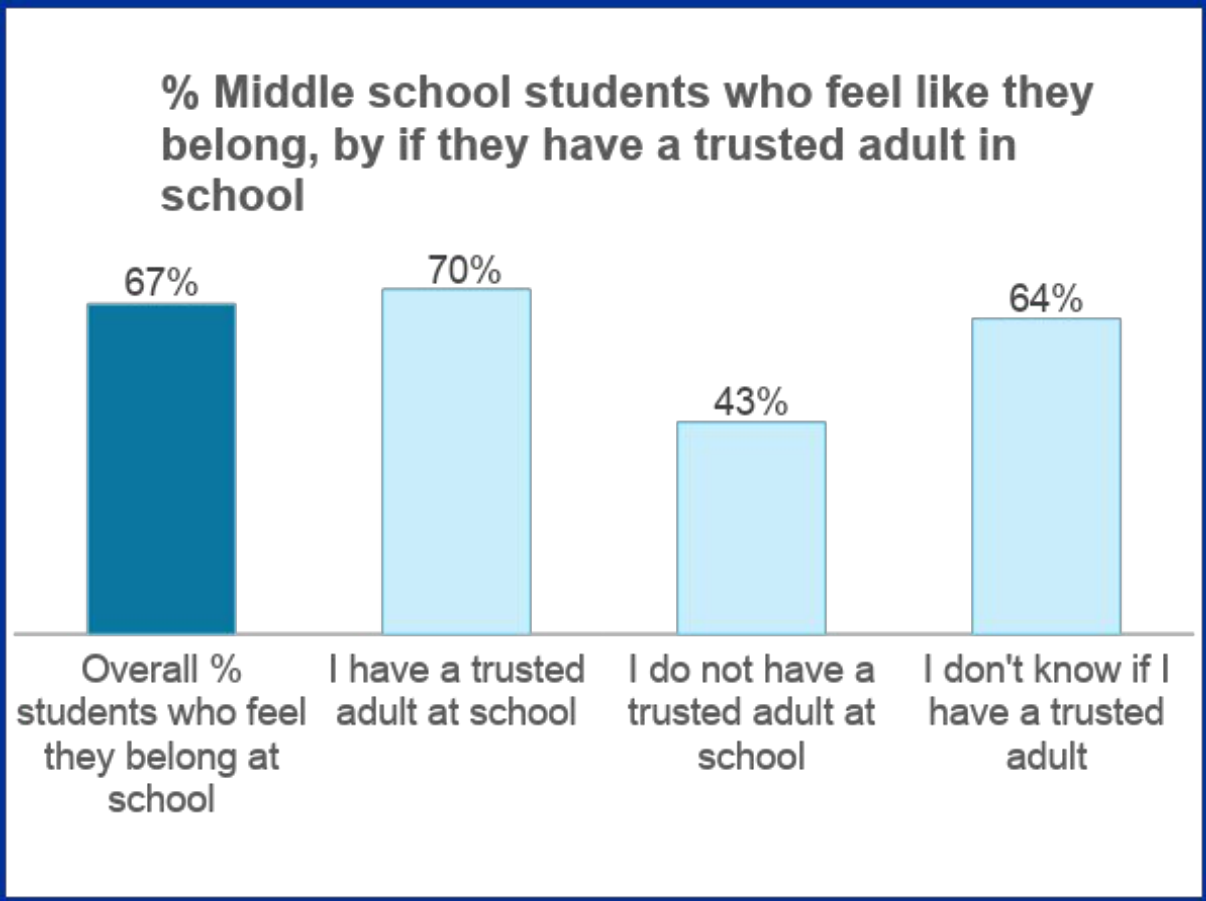
59% of high school students who have a trusted adult at school feel like they belong, whereas only 18% of students who do not have a trusted adult at school feel like they belong.



FEELINGS OF BELONGING AND HAVING A TRUSTED ADULT AT SCHOOL

Middle school students who have a trusted adult at school report higher rates of feeling like they belong at school.

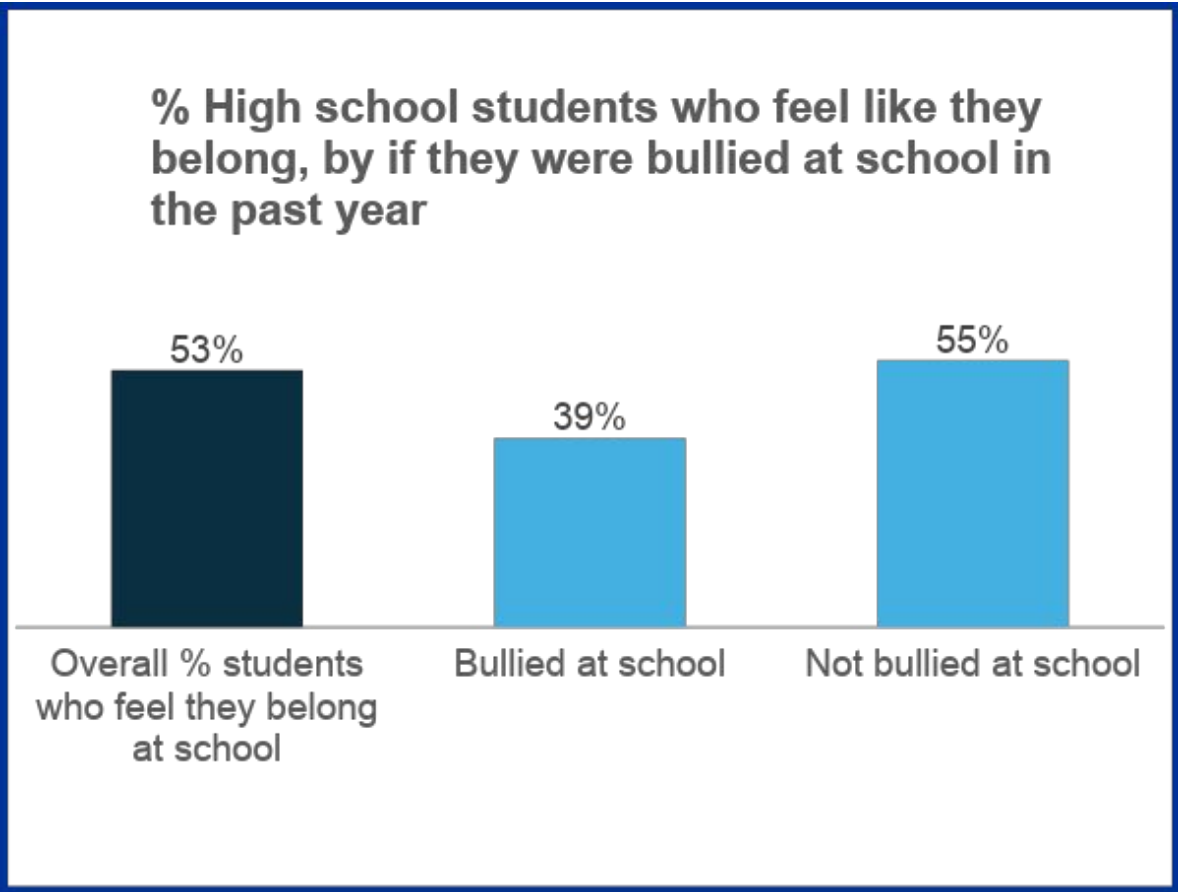
70% of middle school students who have a trusted adult at school feel like they belong, whereas only 43% of students who do not have a trusted adult at school feel like they belong.



FEELINGS OF BELONGING AND BEING BULLIED AT SCHOOL

High school students who have been bullied on school property in the past year report lower rates of belonging than students who were not bullied.

Of high school students who were bullied, 39% feel like they belong at school, compared to 55% of high school students who were not bullied.



FEELINGS OF BELONGING AND BEING BULLIED AT SCHOOL

Middle school students who have been bullied on school property in the past year report lower rates of belonging than students who were not bullied.

Of middle school students who were bullied, 43% report feeling like they belong at school, compared to 72% who were not bullied.

