

# Community Support Network of Nevada County

www.csnn.org

## Minutes of CSNNC Partners Meeting

October 1, 2014 – 3:30 pm to 5:00 pm

Gene Albaugh Community Room at the Madelyn Helling Library

- 3:20 – 3:30 **Greet Incoming Partners** – 31 present, including: David Gray, community member; Shelley Rogers, Coalition for a Drug Free Nevada County/CoRR; Cindy Wilson, Nevada County Public Health Dept.; Charleen DeWitt, CAPC; Helen Williamson, NAMI/Nevada County Mental Health Board; Marcia Westbrook, LPC; Allison McCann, DVSAC; Jennifer Balaban, DVSAC; Lynn Woerner, KARE; Marley Mueller, CoRR; Laurie DeMartini, PARTNERS FRC, Penn Valley; Sharon Shafran, SNCS; Loydyne Lane, Parents' Resource Guide; Lynn Skrukud, NEO; Meg Luce, Partners FRC; Pam Davinson CalWORKs/Vets; Mali Duck, CalWORKs; Jennifer Lucas, Sierra Forever Families; Linn Aosjia, Sierra Forever Families; Pete Sabey, Interfaith Counseling; Dena Valin, Friendship Club; Guinevere Ewing, PLEAG; Jan MacDonald, CANC/FTHB; Kristen McGrew, PARTNERS FRC; Rachel Peña-Roos, VCSS; Lael Walz, EMQFF/SFMC/NAMI; Janice O'Brien, Sierra Roots; Julianne Henry, NJUHSD Student Assistance Program, Ned Russell, Got 40? and Drug Free Coalition
- 3:30 – 3:40 **Welcome & Introductions** – Lindsay Dunckel, Executive Director, First 5 Nevada County. Recapped what we did at June CSN meeting. Task force has been meeting since then. Work on language, identify themes, what's missing. Then...what's next? Where do we go from here to achieve final adoption by organizations like the county Board of Supervisors?
- 3:40 – 3:45 **Meeting Notes** – Accepted meeting minutes (notes) from September meeting.
- 3:45 – 3:50 **40 Developmental Assets** – Ned Russell of Got 40? presents Developmental Asset #10 – Safety – Details on last page of these minutes.
- 3:50 – 4:35 **Meeting Focus** – Children's Bill of Rights, Part 2 – Children's Bill of Rights task force update followed by interactive segment. Marley Mueller and Lindsay Dunckel. We had a lively conversation. Here are thoughts and ideas that were expressed, noted for these meeting Minutes under the headings of THEMES, INPUT, and CONSIDERATIONS. There is crossover between Themes. *Items in italics added after meeting officially closed.*
- THEMES (probably more to come)**  
Health; Safety – Physical and Emotional; Connectedness; Basic Needs; Spirituality; Education; does Family fall under Connectedness?; Environmental Issues/Climate Change?
- INPUT (who/how to acquire)**  
+ Need youth voice. How can youth support each other?  
+ This needs to go around to schools, especially the high school. "Youth" are not a homogeneous group, so need diverse representation. United Nations reached out to

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### CSN Vision Statement

All families in Nevada County have ready access to a well-integrated and coordinated support network that is easily available and well funded.

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many, many youth and may have an available model of how to do the outreach.

+ Can we get youth input by talking with English language arts teachers at schools – an assignment for kids? Younger kids can draw their vision.

+ Create a youth focus group with young people. Lynn (NEO) can coordinate.

+ Title and a Timeline – Children’s Bill of Rights – can tie to civics, history, etc.

+ Address some of the different needs of kids and teens (e.g., teens want more recreational opportunities)? Can we frame what we’re asking broadly enough to cover both?

+ Ask young adults, what do you *wish* you had had? What would have been helpful?

+ Need POVs of youth, service providers, educators, etc.

+ Have work group, take to kids, determine we’ve talked to a sufficient range of kids.

+ We can put stuff on CSN website.

+ How do we ask the questions?

+ “In order to grow up happy and healthy, I/youth have a right to...”

+ “To grow up happy, healthy, and successful, all children have a right to...”

(10/6 CSN Steering Committee)

+ What’s working in your life? What would make it better?

+ Add prompts for teachers: How to be inclusive, multicultural. For example, provide language from the United Nations “Declaration of the Rights of the Child.”

Formal language version:

<http://www.un.org/cyberschoolbus/humanrights/resources/child.asp>

Plain language version:

<http://www.un.org/cyberschoolbus/humanrights/resources/plainchild.asp>

Here’s the first item in the “plain language” version of the Declaration:

“All children have the right to what follows, no matter what their race, colour sex, language, religion, political or other opinion, or where they were born or who they were born to.”

### **CONSIDERATIONS**

#### **HEALTH**

+ Children have a right to a life free from substance abuse, with no undue/harmful influences (e.g., smoke-free environment)

+ Educate kids about healthy ways to deal with societal challenges – healthy alternatives.

+ Healthy relationships.

+ Caring adults with tools **and education**.

+ Kids should be able to find support even if it doesn’t exist in the family.

#### **SAFETY – PHYSICAL & EMOTIONAL**

+ Need to know what the safe places are to take and/or leave kids.

#### **CONNECTEDNESS**

+ How can kids throughout the county experience the same benefits/rights

#### **BASIC NEEDS**

+ Hungry kids...gatherings should have food.

#### **SPIRITUALITY**

+ Spirituality in a child’s life.

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## OVER-ARCHING CONSIDERATIONS

- + Where are we going with this? We started by talking about this as a vision statement of what we, in the county, aspire to. A dream.
- + Prevention and Intervention approach vs. kids already in crisis
- + Make it more succinct. Get all the agencies behind it. Take it to others who were not here for input. Establish our priorities as a community. Take results to Board of Supervisors, create a situation where dollars flow to kids and families.
- + Kids have a right to live in a community where adults put their resources behind kids.
- + What of the 40 Assets are not included in some way?
- + Suspend judgment that can get in the way of lifting people up.
- + A child has a right to be appreciated for his/her own strengths.
- + Action items by group/category – how would things be addressed by people from spiritual groups, social services, schools, politicians, etc.
- + Create a framework to help us categorize things and help people remember. Infrastructure and framing. (e.g., Maslow’s hierarchy, 5 Protective Factors, sections in a newspaper, etc). Create a bullet list to help with thinking it through?
- + Blueprint for where we want our resources to go in support of our children.
- + Document can be used for advocacy, grant-writing.
- + Maybe two documents – one very succinct, one more fleshed-out.
- + Definitions of terms – e.g., what does “safety” mean?
- + “Rights” can imply that there are also responsibilities.
- + How will community support the different categories (different agencies can/will be able to support in different ways).
- + Document creates the opportunity for conversation, dialogue – what does safety, etc. mean to **you**? Create context.
- + Two possible processes:
  1. We write a broad, basic CBOR then allow kids to respond to it and define it for themselves.
  2. We start with the kids (though much has already been done so far)
- + What about a “wall of rights?” Do we create an “event” that continues, provokes, and promotes conversation rather than trying to answer questions in a one-time event/document?
- + *On the action side of this: a children’s ombudsperson available to any kid...cutting through bureaucracy, confidential, help.*
- + *In final language something other than “#1 priority” for people who support but don’t feel it’s their #1?*

4:35 – 4:50 **Building the Network Moment** – Omitted because CBOR discussion was so lively.

4:50 – 5:00 **Network Announcements and Meeting Evaluation** – Request for volunteers to help with Read To Your Child Halloween Book Giveaway.

5:00 **Adjournment** – Next Meeting: November 5, 2014, Gene Albaugh Community Room, at the Madelyn Helling Library.

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### Community Support Network of Nevada County Meeting Agreements

- Make decisions by consensus.
- Create an atmosphere of mutual respect that includes active listening and listening without judging.
- Start and end on time.
- Maintain a sense of humor and a positive attitude.
- Bring concerns to the whole group. Don't take them to the parking lot after the meeting.
- Set up the room in an inclusive way.
- Take responsibility for a task only if you have the time to accomplish it.
- Everyone is empowered to be a process observer and take ownership for the health of the meeting and is responsible for the health of the whole meeting.
- Be sensitive to others' need for more information. Make sure everyone understands.
- Be careful of injecting your self-interest and label it as such. Be able to layout your agency's interest and be open to other's interests.
- Meetings are meaningful and have a shared purpose.
- This is a living document and can be changed as needed.

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Developmental Asset #10 – Safety – October 1, 2014

Young person feels safe at home, in school, and in the neighborhood.

Safety, both physically and emotionally, has to be the most important asset a child has at home. If not provided at home, it must be present somewhere, and with someone, for a child to thrive. Safety at school is essential for learning. Ideally, it will be present everywhere in the community.

- Everyone needs to notice children without many friends, and those not participating, avoiding school, or with unusual traits (in the most general meaning of the word) that might make them outcasts or targets of others.
- Parents and all school adults (teachers, bus drivers, board members, others) need a focus on a healthy school climate and be aware of and respond to all types of bullying and violence at school.
- All organizations (government, social service agencies, businesses, teams, etc.) need to practice positive communication in the workplace (where bullying is not rare), to influence what happens outside of the workplace (as well as to improve the inside).
- Parents need to be aware of what their children send and receive on the internet and what tools are available to help them.
- Personally, each of us can take responsibility for safety in our neighborhood, and be the someone providing safety for a child who doesn't feel it at home.

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