



**El Cajon Collaborative  
Core Team Meeting Notes  
January 17, 2012**

*Purpose of the Core Team:*

“To provide oversight and direction for the inter-agency partnerships and implementation of initiatives in the Collaborative.”

AGENDA ITEMS/ DISCUSSION	ACTION ITEMS
<p><b>I. Welcome/Sharing Positives/Announcements/Accomplishments</b>  <b>Steven Jellá, San Diego Youth Services (Core Team Chair)</b>, welcomed everyone and facilitated the sharing of positives, announcements and accomplishments. The meeting began at 8:30am.</p> <p><b>Richard Preuss, Institute for Public Strategies</b>, announced that a County task force has recommended that local planning groups in rural areas be discontinued. He encouraged attendees to contact their elected representatives to express their opinions on this issue. <b>Jennifer Grondek, Cajon Valley Union School District (Core Team Vice-Chair)</b>, reported that attendance of the cohort of students who attend school less than 95% is going up. This is very good news for both the students and the district. <b>Jenee Litrell, Grossmont Union High School District</b>, shared that the district has recently changed the district boundaries to better balance the district’s resources. This will take effect immediately and families will now have minimal choice in which school their child attends. Jenee also shared that GUHSD had been selected by Cal Mesa for an intense evidence-based practice suicide prevention training. In addition, Jenee shared that GUHSD’s C-SEC protocol had been recognized as a promising practice and efforts were being made to adopt the protocol across districts throughout San Diego County. <b>Laura Beadles, San Diego Youth Services</b>, shared that SDYS had hired a new manager, Judy Park, for their Behavioral Health East program.</p> <p><b>Meeting Participants:</b>            Suzanne Moser, Romalyn Watson, Jenee Litrell, Rosa Ana Lozada, Richard Preuss, Barbara Ryan, Laura Beadles, Michelle Zeidler, Steven Jellá, Jennifer Wagner-Grondek, and LaVonna Connelly.</p>	
<p><b>II. Approval of November’s Meeting Notes-</b>            Notes were approved by consensus without correction.</p>	
<p><b>III. Presentation: Bullying Overview, Local Data &amp; Resources-</b>            Jennifer gave an informative presentation on bullying prevention. She began with a definition of bullying:</p> <p style="padding-left: 20px;">Aggressive behavior intended to cause harm/distress that is repeated over time and occurs in relationships where there is a power imbalance.</p> <p>Highlights of the CVUSD data included the following:</p> <ul style="list-style-type: none"> <li>• 17% of students indicated they had been bullied.</li> <li>• 19% of students indicated they had bullied others.</li> <li>• Bullying seems to take place in areas where there are no adults present.</li> <li>• Bullying seems to be more common at school, not before or after.</li> <li>• One longitudinal study on bullying indicated that 60% of the bullies studied had legal convictions by the time they were 24 years old.</li> </ul>	

- The same longitudinal study indicated that bullies were also more likely to have multiple legal convictions.
- Consequences of being bullied may be lower self-esteem or suicidal ideation. Being bullied can decrease socialization and increase isolation.
- Methods that do not seem to work in addressing bullying are:
  - Zero tolerance
  - Expulsion
  - Group treatment for bullies
  - Short-term solutions
  - Peer mediation
- Methods that do seem to work in addressing bullying are:
  - Changing the school climate
  - Involving the *entire* school (system wide interventions)

According to the Healthy Kids Survey for CVUSD:

- 25% of students surveyed indicated that they had been teased ½ times a week in the last three months.
- 10% of students surveyed indicated that they had been excluded several times per week in the last three months.
- 10% of students surveyed indicated that they had experienced cyber-bullying within the last 12 months.
- 88% of 5<sup>th</sup> grade students surveyed indicated that they had *never* experienced cyber-bullying.
- 75% of 7<sup>th</sup> grade students surveyed indicated that they had *never* experienced cyber-bullying.
- Students surveyed indicated that they had *not* been bullied regarding their race or ethnicity.
- 5<sup>th</sup> grade students surveyed who had been targets of bullying indicated that it took place mostly on the playground.
- 7<sup>th</sup> grade students surveyed who had been targets of bullying indicated that it took place mostly in the classroom.

Best practices in addressing bullying include:

- Focus on the social environment.
- Assess bullying problem.
- School staff must be trained to be supportive of bullying interventions.
- Specific behavioral rules must be in place across sectors (example: We speak respectfully).
- Increase adult supervision in bullying “hot spots”.
- Intervene consistently.
- Spend 20 minutes per week of class room time on bullying prevention.
- Continue efforts continuously over time (no end date).

**Rosa Ana Lozada, Harmonium**, stated that there were links between trauma-informed practice and bullying prevention.

**IV. Parks and Recreation Services Survey Update-**

**Steven Jellá, San Diego Youth Services (Core Team Chair)**, stated that SDYS Intern was still working to compile and analyze data.

**Steven** will follow up with **Marilee Gorham, City of El Cajon Recreation Department** regarding the finalization of the analysis and report.

<p><b>V. GOALS Process-</b>  <b>Steven</b> suggested that the Core Team study a “bullying cohort” through the GOALS process next month.</p>	<p>The group was in consensus that a bullying cohort would be a relevant group of at-risk students to study. <b>LaVonna Connelly, ECC Coordinator</b>, will follow up with <b>Jenee</b> to obtain a list of names.</p>
<p><b>VI. Collaborative Activity Ideas for Consideration-</b>  <b>LaVonna</b> presented a Logic Model that depicts the program model of the El Cajon Collaborative. She stated that she hoped that it would help give everyone common language for describing what the Collaborative is and does. <b>Rosa Ana</b> commented that it only focuses on convening, but doesn’t accurately depict that power of how 1 + 1 = 3. <b>LaVonna</b> agreed but stated that she had tried to include “the magic” in the model, but could not conceptualize a way to do that. <b>LaVonna</b> also presented a list of ideas of Collaborative activity in 2012. This list was not reviewed due to lack of time. <b>LaVonna</b> encouraged Core Team members to review it and give her input.</p>	<p><b>LaVonna</b> requested that Core Team members assist her in finding ways to include what happens after the convening in the program model.</p>
<p><b>VII. Collaborative Reports-</b> (on back page)  <b>LaVonna</b> stated that there was information regarding upcoming meetings and the recent Collaborative activities on the back of the Agenda. She encouraged Core Team members take a look at it.</p>	
<p><b>VIII. Adjournment-</b>  <b>Steven</b> adjourned the meeting at 9:55am</p>	