

Marin County School Law Enforcement Partnership



MARIN COUNTY
OFFICE OF EDUCATION

Agenda

Wednesday, May 17, 2023 ~ 3:30 - 5:00 PM

Remote Meeting

<https://us02web.zoom.us/j/88999135965?pwd=ZVI0WUs3UjhVOEUwWFRrR3F4MHV4UT09>

Welcome and Introductions	<ul style="list-style-type: none"> Jamie Scardina, Marin County Sheriff John Carroll, Marin County Superintendent of Schools
Topics <ul style="list-style-type: none"> Gun Safety Collaborative Update TUHSD Fentanyl District Wide Webinar Novato Middle School Update CHP Smart Start Update Financial Abuse Specialist Team (FAST) 	<ul style="list-style-type: none"> Lori Frugoli, District Attorney Kelly Lara, Senior Director of Student Services Chief Marlon Washington Officer Darrel Horner, Mark Dale Lori Frugoli, Amanda Reyes, Mark Vanderscoff
School District / Law Enforcement Updates	<ul style="list-style-type: none"> Roundtable
SLEP Membership List Update	<ul style="list-style-type: none"> Mike Grant
Discussion on SLEP Meetings and Topics for the 2023-24 School Year	<ul style="list-style-type: none"> Topics, Planning Sub Committee, Virtual and In-Person Fall Priority Topic: Parent/Guardian Engagement (Jim Larson/Marlene Capra) Teen Driving CDC Resources and Parent-Teen Driving Agreement (Letter from parent / San Ramon Valley School District) Youth Ride Free summer (SMART Train, Marin Transit, etc.)
Community Partner Updates	
Community Resources, Upcoming Events and Activities	<ul style="list-style-type: none"> Mike Grant

Community Resources, Upcoming Events and Activities

- [Upcoming Marin Schools Wellness Collaborative Dates](#) - for school wellness staff and mental health providers.
Access: Virtual. [Registration](#) is required
- [Screenagers: Under the Influence Screening & Discussion](#)
Date & Time: May 23 @ 6:00 pm | Access: In-person @ Center for the Arts, Novato High School
- [Youth Ride Free 2023](#) - SMART, Marin Transit, Sonoma County Transit, Petaluma Transit, Santa Rosa City Bus
- [Upcoming SLEP Meeting Dates:](#)
 - September 20, 2023 (3:30 - 5:00 pm)
 - November 15, 2023 (3:30 - 5:00 pm)
 - January 17, 2024 (3:30 - 5:00 pm)
 - March 20, 2024 (3:30 - 5:00 pm)
 - May 15, 2024 (3:30 - 5:00 pm)[2023-24 SLEP Meeting Schedule](#)
- [Mental Health First Aid to help the Youth in Spanish in West Marin](#)
Date & Time: June 3 from 8:30am - 5:00pm
Access: In-person @ Bolinas Fire Station - Community Room
- [Mountain Play - A Great Outdoor Theater Adventure](#)
Dates: May 28, June 4, June 10, June 11, & June 18
All shows start @ 2:00 pm
Intended Audience: Youth Ages 4 - 25 years old. Tickets may be purchased [here](#).
- [LGBTQ+ Inclusive Schools: Educator Panel Series](#). Hear from local educators on how they are building LGBTQ+ inclusive schools in Marin!
Date & Time: May 23 from 5:00pm - 6:15pm
To attend in-person [register here](#). To join virtually via Zoom, [register here](#).
- [OneWISH \(Wellness, Identity, Self reflection, Hope\)](#), a retreat to focus on well-being of Black students, resilience, and personal connection to one's identity.
Date & Time: May 24 from 9:00am - 3:00pm at Terra Linda High School,
Audience: All Marin high school students are invited to join. [Register here](#).
- [More Than Sad for Parents and Guardians](#)
Date & Time: May 25 @ 6:00 pm
Access: Virtual. [Registration](#) is required
- [MERA Emergency Radio Drills](#)
 - May 31, 2023 ~ Talk Group #1 All Schools
 - [2023-24 MERA Radio Drill Schedule](#)
- [Recruitment for County Vocational Internships](#)
Applications: in [English](#) & in [Spanish](#) may be turned in through May 31

Intended Audience: Youth Ages 12-22 years old
The program runs from June 12 - August 4, 2023

- **Building Equitable Partnerships Between Youth & Adults** - hosted by Youth Leadership Institute
Dates & Times: June 20 from 9:00am - 11:00am & from 2:00pm - 4:00pm (additional dates & times available)
Access: Virtual. [Registration](#) and a payment (\$125.00 per person) is required
- **[2023 World Elder Abuse Awareness Day Event](#)**
Protecting Older & Dependent Adults in Marin: A Community Response
Date & Time: June 27 from 8:30am - 1:00pm
Access: in-person. [Registration](#) is required
- **[Marin Schools Events Calendar](#)**

Resources:

- **[May is Mental Health Awareness Month](#)**
- **[HSS Weekly Snapshot](#)**
- **Marin Oral Health Program's Children's Dental Health Survey**
Intended Audience: families of children in Marin dental health and access to dental health services.
Request Form may be completed here: in [English](#) or [Spanish](#)
- **Information on Keeping Medi-Cal Beneficiaries Covered:**
[Medi-Cal Continuous Coverage Requirement](#)
The COVID-19 Public Health Emergency will end soon and millions of Medi-Cal beneficiaries may lose their coverage.
- **[CDC Teen Driver and Passenger Safety](#)**
- **[Parent-Teen Driving Agreement](#)**
- **[California Highway Patrol Start Smart: Driving Smart to Stay Safe Program](#)**
[CHP Start Smart Overview](#)
- **[Heat Wave Protocols](#)**
- **[Air Quality Protocols](#)**
- **Trauma Informed Virtual Trainings and Resources:**
 - **[Safe and Supportive Learning](#)**
 - **[National Child Traumatic Stress Network](#)**

- [**Suicide Prevention and Intervention: Kognito**](#) - virtual training available to all educators in Marin County; fulfills California Education Code 215 suicide prevention training mandate
- [**Responding to Xylazine**](#): An animal tranquilizer called xylazine is increasingly being found in the US illicit drug supply and linked to overdose deaths
- [**Let's Talk Tobacco**](#): A helpful slide deck to navigate tough conversations around tobacco use prevention and awareness
- [**Public Emergency Portal for Marin County**](#)
- [**YVAPE - Youth Vaping Alternative Program Education**](#)
- [**The Marin Schools Wellness Collaborative**](#)
- [**Marin County Suicide Prevention Collaborative**](#)
- [**Let's Talk Discussion Series**](#)
- [**Fentanyl: A Public Health Emergency, OD Free Marin \(RxSafe Marin\)**](#)
- [**MCOE Speaker's Bureau Flier and Registration**](#)
- [**Marin Gun Safety Collaborative**](#)
- [**Gun Safety Resources for Marin Schools**](#)
- [**Human Trafficking Prevention Education Resources**](#)
- [**Marin Schools Staff Emergency Training**](#)
- [**The Drug Impairment Training for Educational Professionals \(DITEP\)**](#)
- [**What US Schools Can Learn From Finland's Approach to Education \(Stanford Social Innovation Review, Vanessa Wilkins & Emily Corrigan, November 6, 2019\)**](#)
- [**Foster our Future. Marin County Children and Family Services**](#)
- [**Ketamine Overdose Facts and Statistics**](#)
- [**Keeping Kids Safe from Predators**](#)
- [**Technology and Digital Wellness**](#)
- [**Training and Presentation Requests for Suicide Prevention or Mental Health**](#)

What is FAST?

Financial Abuse Specialist Team



FAST

MARIN COUNTY AGING AND ADULT SERVICES

F Financial
A Abuse
S Specialist
T Team

A team that consists of both private and public sector employees who provide training and consultation on recognizing, investigating, and preventing elder abuse.

Our Mission

- To address elder financial abuse that has already occurred by [helping law enforcement](#) investigate financial abuse and prosecute perpetrators
- To prevent *future* elder abuse by [educating the community](#) about how to prevent it, recognize it and stop it
- To stay informed ourselves by [keeping up](#) with new scams and other forms of financial abuse

How Often Does Elder Financial Abuse Happen?

- Elder financial abuse is significantly **under**-reported. **WHY?**
- The older adult may:
 - **not realize** that financial abuse is happening due to dementia, undue influence or trust in the abuser
 - **feel too embarrassed** about being victimized to report the abuse
 - **may fear** being seen as unable to live independently
 - **may be dependent** on the abuser or not want to prosecute him/her
 - **may fear** retaliation

FAST Partners

Aging and Adult Services

Adult Protective Services

Ombudsman

District Attorney's Office

Public Guardian

Law Enforcement

QUESTIONS?

Mark Vanderscoff
Division Director / Public Guardian
mvanderscoff@marincounty.org

Mandy Reyes
Senior Program Coordinator, Area Agency on Aging
HHSFAST@marincounty.org

Photo Credit: Jeff Wong

Please join NUSD for a FREE community event...



When: Tuesday, May 23rd, 2023
6PM-7:30PM

Where: Center for the Arts, Novato High School, 625 Arthur Street, Novato

Please join us for a panel discussion
after the screening

Please join Novato Unified School District for a screening of Screenagers: Under the Influence. This film explores the role of substance use in the life of teens in the digital age. As we come together, we will discuss how to support the young people in our community to make informed decisions and stay safe. Open to middle and high school students, and all parents



Summer 2023 Youth Ride Free



**Sonoma County
Transit**

**Santa Rosa
CityBus**



**marin
transit**

Petaluma Transit

your ticket to fun

**June, July & August
youth k-12 ride FREE
on public transit in
Sonoma & Marin!**

visit us online

SMART
sonomamarintrain.org/YRF

Sonoma Co. Transit
sctransit.com

Santa Rosa CityBus
srcity.org/fares

Petaluma Transit
transit.cityofpetaluma.net

Marin Transit
marintransit.org

Public transit offers endless possibilities for fun trips this summer. Train and bus travel is a safe and reliable way to get around. Start planning your summer adventures now!

No pass is needed, riders simply present a school or government issued ID.
IDs from the Spring 2023 semester are fine.

Verano 2023

Jóvenes Viajan Gratis



**Sonoma County
Transit**

**Santa Rosa
CityBus**



**marin
transit**

Petaluma Transit

Tu boleto a la diversión

junio, julio y agosto

¡Los jóvenes K-12 viajan

GRATIS en transporte

público en Sonoma y

Marin!

Visítenos en línea

SMART

sonomamarintrain.org/YRF

Sonoma Co. Transit

sctransit.com

Santa Rosa CityBus

srcity.org/fares

Petaluma Transit

transit.cityofpetaluma.net

Marin Transit

marintransit.org

El transporte público ofrece infinitas posibilidades para viajes divertidos este verano. Viajar en tren y autobús es una forma segura y confiable de moverse. ¡Empieza a planificar tus aventuras de verano ahora!

No se necesita pase, los pasajeros simplemente presentan una identificación emitida por la escuela o el gobierno. Identificaciones del semestre de primavera de 2023 están bien.

Marin County

School Law Enforcement Partnership



2023-24 Meeting Dates

Marin County Office of Education In-Person or Remote (TBD)*

September 20, 2023 (3:30 - 5:00 pm)

November 15, 2023 (3:30 - 5:00 pm)

January 17, 2024 (3:30 - 5:00 pm)

March 20, 2024 (3:30 - 5:00 pm)

May 15, 2024 (3:30 - 5:00 pm)

** Zoom link will be provided for remote meetings.*



Entrenamiento de Primeros Auxilios de Salud Mental de los Jóvenes en West Marin

Este entrenamiento es gratuito y presentado solamente en ESPAÑOL



Sabado, 3 de junio 2023

8:30 am – 5 pm

Bolinas Fire Station

Community Room

100 Mesa Rd., Bolinas CA 94924

Este curso es presentado por:

**Servicios de Salud Mental y Recuperación del Uso de Sustancias del Condado de Marin
Ley de Servicios de Salud Mental - Fondos para la prevención e intervención temprana**

- *Los participantes deben asistir todo el día*
- *No se proporcionará almuerzo, le pedimos a los participantes que traigan su propio almuerzo.*

SE REQUIERE LA INSCRIPCIÓN PREVIA PARA EL ENTRENAMIENTO:

<https://www.marinhhs.org/form/west-marin-entrenamiento-de-primeros-auxilios-de-salud-mental-de-los-jovenes-052023>

Sí tiene más preguntas por favor contacte a: Veronica Vcaldera@marincounty.org

Descripción del curso: A través de un día de presentación y ejercicios interactivos, este curso enseñara como ayudar a los jóvenes que están experimentando un desafío de salud mental, uso de sustancias o están pasando por una crisis. Este curso hablara sobre los desafíos de salud mental más comunes para los jóvenes y les enseñara un plan de acción de 5 pasos sobre cómo ayudar a las personas tanto en situaciones de crisis como en situaciones que no son de crisis. Algunos de los temas que se hablarán en este entrenamiento serán: ansiedad, depresión, y uso de sustancias.

¿Quién debe asistir? Cualquier persona puede tomar el curso de Primeros Auxilios de Salud Mental de 8 horas - incluyendo personal encargado de asistir al público en caso de emergencia, estudiantes y maestros, líderes de las comunidades religiosas, proveedores de servicios y miembros de la comunidad. Uno de sus conocidos podría estar sufriendo una enfermedad o una crisis mental. Usted le podría ayudar. Hay más probabilidades de encontrar a alguien – un amigo, familiar, compañero de trabajo, vecino o miembro de la comunidad – que está sufriendo una crisis emocional o mental a que esté teniendo un ataque cardíaco.

<http://www.MentalHealthFirstAid.org> La organización Mental Health First Aid USA está coordinada por el Consejo Nacional para el Cuidado de la Salud Conductual en la Comunidad, el Departamento de Salud e Higiene Mental de Maryland, y el Departamento de Salud Mental de Missouri.



All public meetings and events sponsored or conducted by the County of Marin are held in accessible sites. Requests for accommodations may be made by calling (415) 473-4381 (Voice)/(415) 473-3232 (TTY) or by emailing at disabilityaccess@marincounty.org at least **four work days** in advance of the event. Copies of documents are available in alternative formats, upon written request.

LGBTQ+ INCLUSIVE SCHOOLS:

EDUCATOR PANEL SERIES



The Spahr Center



**Come hear from local
educators on how they
are building LGBTQ+
inclusive schools
in Marin!**

May 9th
at The Spahr Center

May 16th & 23rd
at the MCOE office in San Rafael

In person or on Zoom!

Spanish interpretation available via Zoom

+ 5:00-6:15 pm

For more info contact
MCwellness@marinschools.org



Zoom Registration



In-Person Registration



CalHOPE



MARIN COUNTY
OFFICE OF EDUCATION

ESCUELAS INCLUSIVAS LGBTQ+.

SERIE DE PANELES PARA EDUCADORES



The Spahr Center

Ven a escuchar a los
educadores locales
sobre cómo están
construyendo LGBTQ+
escuelas inclusivas en
Marin!

Mayo 9th
en el Spahr Center

May 16th & 23rd
en las oficinas del MCOE en San Rafael

En Persona o Vía Zoom

La interpretación en español estará
disponible a través de Zoom

+ 5:00-6:15 pm

Para mas información contactar
MCwellness@marinschools.org



Regístrese vía zoom



Regístrese en persona



CalHOPE



MARIN COUNTY
OFFICE OF EDUCATION

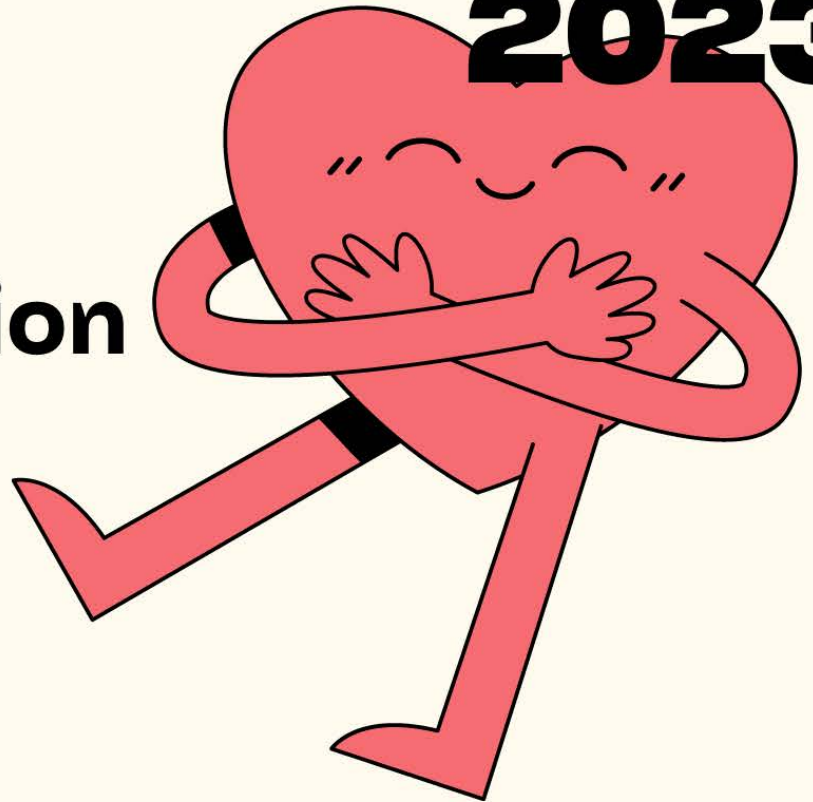
Wellness

Identity

Self reflection

Hope

ONE
WISH
2023



WEDNESDAY, MAY 24

Come join us!

This retreat will focus on the well-being of Black students,
Resilience, and personal connections to one's identity.

Lunch will be provided!

SCAN TO
REGISTER



Questions?

Email: mmontano@srcs.org or
njanson@srcs.org

TIME: 9:00AM -3PM

Presented by TLHS Black
Student Union x TL & SR
Wellness Centers, Tam Unified,
Novato Unified and Marin County
Office of Education



**TERRA LINDA
HIGHSCHOOL, 320
NOVA ALBION WAY**

Speakers for this event include:



Sharika Gregory,
M.A.

Sharika Gregory is a prolific orator, songwriter/poet, motivational speaker, and passionate ambassador of healthy relationships and community building. She has spearheaded multiple enriching events in Marin County such as, "Just Give Love Skate," and "Life-Jackets & Soul Cases," in addition to events that have focused on building healthy relationships, raising awareness of dating violence and

dating abuse and that feature the transcending art form of African dance and drum circle. Sharika is the president of the non-profit, Just Armour, and a member of the Marin County external planning Equity Committee. She holds an M.A. in Theology and a B.A. in Psychology with a concentration in Education.



Jahmeer Reynolds,
M.Ed.

Jahmeer Reynolds is the executive director of the Marin County Cooperation Team (MCCT). For his work as MCCT, Jahmeer received a certificate of special congressional recognition for outstanding innovation from the U.S. Congress, a certification of recognition from both the California state legislature and the Marin County Board of Supervisors, was selected as a KRON 4 Hero, and given the "Excellence in Innovation" award from the Center for Volunteer and Nonprofit Leadership. He was recently selected as the 2021 Global Fellow Echoing Green Award and is 1 of 18 fellows joining a Global Community that counts former First Lady, Michelle Obama, and CNN commentator, Van Jones, among its honorees.

**ONE
WISH**



MAY 24

TIME: 9:30AM -3PM

**TERRA LINDA
HIGH SCHOOL, 320
NOVA ALBION WAY**

One WISH is a retreat focused on the well-being of Black students, Resilience, and personal connections to one's identity. Join us for a day of discussions and workshops to support the wellbeing of Black students in our community. Lunch will be provided.

Sponsored by TLHS Black Student Union and Wellness Center, Tam Unified, Novato Unified and Marin County Office of Education

Questions?
Email: mmontano@srcs.org or
njanson@srcs.org



Marin County Office of Education Marin Emergency Radio Authority (MERA) 2023– 2024 Drill Schedule

**Drills are scheduled for the last Wednesday of each month during
the school year at 9:30 a.m. from September through May**
*(*except for the drills in November and December 2023, due to the holidays)*

September 27, 2023 ~Talk Group #1 All Schools

October 25, 2023 ~ Local Talk Groups

* November 15, 2023 ~ Talk Group #1 All Schools

* December 13, 2023 ~ Local Talk Group

January 31, 2024 ~ Talk Group #1 All Schools

February 28, 2024 ~ Local Talk Group

March 27, 2024~ Talk Group #1 All Schools

April 24, 2024 ~ Local Talk Group

May 29, 2024 ~ Talk Group #1 All Schools

**PLEASE MAKE COPIES OF THIS LIST FOR ALL RESPONDERS
AND POST A COPY NEAR YOUR RADIO.**

For questions or additional information, please contact:

Mike Grant,
Assistant Superintendent
Marin County Office of Education
(415) 499-5849
FAX: (415) 491-6619
Email: mgrant@marinschools.org

Talk Group #1 = All Schools

Local Talk Group 2 MCOE	Local Talk Group 3 North	Local Talk Group 4 Central	Local Talk Group 5 South	Talk Group 6 West
MCOE 1 MCOE 2 MCOE 3 Walker Creek	Novato San Rafael Miller Creek MCOE 1, 2, 3	Kentfield Ross Ross Valley Larkspur-Corte Madera	Mill Valley Reed Sausalito Marin City Tamalpais Union	Nicasio Shoreline Walker Creek Ranch



2023 WORLD ELDER ABUSE AWARENESS DAY EVENT

Protecting Older & Dependent Adults in Marin: A Community Response

Embassy Suites, 101 McInnis Pkwy, San Rafael
June 27th, 2023, 8:30am- 1:00pm

CONTINENTAL BREAKFAST WILL BE PROVIDED

Marin County Aging and Adult Services, Office of the District Attorney, Public Guardian & the Financial Abuse Specialist Team invite you to attend an educational World Elder Abuse Awareness Day event. Come and learn from community professionals that are working to identify, address and prevent the abuse of older and dependent adults within our community. Topics include Undue Influence, Deed Fraud, Financial Exploitation and more.

REGISTER [HERE](#)

NEED MORE INFO? CONTACT AEXELBY@MARINCOUNTY.ORG

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Healing, Learning, & Community Building

Building Equitable Partnerships Between Youth & Adults

Join your friends at yli for an interactive, virtual workshop focused on nurturing adult allies through community, skill building, and tool sharing! Think of this workshop as self-care for your professional journey.

- Explore the framework & practice of Positive Youth Development
- Learn about Hart's Ladder of Youth Participation
- Understand the impacts and anecdotes of Adultism
- Gain tools in growing authentic youth engagement and creating equitable youth and adult partnerships
- Build community and share wisdom with other folks who work with youth

To ensure an interactive learning experience space is limited to 25 people per workshop. For more info contact our training team at training@yli.org.

Available Dates

- Tuesday, June 20th
- Tuesday, July 11th
- Tuesday, August 1st
- Tuesday, August 8th
- Tuesday, August 15th

Each date will offer a training from 9 -11 AM PST & 2-4 PM PST

Cost: \$125

Limited spaces available!

Book now via the link below:

(Based upon information received as of 5/19/2023)

MONTH	EVENT INFORMATION
May	
26	Non-School Day (No School) –San Jose Intermediate, Nova Education Center, Marin Oaks High, Novato High, San Marin High, Hamilton Meadow Park, Loma Verde Elementary, Lu Sutton Elementary, Lynwood Elementary, Olive Elementary, Pleasant Valley Elementary, Rancho Elementary, San Ramon Elementary, Sinaloa Middle, Novato Charter Prom –Tomaes High School (Flying Cloud, 1200 Jacobsen Ln, Petaluma, CA 94954)
29	Memorial Day Holiday (No School) –Most Schools.
30	Senior Ball –Marin Catholic School (Westin St. Francis Hotel in San Francisco)
31	Graduation –Headlands Prep
June	
1	Graduation –Marin Catholic School
2	Last Day of School – San Domenico School (12 th Grade) Graduation –Gate Academy 8th Grade Graduation –Saint Raphael School, St. Isabella School 8th Grade Dance –Mill Valley Middle School, Hamilton Meadow Park, San Jose Intermediate, White Hill Middle School
3	Graduation –San Domenico School, Marin Academy Prom –San Marin High School 8th Grade Dance –Sinaloa Middle School
6	Graduation –San Andreas High School, Tamiscal High School
6-9	Final Exams –Tamiscal High School, Archie Williams High School, Redwood High School, Tamalpais High School, San Andreas High School
7	Graduation –The Branson School, Marin's Community School, Brandeis Marin, Madrone High School 8th Grade Graduation –Marin Country Day School, Marin Montessori, Miller Creek Middle School
8 or 9	Last Day of School –Most Schools.
8	Graduation –Nicasio, Marin Oaks High, Star Academy, Redwood High School, Tamalpais High School 8th Grade Graduation –Lagunitas Elementary, St. Patrick School, Good Shephard Lutheran School, Hamilton Meadow Park, Marin Christian Academy, Novato Charter, San Jose Intermediate, Ross Elementary, White Hill Middle School, Davidson Middle School, Bayside Martin Luther King Jr. Academy, Tomaes Elementary, West Marin Elementary
9	Graduation –Ross Elementary, Novato High School, San Marin High School, San Rafael High School, Terra Linda High School, Tomaes High School, Archie Williams High School 8th Grade Graduation –Hall Middle School, Marin Primary & Middle School, Mill Valley Middle School, Marin Horizon School, North Bridge Academy, Sinaloa Middle School, Del Mar Middle School, Saint Hilary School, St. Anselm School, Caulbridge School, Marin Waldorf School, Lycée Français de San Francisco - Sausalito 8th Grade Dance –Hall Middle School
10	Graduation –The Marin School, Lycée Français de San Francisco - Sausalito
13	8th Grade Graduation –Bolinás-Stinson Elementary
15	8th Grade Graduation –Mark Day School
16	Last Day of School – St. Anselm School, The New Village School, Anthony G. Bacich Elementary, Adaline E. Kent Middle
16	8th Grade Graduation –Adaline E. Kent Middle, The New Village School 8th Grade Dance –Adaline E. Kent Middle The New Village School
	Juneteenth (No School) – Tomaes High, Tomaes Elementary, Inverness Elementary, West Marin Elementary, Bodega Bay Elementary

19	
22	Prom –The Branson School
23	Last Day of School – Tomales High, Tomales Elementary, Inverness Elementary, West Marin Elementary, Bodega Bay Elementary
<p>Footnote: <i>This is a project of the Marin County School/Law Enforcement Partnership to foster communication throughout Marin County, to ensure that all agency partners are able to support a safe and healthy environment for student celebratory activities. This is a partial list and will be updated as new information is received.</i></p>	



PARENT-TEEN DRIVING AGREEMENT

I, _____, will drive carefully and cautiously
and will be courteous to other drivers, bicyclists, and pedestrians at all times.

I PROMISE.

I promise that I will obey all the rules of the road.

- ☐ Always wear a seat belt and make all my passengers buckle up
- ☐ Obey all traffic lights, stop signs, other street signs, and road markings
- ☐ Stay within the speed limit and drive safely
- ☐ Never use the car to race or to try to impress others
- ☐ Never give rides to hitchhikers

I promise that I will make sure I can stay focused on driving.

- ☐ Never text while driving (writing, reading or sending messages)
- ☐ Never talk on the cell phone — including handsfree devices or speakerphone — while driving
- ☐ Drive with both hands on the wheel
- ☐ Never eat or drink while driving
- ☐ Drive only when I am alert and in emotional control
- ☐ Call my parents for a ride home if I am impaired in any way that interferes with my ability to drive safely,
or if my driver is impaired in any way
- ☐ Never use headphones or earbuds to listen to music while I drive

I promise that I will respect laws about drugs and alcohol.

- ☐ Drive only when I am alcohol and drug free
- ☐ Never allow any alcohol or illegal drugs in the car
- ☐ Be a passenger only with drivers who are alcohol and drug free

I promise that I will be a responsible driver.

- ☐ Drive only when I have permission to use the car and I will not let anyone else drive the car unless I have permission
- ☐ Drive someone else's car only if I have parental permission
- ☐ Pay for all traffic citations or parking tickets
- ☐ Complete my family responsibilities and maintain good grades at school as listed here: _____

- ☐ Contribute to the costs of gasoline, maintenance, and insurance as listed here: _____

RESTRICTIONS:

I agree to the following restrictions, but understand that these restrictions will be modified by my parents as I get more driving experience and demonstrate that I am a responsible driver.

- ☐ For the next _____ months, I will not drive after _____ pm.
- ☐ For the next _____ months, I will not transport more than _____ teen passengers (unless I am supervised by a responsible adult).
- ☐ For the next _____ months, I won't adjust the stereo, electronic devices, or air conditioning/heater while the car is moving.
- ☐ For the next _____ months, I will not drive in bad weather.
- ☐ I understand that I am not permitted to drive to off limit locations or on roads and highways as listed here: _____

- ☐ Additional restrictions: _____

PENALTIES FOR AGREEMENT VIOLATIONS

- ☐ Drove while texting (composed, read or sent message or email with phone).
NO DRIVING FOR _____ MONTHS
- ☐ Drove while talking on the cell phone (including handsfree or speakerphone).
NO DRIVING FOR _____ MONTHS
- ☐ Drove after drinking alcohol or using drugs.
NO DRIVING FOR _____ MONTHS
- ☐ Got ticket for speeding or moving violation.
NO DRIVING FOR _____ MONTHS
- ☐ Drove after night driving curfew.
NO DRIVING FOR _____ WEEKS/MONTHS
- ☐ Drove too many passengers.
NO DRIVING FOR _____ WEEKS/MONTHS
- ☐ Broke promise about seat belts (self and others).
NO DRIVING FOR _____ WEEKS/MONTHS
- ☐ Drove on a road or to an area that is off limits.
NO DRIVING FOR _____ WEEKS/MONTHS

I agree to follow all the rules and restrictions in this agreement. I understand that my parents will impose penalties, including removal of my driving privileges, if I violate the agreement. I also understand that my parents will allow me greater driving privileges as I become more experienced and as I demonstrate that I am always a safe and responsible driver.

I PLEDGE!

SIGNATURES

Driver: _____ Date: _____

Parent promise: I also agree to drive safely and to be an excellent role model.

Parent (or guardian): _____ Date: _____

Parent (or guardian): _____ Date: _____



Start Smart began as a local program at the Monterey CHP area office in 2002. After seeing much interest and participation by teens and parents, Start Smart developed into a statewide grant funded by the Office of Traffic Safety.

Recently, several counties throughout the state have begun mandating Start Smart attendance to juvenile traffic offenders and/or offering Start Smart attendance as an alternative to traditional traffic schools.



www.chp.ca.gov



CALIFORNIA OFFICE
OF TRAFFIC SAFETY

START SMART PROGRAM



Start Smart program is a driver safety education class which targets new and future licensed teenage drivers between the age of 15 - 19 and their parents/guardians.

START SMART



During a Start Smart class, officers discuss:

- collision avoidance techniques***
- collision causing elements***
- driver/parent responsibilities***
- seat belt restraints***

testimonials are provided by officers who have investigated fatal collisions involving teens, in addition to testimonials from parents whose children have perished in collisions.



driving smart to stay safe

start smart



Contact your local CHP office to enroll in a Start Smart class.

[Click here for our Office Locator page.](#)

[Questions? Send an email by clicking here.](#)

Marin County Heat Risk Outdoor Activity Overview and Communication Protocols - May 2023

Regular physical activity promotes health and fitness. The table below shows when and how to modify outdoor physical activity based on Heat Risk level. This guidance can help protect the health of all children, including teenagers, who are more sensitive than adults to extreme heat. Check the heat risk level daily at www.wrh.noaa.gov/wrh/heatrisk/. The Marin County Office of Education will be in close contact with Marin Public Health and may convene a zoom meeting or conference call only if needed. The below tables are modified versions of publications provided by the California Department of Public Health with input from the Marin County Public Health Officer based on experiences during regional wildfires and community response.

Heat Risk Level	Outdoor Activity Overview and Communication Protocols
Green (Very Low)	No Elevated Risk. Great day to be active outside!
Yellow (Low)	Heat is tolerated by most however, there is a low risk for sensitive groups to experience health effects. Good day to be active outside!
Orange (Medium)	Moderate risk for members of heat sensitive groups to experience health effects. Some risk for the general population who are exposed to the sun and are active. Reduce time in the sun between 10 a.m. and 4 p.m. Stay Hydrated!
Red (High)	High risk for much of the population who are exposed to the sun and active outdoors, or are in a heat sensitive group. This index is dangerous to anyone without proper hydration or adequate cooling. Cancel outdoor activities during the heat of the day. Stay Hydrated!
Purple (Very High)	Very High Risk for entire population. Very dangerous to anyone without proper hydration or adequate cooling. Prolonged periods of heat are dangerous for everyone not prepared. Cancel outdoor activities during the heat of the day. Stay Hydrated!

Learn more about how the National Weather Service determines heat indexes and subsequent colors:

<https://www.weather.gov/ama/heatindex>

Go for 60!

CDC recommends that youth get 60 or more minutes of physical activity each day.

www.cdc.gov/healthyschools/physicalactivity/toolkit/userguide_pa.pdf

CDC: Know the Signs of Heat Related Illness

Heat Exhaustion	Heat Stroke
<p>ACT FAST</p> <ul style="list-style-type: none"> Move to a cooler area Loosen clothing Sip cool water Seek medical help if symptoms don't improve 	<p>ACT FAST</p> <p>CALL 911</p> <ul style="list-style-type: none"> Move person to a cooler area Loosen clothing and remove extra layers Cool with water or ice
<p>Dizziness</p> <p>Thirst</p> <p>Heavy Sweating</p> <p>Nausea</p> <p>Weakness</p>	<p>Confusion</p> <p>Dizziness</p> <p>Becomes Unconscious</p>
<p><i>Heat exhaustion can lead to heat stroke.</i></p>	<p><i>Heat stroke can cause death or permanent disability if emergency treatment is not given.</i></p>



Marin County Heat Risk Outdoor Activity Overview

Learn more about Preparing for Extreme Heat: www.ready.gov/heat#prepare



Activity	Green (Very Low)	Yellow (Low)	Orange (Medium)	Red (High)	Purple (Very High)
Recess (15 Min.)	No restrictions	Increase Hydration Utilize shade if recess is during strongest sun	Stay hydrated Reduce time in sun between 10am & 4pm Utilize shade and cooler areas while outside	Stay hydrated Try to avoid being outdoors in the sun between 10am & 4pm Cancel outdoor activities during heat of the day	No outdoor activity Move all activities indoors
P.E. (1 hr)	No restrictions	Increase Hydration Utilize shade if class is during the strongest sun	Stay hydrated Reduce time in sun between 10am & 4pm Utilize shade and cooler areas while outside	Stay hydrated Try to avoid being outdoors in the sun between 10am & 4pm Cancel outdoor classes during heat of the day	No outdoor activity Move all activities indoors
Athletic Practice & Training (2-4 hrs)	No restrictions	Increase Hydration Utilize shade if practice is during the strongest sun	Stay hydrated Consider moving practice to cooler time Utilize shade and cooler areas while outside	Stay hydrated & increase breaks Try to avoid being outdoors in the sun between 10am & 4pm Cancel outdoor practice during heat of the day	No outdoor activity Move all activities indoors
Scheduled Sporting Events	No restrictions	Increase Hydration Utilize shade if practice is during the strongest sun	Stay hydrated Increase rest breaks and substitutions per CIF Extreme Heat Guidelines*	Stay hydrated Increase rest breaks and substitutions per CIF Extreme Heat Guidelines*	Events must be rescheduled or relocated






* CIF - California Interscholastic Federation - [Heat Illness Guidance](#)

** In general, the best place for students is in school. To meet the conditions for approval of waiver due to emergency conditions use CDE [Form J-13A](#).

November 2022 - Marin County Air Quality Outdoor Activity Overview and Communication Protocols for Schools

Regular physical activity promotes health and fitness. The table below shows when and how to modify outdoor physical activity based on the Air Quality Index (AQI). This guidance can help protect the health of all children, including teenagers, who are more sensitive than adults to air pollution. Check the air quality daily at www.AirNow.gov*. The Marin County Office of Education will be in close contact with Public Health and may convene a zoom meeting or conference call if needed. The table is a modified version of a publication provided by the US Environmental Protection Agency and Center for Disease Control, with input from the Marin County Public Health Officer based on experiences during regional wildfires and community response. (**11.7.2022 update**)

In red or purple tier, a high quality mask (ie N95/KN95) may be recommended when outdoors.

Air Quality Index	Outdoor Activity Overview and Communication Protocols
 <p>green</p> <p>GOOD = 0-50</p>	<p>Great day to be active outside!</p>
 <p>yellow</p> <p>MODERATE = 51-100</p>	<p>Good day to be active outside!</p> <p>Students who are unusually sensitive to air pollution could have symptoms.**</p>
 <p>orange</p> <p>UNHEALTHY FOR SENSITIVE GROUPS = 101-150</p>	<p>It's OK to be active outside, especially for short activities such as recess and physical education (PE). For longer activities such as athletic practice, take more breaks and do less intense activities. Watch for symptoms and take action as needed.** Students with asthma should follow their asthma action plans and keep their quick-relief medicine handy.</p> <p>See additional detail in School Air Quality Activity Recommendations Chart on next page.</p>
 <p>red</p> <p>UNHEALTHY = 151-200</p>	<p>For all outdoor activities, take more breaks and do less intense activities. Consider moving longer or more intense activities indoors or rescheduling them to another day or time. Watch for symptoms and take action as needed.** Students with asthma should follow their asthma action plans and keep their quick-relief medicine handy. Monitor localized air quality (which may change regularly) to determine when to open and close doors and windows.</p> <p>See additional detail in School Air Quality Activity Recommendations Chart on next page.</p>
 <p>purple</p> <p>VERY UNHEALTHY = 201-300</p>	<p>Move all activities indoors or reschedule them to another day.</p> <p>Schools generally remain the best environment for students.</p> <p>See additional detail in School Air Quality Activity Recommendations Chart on next page.</p>

*www.AirNow.gov will be used as the most accurate measure of regional AQI, used by the California Air Resources Board and the US EPA, and now includes a [fire and smoke map](#) with data from low cost more localized sensors like Purple Air.

** Watch for Symptoms

Air pollution can make asthma symptoms worse and trigger attacks. Symptoms of asthma include coughing, wheezing, difficulty breathing, and chest tightness. Even students who do not have asthma could experience these symptoms.

If symptoms occur:

The student might need to take a break, do a less intense activity, stop all activity, go indoors, or use quick-relief medicine as prescribed. If symptoms don't improve, get medical help.

Go for 60!

CDC recommends that children get 60 or more minutes of physical activity each day. www.cdc.gov/healthyyouth/physicalactivity/guidelines.htm

Plan Ahead for Ozone

There is less ozone in the morning. On days when ozone is expected to be at unhealthy levels, plan outdoor activities in the morning.

School Air Quality Activity Recommendations

PROTECT STUDENT HEALTH DURING POOR AIR QUALITY

Air quality is an important consideration for schools in terms of student activities. Local air districts are available to assist schools with understanding local air quality concerns and actions they can take to protect student health. To find out more, contact your local Air District. Visit this page to learn which District serves your area: www.arb.ca.gov/app/dislookup/dislookup.php



UPDATED 11.7.22

The following school activity recommendations are based on consultation with health researchers and several important principles drawn from recent studies.
Modify these levels to correspond with the AQI, emissions concentration, or other air district recommended method for your region.

Activity	Air Quality Level				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5 <i>School districts may consider school closures based on site-by-site concerns. ***</i>
Recess (15min)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.*	Exercise indoors or avoid vigorous outdoor activities. Sensitive individuals should remain indoors.*	No outdoor activity. All activities should be moved indoors.
P.E. (1hr)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.*	Exercise indoors or limit vigorous outdoor activities to a maximum of 15 minutes. Sensitive individuals should remain indoors.*	No outdoor activity. All activities should be moved indoors.
Athletic Practice & Training (2-4hrs)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Reduce vigorous exercise to 30 minutes per hour of practice time with increased rest breaks and substitutions. Ensure that sensitive individuals are medically managing their condition.*	Exercise indoors or reduce vigorous exercise to 30 minutes of practice time with increased rest breaks and substitutions. Sensitive individuals should remain indoors.*	No outdoor activity. All activities should be moved indoors.
Scheduled Sporting Events	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Increase rest breaks and substitutions per CIF guidelines for extreme heat.** Ensure that sensitive individuals are medically managing their condition.*	Increase rest breaks and substitutions per CIF guidelines for extreme heat.** Ensure that sensitive individuals are medically managing their condition.*	Event must be rescheduled or relocated.

* Sensitive Individuals include all those with asthma or other heart/lung conditions ** California Interscholastic Federation

*** In general, the best place for students is to be in school. To meet the conditions for approval of a waiver due to emergency conditions ([Form J-13A](#)) from the State Superintendent of Public Instruction poor air quality must be shown to be caused by an emergency event such as a wildfire.

TRANQ | XYLAZINE

KNOW WHAT'S IN YOUR DRUGS

**OD
FREE** MARIN

Tranq (or xylazine):

a non-opioid drug that can slow down the nervous system. It can make breathing and heart rate slower.

When tranq is mixed with another drug like heroin, fentanyl or a benzo, it can increase the risk of overdose. **In case of overdose, here's what you can do:**



If you think someone has overdosed, give them NARCAN®*.



If the person is not responding, check if they are breathing.



If the person is not breathing and not responding, call 9-1-1 and provide rescue breathing (1 breath every 6 seconds).



If the person starts breathing again (10 breaths/minute), but still seems sleepy, gently move them into a rescue position and keep a close watch on them.

Tranq has been linked to serious wounds that can quickly get worse and spread.

Tranq, whether smoked, snorted, or injected, can cause serious wounds that may need medical attention. It's important to see a doctor promptly if you have a wound from using tranq, and to keep it clean and covered to avoid infection.

Before buying or using a drug, ask others how it makes them feel. Tranq can make you really sleepy, so if you are using it, be sure to use it in a safe place where you won't fall and hurt yourself. If you think there's tranq in your drugs, tell someone at a local exchange program so others can be careful too.

What can you do if you think there is tranq in your drugs?



Carry
NARCAN®



Start low
& go slow



Tell someone
you're using

OD Free Marin



odfreemarin.org



(415)473-6731



info@odfreemarin.org

**While xylazine doesn't respond to NARCAN®, opioids do so please try it.*

MARIN COUNTY OFFICE OF EDUCATION

MARIN COUNTY SCHOOL / LAW ENFORCEMENT PARTNERSHIP
(SLEP)

SPEAKER'S BUREAU

Diversity, Equity, Inclusion

In an effort to bring the voices of Men and Women of Color into our classrooms, we have gathered a group of prominent Marin County professionals who are ready to speak to High School and Middle School classes on a wide-variety of topics.

Industries Include:

Legal
Medical
Education
Law Enforcement
Non-Profit
Public Health
Probation

Possible Topics:

Social Justice
Racial Equity
Antisemitism
Overcoming Barriers
Personal Education Path
Personal Heroes
Women's Rights

.....
Ideal Classes for the Speaker's Bureau: Ethnic Studies, Social Studies, History, College and Career Readiness, Health

Speaker Request Form

Please fill out the form linked above if you would like to request a speaker or group of speakers.

Join the Speaker's Bureau Form

Please fill out the form linked above if you would like to join our Speaker's Bureau as a speaker.

MARIN SCHOOLS

GUN SAFETY RESOURCES & UPCOMING REQUIREMENTS

RESOURCES FOR SCHOOLS

Information about Gun Safety in Marin County can be found on the Marin Gun Safety Collaborative Website. Resources are available for School Administrators, Teachers, and Staff, as well as for Parents/Guardians and Families. <https://bit.ly/MarinGunSafety>

COMMUNICATING WITH FAMILIES

ADD AN ICON TO YOUR WEBSITE

The icon to the right can be added to your home page and/or any pages dedicated to Safety. This icon can link to the Marin Gun Safety Website which holds all the resources you would normally send via email. This icon can also be used with parent notification systems like PeachJar and Parent Square. [LEARN MORE](#)



IMPORTANT INFO TO COMMUNICATE TO FAMILIES

- Gun Storage Laws in California – No access under age 18
- Gun Violence Restraining Orders – What are they?
- How to ask other families about firearms in the house.
- What kids can do if they discover a firearm.
- More coming soon! Gun Buyback, Social Media Campaigns and more!

SB 906: SCHOOL SAFETY BILL – 2023–2024 SY

Starting July 1, 2023, all perceived threats MUST IMMEDIATELY be reported to local law enforcement so they can conduct threat assessment and investigate with urgency. In addition, information about gun storage laws MUST be communicated to families at least once a year. Additional information regarding upcoming requirements for schools is forthcoming.

<https://bit.ly/MarinGunSafety>



Marin Schools Staff Emergency Training

1.5 Hour In-Person Training



**Hands-Only
CPR**



SAVE A LIFE



**Narcan
Administration**

Save a Life: Designate District Trainers

Emergencies can happen anywhere, even on school campuses. Keep staff up to date on lifesaving skills that will keep injured persons alive until First Responders arrive.

The **Train-the-Trainer Model** is a sustainable way for District and/or School Staff to receive instruction on how to teach these valuable skills to other District and School Employees.

Districts are encouraged to select staff who are able to flexibly set up training sessions for teachers and other staff.

Interest Form:

bit.ly/MarinSchoolsCPR



MARIN COUNTY
OFFICE OF EDUCATION



INTEREST FORM

email mboyd@marinschools.org with questions



Select Language

Programs & Services

DITEP Program

◀ 18

Background:

The Drug Impairment Training for Educational Professionals (DITEP) program was developed by the International Association of Chiefs of Police (IACP) and the National Highway Traffic Safety Association (NHTSA) as a result of the 2003 National Survey on Drug Use and Health (NSDUH). The survey was conducted by the Substance Abuse and Mental Health Services Administration (SAMHSA), and indicated that an estimated 19.5 million Americans (8.2% of the population aged 12 or older) had used an illicit drug during the previous month. Drug abuse, whether it involves controlled substances or the misuse of prescription drugs, has permeated almost every level of society to some degree.

This training is intended to provide school administrators and nurses with a systematic approach to recognizing and evaluating individuals in the academic environment who are abusing and/or impaired by drugs, both legal and illegal, in order to provide early recognition and intervention. DITEP is derived from the national Drug Evaluation and Classification (DEC) Program, a successful law enforcement program used to detect drug and alcohol impaired drivers. The methods employed in this training are based on medical and scientific facts. The information is supported by research conducted in both laboratory and field studies. The DEC Program was validated in the laboratory by studies conducted at the Johns Hopkins University, and in the field by the Southern California Research Institute.

The training will enable attendees to determine first whether or not the individual is impaired. If it is determined that there is impairment, they will be able to determine whether the impairment is due to a medical problem or is drug related. And finally, if the impairment is drug related, attendees will be able to determine, through proven diagnostic procedures, what category or categories of drugs are likely causing the observed impairment.

DITEP training enables schools to employ an aggressive evaluation and detection program that will reduce drug usage, disruptions by drug-impaired individuals, and impaired driving in and around schools. This will make our

communities and schools safer places for all. There are two options for DITEP training, either an 8 or a 16 hour course. Both are broken down below.

Course Description:

Day One (or 8 hour only course) covers the following:

- Drugs in Society
- Policy, Procedures and Roles
- Overview of Alcohol
- Drug Identification, Categories and Their Effects
- Contacting the Parents

Day one is geared toward administrators, teachers, nurses, counselors, school resource officers, security officers, and other staff who regularly interact with students.

Day Two (optional) covers the following:

- Eye Examinations Horizontal Gaze Nystagmus
- Lack of Convergence
- Estimation of Pupil Size
- Vital Signs
- Divided Attention Testing Romberg Balance
- Walk and Turn
- One Leg Stand
- Finger to Nose
- Poly Drug Use
- Assessment Procedures

Day two is geared toward nurses and other personnel who will have a more "hands-on" approach to evaluating a student's impairment. Principals and administrators are encouraged to attend to familiarize themselves with assessment procedures.

Pre-requisites:

In order to qualify for this course, prospective students must be currently employed at a school in a capacity that involves regular interaction with students.

Registration:

Upcoming classes may be found in the Schedule of Classes page under [DITEP](#). In order to register for this course, students are required to electronically submit their full name, e-mail address, and school name to the course coordinator.

Fees & Costs:

There is no registration fee to attend this course. If a facility use fee is charged by the hosting agency, it will be noted in the expanded course description. This course is funded through the California Office of Traffic Safety DRE Grant. Travel reimbursement is not available for this course.

Hosting:

If your school district is interested in hosting this course at your training facility, please contact the DITEP State Coordinator, Officer Travis Herbert, at (916) 843-4359.

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Stanford SOCIAL INNOVATION Review

Informing and inspiring leaders of social change

Education

What US Schools Can Learn From Finland's Approach to Education

Four strategies for creating a positive school culture that focuses on the whole student and fosters long-term, holistic well-being.

By [Vanessa Wilkins & Emily Corrigan](#) Nov. 6, 2019

What happens when a country decides that one of its most precious natural resources is its children? Finland's educational system provides a clue. New scores on the Organization for Economic Cooperation and Development's (OECD's) [Programme for International Student Assessment](#) (PISA) test are set for release in December 2019 and will draw the attention of education leaders as a measure of which countries best educate their children. American students ranked 31st on the most recent iteration of the exam, which tests 15-year-olds around the world on multiple subjects. Finland, on the other hand, has won international acclaim since it first topped PISA's charts in 2000. Not only did it remain there several rankings in a row, but also its students displayed remarkably low variability across schools ([8 percent versus 30 percent OECD-wide](#)) and within schools. In other words, even Finland's below-average schools still prepare students to succeed in their personal and professional lives.

How Finland has achieved these results makes it particularly relevant for US reformers. Rather than focusing efforts on new schools, programs, and technology, it has taken a sustainable approach that leverages education infrastructure and spending similar to that of the United States. In 2016, the Finnish National Education Agency reported that Finland [spent the equivalent of about \\$10,000](#) per student on basic education—[less than the US average](#) and about [half of what top-spending states dole out](#). Furthermore, Finland's success cannot be attributed solely to societal differences. [As Columbia University's Samuel Abrams has noted](#), Finland's scores have surpassed those of other Nordic countries despite similar levels of child welfare, social support, and homogeneity. Improvements within the last few decades are products of sound policy and practices.

Finland has approached education reform as a strategy to leverage the country's scarce natural resources. As one Finn put it, "We have only our forests and our people." Accordingly, its

approach has been holistic, student-centered, and focused on teachers as the main driver of quality. [It has defined education](#) as a way to “support pupils’ growth into humanity and into ethically responsible membership of society and to provide them with knowledge and skills needed in life.” Culturally, this manifests in a focus on student well-being in all of its facets. American education reform, on the other hand, has focused on increasing standards and accountability measures ever since the [1983 Nation at Risk report](#) identified failing schools as a primary threat to American economic dominance.

On the surface, Finnish schools don’t look very different from the traditional American model. Students, grouped by age, visit a brick-and-mortar building and learn from a teacher in a classroom for a defined period of time. Yet underlying the Finnish system are fundamental differences in policy that produce better outcomes for students. Ironically, many of these effective practices stem from American research and thought leadership, at least according to Finnish education expert [Pasi Sahlberg](#). Finland can therefore provide a helpful blueprint to implement what we already know works within the schools we have now, while American innovators continue to experiment with new models for the future.

In November 2018, our organization, [Future School Lab](#), organized an expert-led tour of Finnish schools and meetings with education leaders as part of [HundrED’s Education Innovation Summit](#). When we reflected on the experience, we came away with four main reforms any US state or school could implement to make sustainable improvements within the current system.

1. Articulate a Target Profile for Graduates That Informs Education Policy

Finnish education is based on a clearly stated vision of target abilities, rather than prescriptive, content-based curriculum. In 2016, following a co-creation process that included public input and 30 working groups, the Finnish government [defined seven transversal skills and knowledge areas](#) important to students’ success in life:

- Thinking and learning to learn
- Cultural competence, interaction, and self-expression
- Taking care of oneself and managing daily life
- Multi-literacy
- Information and communications technology competence
- Working life competence and entrepreneurship
- Participation, involvement, and building a sustainable future

These competencies are aspirational rather than fixed benchmarks; they define a relevant vision of how all students can function in society, rather than specific content knowledge. Local municipalities and schools adapt this curriculum to their context and classrooms, and since there are no national achievement tests, the Finnish National Agency for Education can focus on effectively integrating this shared vision into curriculum and school policy, rather than on accountability.

In the United States, some schools, districts, and even a few states are beginning to reorient education toward the development of a more-holistic set of skills, similar to Finland. The [Mastery Transcript Consortium](#), founded by a group of elite private schools with increasing public school membership, for example, is cocreating a digital transcript that reflects each student's skills, strengths, and interests far beyond the course completion version schools use today. And to help schools looking to articulate a more-holistic vision for their graduates and engage communities in a visioning process, Transcend Education (with which the authors are affiliated) has created [a database](#) that provides research-based measures to evaluate learning outcomes for social-emotional skills like empathy and sense of purpose.

2. Recruit Talented Teachers, Train Them Well, Then Give Them Autonomy

Finland [attributes its success](#) in education to getting the right people to become teachers, developing them into effective instructors, and putting systems and supports in place to ensure that all children benefit from excellent instruction. Teacher training programs are competitive (admitting [about 1 in 10 students](#)) and rigorous. The profession is highly regarded despite average pay as compared to other OECD countries, and according to the [Finnish National Agency for Education](#), 90 percent of teachers report being satisfied with their job.

These high marks are due in part to the trust and autonomy Finnish teachers have. Local governance elevates their voices in policymaking. School boards must, by law, include teachers alongside parents, classified staff, and students. Freed from teaching to the test, teachers can focus on [project-based learning](#) (called “phenomenon-based learning” in Finland), and other, deeper learning approaches that we know work for students but that American teachers sometimes avoid for fear of sacrificing content standards.

Finnish teachers also have more time. Because school days are shorter and teachers spend fewer hours in classroom instruction—[about 55 percent of US teachers' annual hours](#)—they devote more time to preparing lessons, collaborating with colleagues to create engaging projects, and meeting with parents and kids.

In the United States, on the other hand, districts struggle to recruit and retain qualified teachers. Recent teacher walkouts reflect frustration over more than pay and insufficient school funding. [Seventy-one percent](#) of teachers in a 2015/2016 survey reported a lack of influence over what they teach, [50 percent](#) said they lacked support and encouragement from administration, and 62 percent didn't experience a great deal of cooperation among colleagues.

To develop a larger pool of qualified teachers, schools can make use of alternative pathways to certification by recruiting high-potential teachers with skills and lived experiences that are relevant to students. For example, Roosevelt High School in Portland, Oregon, recruited award-winning journalist S. Renee Mitchell through a professional track that leveraged her career experience but required college courses to learn classroom skills. Mitchell quickly became an important role model and impactful educator. She entered the school, one of Oregon's most diverse, as its only black teacher, and created the nationally recognized [I Am M.O.R.E.](#) program

to elevate the voices of students who have experienced trauma. In the longer term, policy makers need to create and fully fund career pathway programs for promising teachers from all backgrounds. Beyond recruitment, we need to invest in ongoing training and support systems, and give teachers time and autonomy to collaborate and integrate new methods and ideas.

3. Give Students Rights and Agency Over Their Own Learning

In Finland, the [1998 Basic Education Act](#) entitles students to pre-primary education, a safe learning environment, and instruction that includes guidance counseling and learning support. In our experience, teachers and administrators routinely referenced children's rights to explain shorter days, healthier lunches, less homework, and 15 minutes of physical activity for every 45 minutes of class. Legislation based explicitly on students' rights not only informs practices, but also supports underlying expectations of how education should work. This model places students at the center, creating a decision-making framework that prioritizes their learning and interests over pleasing parents or reporting high test scores. It also justifies giving students more of a say in the policies that affect them. After all, who better to advocate for student interests than students themselves? As a result, students in Finland have real responsibility, including authority over parent-teacher meetings and positions on school boards, and teachers expect students to be the primary agents in their own educational journeys.

In the United States, a missing parent permission slip can exclude a child from the best field trip of the year or an important learning opportunity in class. Such policies reflect the expectation that students should receive the education given to them, rather than take a proactive role in it. Perhaps one way to engage students and encourage them to take ownership of their own education and school experience is to quite literally give them ownership. Some districts, such as Los Angeles, have already introduced ballot measures that would lower the legal voting age to 16 for school board elections. Others have given students voting positions on school boards and site councils. In Maryland, student board members have advocated for their young constituents by introducing resolutions to dismantle student ranking systems and diversify schools by redrawing boundaries. Absent legislative changes, individual schools can develop student ownership by giving students voice and choice in how they learn. The Achievement Gap Institute at Harvard University's "[The Influence of Teaching](#)" provides a useful study of teaching practices that drive student agency.

4. Align Schools and Social Support Services

In Finland, [education legislation](#) guarantees free pupil welfare, meaning it integrates health care referred to in the Public Health Act, and mental and social services referred to in the Child Welfare Act. This legislation forms the basis for Student Welfare Committees comprised of principals, special education teachers, nurses, psychologists, social workers, and counselors. Committees meet regularly to discuss individual students and staff, and to create personalized support plans. These may include emotional or academic support services or intensive

supplemental support, which benefits 10 percent of Finnish students. While a similar 14 percent of students receive special education services in the United States, what's unique in Finland is the integration of health and welfare into the school day for both students and staff. School psychologists and social workers on the Welfare Committees meet with students individually and then make referrals to outside services as needed. During school, all students and staff eat free, healthy meals prepared on site, and active, outdoor play and social breaks throughout the day are the norm.

Many schools and programs in the United States, such as [Communities in Schools](#), have already created successful local partnerships with social service providers. However, the onus is on schools to find and partner with community resources and creatively meet students' needs. Funders and policy makers should support the coordination and development of wrap-around services to take the burden off of schools, and foster community and family engagement, which [we know helps students succeed](#).

A Path Forward for All Kids

Educators and policy makers interested in adapting Finnish approaches to the American context must be mindful to create culturally competent learning environments that serve all children. Finnish policies are intended to promote equity by balancing socio-economic diversity across school boundaries, providing native language services to immigrants, and reducing barriers to nutritious food, health, and social services that contribute to disparities in the United States. However, student rights in Finland prevent the disaggregation of data to determine whether these inclusive measures truly do result in better outcomes for immigrants and historically underserved populations. Any effort to improve educational outcomes must include data-driven equity practices and community-led solutions.

Finally, reforms to our current system must coincide with new solutions for excellence and equity. In the United States, collaboration between public and private sectors, and a cultural emphasis on leadership and entrepreneurship have led to the creation of completely new school models in small pockets across the country. The best of these models may help determine the future of education and better prepare kids for the demands of a rapidly changing workforce. However, until we can test and scale them, they are only a drop in the ocean of the American school system. We need to simultaneously make improvements within our current system to better serve all students.

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Read more stories by [Vanessa Wilkins](#) & [Emily Corrigan](#).

Vanessa Wilkins (@futureschoollab) is an expert in global education innovation and the founder of [Future School Lab](#). Building on a highly acclaimed education initiative at NIKE and many years working with some of the most respected nonprofits and education companies in the world, Wilkins helps foundations, businesses, and nonprofits support educators to innovate.

Emily Corrigan is an incoming Peace Corps volunteer with international teaching, learning, and research experience. At [Future School Lab](#), she contributes her cross-cultural perspective and firsthand experience in order to identify and highlight innovative educational practices from around the globe.