

**School Security and Standards Task Force
Meeting Summary**

Springfield - Illinois State Board of Education
Alzina Building
100 North First Street
Videoconference Room, 3rd Floor
Springfield, Illinois

Chicago - Illinois State Board of Education
James R. Thompson Center
100 West Randolph
Videoconference Room, 14th Floor
Chicago, Illinois

Tuesday, November 17, 2015
1:00 p.m.

Chairman Vose called the meeting to order at 1:03 p.m.

Members Present

Jeff Aranowski
Robert Bernat
David Henebry
Ben Schwarm
Dave Tomlinson
Jeff Vose
Tad Williams

Members on the Phone

Catherine McCrory
Pat O'Connor
Roger Schnitzler
John Simonton

Members Absent

Neil Anderson, Sen.
Tom Cullerton, Sen.
Tom Demmer, Rep.
Laura Frisch
Pat Hartshorn
Carol Sente, Rep.
Steven Wilder

Illinois State Board of Education (ISBE) Staff

Hannah Rosenthal

Members of the Public

Mark Beagles

Colleen Cicchetti,
Nick Giannini, Chief of Staff for Tom Cullerton
Aaron Kustermann

Approval of Minutes from October 22, 2015 Task Force Meeting

Motion for approval of the minutes: Moved by Dave Tomlinson and seconded by Pat O'Connor. Voice vote. **Motion carried.**

Public Hearings Debrief

Chairman Jeff Vose said that several Task Force members attended the public hearing at Universal Technology Institute in Lisle, Illinois on Tuesday, November 10 and the hearing in Springfield at the Illinois Association of School Boards office on Thursday, November 12. Chairman Vose invited Jeff Aranowski to share his perspective on the public hearings and then other Task Force members to weigh in. Mr. Aranowski thanked Mr. Schwarm for organizing the two hearings. He said that the 11 attendees at the first hearing were vocal. It was a good cross-section of individuals: there was representation on the structural side, a school resource officer (SRO), Randy Braverman from Oak Park and River Forest, and an attendee from DuPage County Office of Homeland Security and Emergency Management (attending in a personal capacity). At the hearing, they spoke about how the impetus for the Task Force was Sandy Hook, but the charge is broader and more comprehensive. They discussed best practices in terms of door locks, glass window panes, etc. There was not a lot of emphasis on modifying current rules or legislation. The conversation focused on training and resources being available to school districts, building principals, maintenance workers, etc. Maintenance workers are often the central component to a school's emergency plan. Mr. Aranowski said that the November 12 public hearing was more intimate. There were two architectural consultants that work with school districts in Oak Brook, a member of the press, and a chief fiscal officer/ operations manager from Champaign. Mr. Aranowski said the chief fiscal officer had great feedback in terms of comparing what the law says with the reality of what schools face on a daily basis. Mr. Aranowski said he would send minutes and notes from the hearings and any additional materials before the next Task Force meeting. Hannah Rosenthal will circulate electronic documents. Bob Bernat said that Randy Braverman has been in touch with him and invited Task Force members to take a tour of Oak Park/ River Forest. Dr. Bernat and Mr. Aranowski said that Mr. Braverman is proactive and has done a good job. Chairman Vose asked Dr. Bernat to share dates and information with Ms. Rosenthal to send out to the Task Force regarding the visit to Oak Park.

Mr. Schwarm said that the conversation in Lisle was almost all about training and preparedness, and in Springfield it was almost all about facilities and building security. He felt that the attendees knew their material and that the hearings were overall successful. David Henebry said that a superintendent in attendance said that a school safety and security training should be one of the required trainings for teachers, but he wanted some of the 32 trainings currently required by statute that are not necessarily beneficial to teachers eliminated to make room for this training. Mr. Henebry also heard a comment about the FEMA 428 handbook, which he thinks is very comprehensive. The Task Force may want to list it as a reference to be utilized. Chairman Vose said that a representative from Unit 4 School District

talked about a youth assessment center developed by a community coalition that involves the state's attorney, police, the regional planning commission from the county and the school district. The center uses a preventative model and thinks about discipline as restorative instead of exclusionary. Dave Tomlinson said that he will check with the district's Superintendent, Dr. Judy Wiegand, to see if the Task Force can have access to more information about what is happening in Champaign. Chairman Vose confirmed that the December 2 public hearing will be at John Logan College in Southern Illinois. Mr. Aranowski and Mr. Schwarm will be there.

Subcommittee Updates

Mr. Schwarm said that all members of the Training Subcommittee participated in a conference call. There was consensus about the direction of the Subcommittee in terms of recommendations. They have minutes and a draft Subcommittee report, which will be brought to the full Task Force for discussion at the next meeting.

Mr. Henebry said that the Physical Plant Subcommittee tried to set up a meeting but it did not work with everyone's schedule, so he spoke with Steve Wilder and Dr. Bernat. They have started to develop draft recommendations and are editing them, but Mr. Henebry has not received feedback from everyone on the Subcommittee. He will take a look at what came out of the public hearings.

Cathy McCrory said that the Communications Subcommittee had a general discussion about breaking down communications into pre-, during and post-event communications, as well as who is involved in communications at each of these points. Ms. McCrory said that Subcommittee members reviewed what Illinois currently has in place and members agreed to look at the other state reports in comparison to Illinois. She reviewed New Jersey and Massachusetts and found that Illinois is excelling above what they have in place. Mr. Tomlinson submitted a report on his states. Ms. McCrory said Subcommittee members have not had a chance to review everything but they want to do more with best practices because of the differences in populations and the economic abilities of schools to institute what the Task Force recommends. The Communications Subcommittee plans to reconvene in the next couple of weeks to identify best practices from other reports.

Dr. Bernat said that the Prevention Subcommittee decided to put together the rudiments of a "See, Hear and Speak Up" program. "See Something, Say Something" is trademarked by the Department of Homeland Security. Task Force members have received the current draft of the memorandum. Dr. Bernat said that the idea is to give people tools to recognize and prevent issues. He would like to, after more polishing and a few more filled in footnotes, have the permission of the Task Force to circulate to experts in the area, including the psychiatry departments at Harvard and Northwestern. Dr. Bernat sees this as forming the underpinnings of a policy and also fitting into training. He said he leaves it to Chairman Vose to determine how to get permission from the Task Force to send this out with the Task Force seal on it. Mr. Aranowski said that if members review the memo and let Ms. Rosenthal know if they have any suggestions, he thinks Chairman Vose can send an email before the next meeting saying the Task Force is ready to move forward with circulating the document externally. Mr. Tomlinson asked

Dr. Bernat if the Task Force is recommending or advocating the creation of a new “See, Hear and Speak Up” program or if Dr. Bernat is advocating that the Task Force take a position on best practices or programs like “See, Hear and Speak Up” that may or may not exist yet. Mr. Tomlinson said he is uncomfortable with a state level task force advocating for a specific program that does not allow for some latitude in a school district. Regarding “See Something, Say Something,” Mr. Tomlinson said that on the fire side, they have a bunch of slogans that people remember because they were large-scale focused messages. Dr. Bernat said that “See, Hear and Speak Up” is not an orchestrated campaign. The purpose is to try to give people of all ages tools so that if they see something a light bulb goes on. Mr. Tomlinson said that the copyright symbol on the document implies that it is a program that already exist; Dr. Bernat said he included the copyright symbol as a placeholder because he did not want “See, Hear and Speak Up” to be taken. Mr. Schwarm said he would not be comfortable having the document sent out on behalf of the whole Task Force before reading it. Mr. Schwarm and Mr. O’Connor said the Task Force should focus on sharing best practices. Dr. Bernat clarified that his memo has no mandate in it whatsoever. He calls it a program, but it does not exist on the federal level or any state level that he is aware of. He thought it would be prudent for the Prevention Subcommittee to do something that has never been done by trying to address the third leg of the triad. Mr. Aranowski explained that he did not see the Task Force adopting the memo without voting on it in a meeting. He said that Dr. Bernat is just looking for it to be vetted externally with experts in the field. Mr. Tomlinson said that if Dr. Bernat wants to move forward by himself he can, but the Task Force cannot advocate for the memo without public discussion. Dr. Bernat said that he thinks it would be better for him to go to the experts and say the Task Force has asked them for their comments rather than going by himself. Chairman Vose concluded that Task Force members need to review Dr. Bernat’s document and have a discussion at the next meeting about recommendations moving forward.

Chairman Vose said the Training Subcommittee should be a model for the other subcommittees: Mr. Schwarm, Chairman of the Training Subcommittee, created a one-pager and submitted it to all subcommittee members. Chairman Vose said that this document and the other materials coming out of subcommittees should be sent out for review before the next Task Force meeting.

Public Comment

Mr. Williams introduced Aaron Kustermann, Chief of Intelligence for the Illinois State Police (ISP), and Trooper Mark Beagles, a staff officer in the Division of Operations. Mr. Williams said Mr. Beagles will give Task Force members a rundown of the school floorplans, how they were collected, who has access, etc. The Task Force has been discussing whether this should be a statewide initiative. Mr. Kustermann will give an overview of the mapping the State Police is doing with mass shootings. Mr. Beagles said the safety floorplan collection was launched under Mr. Kustermann’s guidance in 2007. ISP’s safety education officers reached out to all elementary and high schools to submit school floorplans in PDF form to Illinois’ Statewide Terrorism and Intelligence Center (STIC) to put in a repository. They only asked for facilities that have students in them (no administrative buildings). The repository has not been updated since 2008, so they will want to update it. Chairman Vose asked if schools are required by statute to update it and Mr. Williams said they were at that time. Mr. Beagles said that they were

looking to create a one-stop shop for all of law enforcement. There are 102 counties in Illinois but a lot of overlap, so if there is a major incident, people may be coming in from outside jurisdictions. The general public does not have access to the plans. Mr. Kustermann said that part of the STIC playbook if something were to happen is to automatically send the floorplans to responders. The modernization of this will involve uploading all the floorplans into a new tool that will be available on any smartphone that is on the ISP network. Right now law enforcement must have an in-car computer. Mr. Kustermann explained that the plan is for interns to audit the repository to make sure they have all the updated plans. Regarding communication, ISP has 90 percent of police agencies' email addresses in addition to the Illinois Wireless Information Network (IWIN).

Mr. Henebry questioned the consistency of the plans and the way they are presented. When he creates a life safety reference plan for a new school he can set up layers and turn them on and off, including a layer for school security plans. He wants to develop a standard for consistency and readability because law enforcement do not have time to interpret plans. He is thinking about using one color for all student-occupied spaces, one color for circulation, and one color for all unoccupied spaces. Task Force members also discussed identifying rooms that lock, and whether they lock from the inside or the outside. Mr. Tomlinson said there is an issue with information overload that first responders do not always need. The fire side will break doors whether or not they lock.

Mr. Schwarm said that the tricky part is not to have an overreach. This would help ISP a lot but if a local school district already has a plan with their local responders and it works for them, the Task Force has to be careful about forcing them to make changes. Mr. Williams said that ISP's statewide repository is a last resort. Mr. Beagles explained that this is very important in rural, smaller areas where ISP is the police agency or where the local department has limited capabilities. Mr. Kustermann said that almost 90 percent of the school floorplans they received are legitimate, not hand drawings or scanned blueprints. The vast majority of them are crisp and architecturally drawn because so many of these school districts had been renovated in the past 10 years. Mr. Kustermann said it would not be a bad idea after the audit in January for ISP to work on getting the word out to the remaining districts that have not given ISP their floorplans. Mr. Schwarm added that there are vendors working on floorplans and getting traction with school districts and their local responders. The vendors could also get their floorplans to ISP. Mr. Henebry said that from an architect's standpoint, it would take 6 hours to produce a floorplan for most schools. For bigger campuses with multiple buildings it might get up to 16-20 hours, which he does not see as a big investment. Mr. Henebry said the safety reference plans schools are required to provide to the regional office have too much information and would confuse the plan in an event. Chairman Vose and Mr. Schwarm agreed that a best practice would be for districts to get accurate and up-to-date floorplans to local police and ISP.

Mr. Kustermann showed Task Force members a map of mass shootings in the U.S. ISP tracks workplace, school, open air shootings, etc. Mr. Williams said that there is a national chatroom and the majority of fusion centers throughout the nation talk when an incident happens. Mr. Kustermann showed Task Force members another tool that has dots and information for every offense, including sex offenders and drug deals. ISP uses the dots to educate incident commanders and safety officers on scene. Mr.

Williams added that they use maps like this for responding to critical incidents so law enforcement know where a staging area is, where the media will be, where road closures are, etc.

Ms. McCrory asked if there is a communications component to this to ask schools to submit plans if they have not done so. She also asked whether this would be a mandate or a best practice. Mr. Tomlinson said that this is already mandated on multiple fronts. Through OSHA 1910.38, every public organization over 10 employees has to have an emergency operations plan. Schools are not exempt. The question is going to be: even with a mandate, what is happening with the plans after school districts turn them in? Mr. Tomlinson said there is probably not a mandate on the fire side and he is not sure about the police side. In practicality, different areas have different resources. A single officer downstate or very small volunteer departments have to be able to do something with a plan when they get it. Ms. McCrory asked if there is a step missing without a mandate to pass the information on. Mr. Schwarm said there may be a step missing for local responders to pass plans along to ISP, but locally this is being done. Mr. Henebry said that having a single database for all agencies (whether local, county, state, or federal responders) to go to where the information is consistent and accurate will make it easier to pass along information when there are leadership changes. Mr. Tomlinson suggested using the Mutual Aid Box Alarm System (MABAS) and the Illinois Law Enforcement Alarm System (ILEAS) to collect the data and communicate. Chairman Vose said that ISP will need to work on getting floorplans from the remaining 10 percent of districts, as well as updating floorplans from the other districts. Mr. Kustermann said that when there was funding available, he would go out to school districts and communicate this to them. Maybe ISP could do another roadshow and explain the resources to communities. Mr. Tomlinson said that he uses building floorplans in 8 out of 10 responses to emergencies. It is a huge advantage for responders to have access to the repository, especially for people who are not familiar with schools. Dr. Bernat asked if there are floorplans for private and parochial schools in the database and said that it would be a good idea to have floorplans from these schools.

Dr. Bernat said that people who would do harm in the future frequently use social media. Mr. Kustermann confirmed that ISP does not troll social media when they do not have well-established criminal predicate. He said that the intelligence conversation needs to happen in closed session. Mr. Williams said that he can bring Task Force members to STIC. Mr. Schwarm said there are services for school districts that troll social media in the radius around school buildings. Mr. O'Connor explained that most local police agencies do have investigative social media tools based off of investigative procedures. Many colleges' marketing departments look at social media.

Recommendations for Legislative Action

Mr. Aranowski reiterated the Task Force's deadlines. On January 1, 2016, the Task Force has to have a report on legislative recommendations to the General Assembly and the Governor's Office, and on July 1, 2016, the Task Force needs to have a series of recommendations on school security policies to the State Board of Education. In terms of identifying best practices and procedures, Mr. Aranowski suggested that the Task Force look at the process in three steps. He suggested that the report to the General Assembly and the Governor include only those things that require legislative action. He thinks it

can be a short list, and he would advocate that it be a null list. The report could be a brief description of the current law, the function of the Task Force, and what the Task Force will do before its dissolution, including identifying and pushing out best practices. Mr. Aranowski recommended that the Task Force not put any best practices in the legislative report and that it focuses on legislation. Later reports can focus on best practice recommendations from all of the committees. Mr. Aranowski added that using the word mandate is meaningful to school districts because they do not need any additional unfunded mandates. He said that if the Task Force were to recommend any additional mandates, the process would return to a compliance system with checkboxes and minimal compliance as a result. He thinks that the Task Force should move toward technical assistance and enabling districts to make decisions in the best interest of their kids. With the exception of recommending that the General Assembly have a separate appropriation line for school security outside of health life safety, he suggests that the Task Force not recommend any mandates.

Mr. Henebry said that life safety bonding is an acceptable method of funding security projects. Most school districts should be up to date on health life safety issues so they should have bonding capacity. He understands that life safety funds are only for the physical plant and will not cover training, etc., but he can see some recommendations coming out of the Task Force that have minor costs, from a physical standpoint. Mr. Henebry said that he disagrees that the Task Force cannot mandate changes to physical environments. School districts could not afford ADA changes. Mr. Schwarm agreed with Mr. Aranowski's approach to unfunded mandates. Even under life safety there are still tax caps. The legislature is talking about a property tax freeze so districts may not even be able to access life safety funds. If the Task Force puts out a mandate, funds will be taken away from other places. Mr. Henebry said that if schools did not make ADA changes by the 10 year survey, it was emphasized that they would need to get it done but there was nothing punitive. Mr. Henebry thinks that the Task Force needs to set a precedent that buildings be modified physically to be safe. Mr. Schwarm said that schools districts want to have the safest buildings they can have, but they do not have the money. Mr. Tomlinson said he was not sure if the Property Tax Extension Limitation Law (PTELL) applied to life safety. Legislatively, building codes also come up; when a school enhances one thing, the threshold of bringing things up to code changes. Mr. Henebry said that the rules do not require districts to do more than they have to. Mr. Tomlinson said that the Task Force should be careful about recommending legislative mandates around building issues. He recommends that it be mandated in the School Safety Drill Act that schools provide copies of their updated emergency and crisis response plans to first responders. The phrase "may be given" should be changed to "shall." Mr. Schwarm said the Task Force may recommend that the property tax cap law bring life safety funds out from under the cap to be used for school safety projects.

Task Force members discussed Dr. Bernat's idea of a more permanent version of the Task Force. Mr. Williams said that Don Kauerauf, the chairman of the Illinois Terrorism Task Force (ITTF), called him and said the idea of incorporating the School Security and Standards Task Force is off the table. The School Security and Standards Task Force needs a funding mechanism. There is Homeland Security money administered through the Illinois Emergency Management Agency (IEMA) and ITTF to committees for projects; ITTF's school safety subcommittee receives money this way. Mr. Williams suggested expanding the subcommittee or opening a new one, but all of the money through April of 2017 is spoken for.

Twenty percent of the money that comes into ITTF goes to state entities and 80 percent goes to local entities. This would be considered a state entity.

Next Steps

Mr. Aranowski said that the Task Force will need a final draft of the report to the General Assembly and the Governor by the third week of December. He asked that Task Force members share their ideas, either individually or through subcommittees, in the next two weeks. Mr. Aranowski emphasized that he would like to stay away from unfunded mandates to school districts, as it is not a good environment right now and anything that comes with a price tag will most likely not go anywhere. He does not want that to jeopardize the legitimacy of the Task Force's work. Chairman Vose made Friday, December 4 the deadline for emailing legislative ideas so that Task Force members will have time to review the material and can vote at their December 15 meeting. Mr. Williams asked if Task Force members can make recommendations for legislative mandates later down the road when they have time to fully discuss them. Mr. Aranowski said that these recommendations could be incorporated into the July recommendations. The Task Force could say that they learned more since submitting the report to the General Assembly and that the General Assembly should consider "x." The Task Force can also make recommendations for legislative action to the bill's sponsor instead of to the whole General Assembly. Mr. Aranowski emphasized that Task Force members should be present at the December 15 meeting so that there is a quorum. Task Force members should also review the communications from the field that Ms. Rosenthal has sent out. Mr. Aranowski thanked Ms. Rosenthal for her help with the Task Force.

Dr. Colleen Cicchetti, Pediatric Psychologist at Lurie Children's Hospital and Assistant Professor in Psychiatry and Behavioral Sciences at Northwestern University Feinberg School of Medicine

Colleen Cicchetti thanked the Task Force for inviting her to present. She has been with Lurie Children's for about 25 years and has become increasingly interested in working to bring mental health services to students. Dr. Cicchetti spoke about addressing violence at its core by identifying kids who are having issues, preventing these issues, and providing services to kids in a timely matter to keep schools safe and to help kids be successful. She emphasized that violence is preventable and not inevitable. Still, data from the Center for Disease Control shows that suicide and homicide are the second and third causes of death among young people. Using a prevention/ public health approach, it is important to think about people injuring others and themselves, and the cycle of those who are impacted. There are kids who have witnessed traumatic events, those who have lost friends, parents who have lost children, teachers who are afraid of going to work because of the stress and trauma in their communities, etc. In events where media brings attention, the situation becomes scarier. Dr. Cicchetti emphasized the violence in Chicago, particularly youth violence. About 45 percent of the murder victims in Chicago are between the ages of 17 and 25, and they only make up about 15 percent of the population. She asked Task Force members what is being done to keep kids out of the juvenile justice system. Dr. Cicchetti explained that the fact that a 9 year-old was intentionally shot makes kids feel a greater sense of danger.

Dr. Cicchetti turned the discussion to the topic of trauma, which can be broken down into a traumatic event, the experience and the effect. In a family with domestic violence, one child could exhibit evidence of trauma and another may not. There is also trauma that happens once versus trauma that happens repeatedly. Traumas have a cumulative impact. In many cases kids do not develop Post-Traumatic Stress Disorder because they are experiencing traumas that have no post. Kids who experience traumatic loss may have visions that do not go away. The interventions for these kids that happen in school have to focus on traumatic grief. Dr. Cicchetti said she studied kids in kindergarten through second grade in Cicero. Kids under 7 years old on average had been exposed to 6 traumatic events already (severe levels of trauma). Any adult who experienced 4 events in their childhood is at high risk for low outcomes on every single public health and mental health indicator.

Dr. Cicchetti said that trauma impacts how kids view the world around them, whether they feel the world is safe, whether they feel that they are competent and able to function, and changes in their physical and mental health. Neurodevelopmental data show changes in the brain from exposure to stress and trauma, as well as the impact of being alert all the time. Because of this data, people are starting to think about trauma and its effects differently. Mr. Aranowski said that as ISBE's homeless student coordinator, he understands the value of trauma-informed care in terms of supporting students who have experienced poverty and domestic violence. Dr. Cicchetti said that grades, attendance and behavior are impacted by trauma and violence, but grades, attendance and behavior also affect how schools are evaluated and how resources are distributed. She emphasized that, for kids to be successful, trauma and violence have to be addressed in addition to academics. There is data from 2006 in Chicago that crosswalks high crime areas in the city and reading scores. Kids in communities with the most violent crime have the lowest scores. Early warning indicator research shows that in 6th grade, if students are having trouble with attendance, if they already have at least one unsatisfactory behavior grade or if they are failing a class, they have only a 15 to 25 percent chance of graduating. Dr. Cicchetti said that it is important to think about how education and mass incarceration relate.

Dr. Cicchetti said that only about 20 to 25 percent of the kids who need mental health services are getting them, across states and considering access through private insurance and Medicaid. About 70 to 80 percent of kids who are getting mental health services are getting them in schools. Dr. Cicchetti said that educators cannot be expected to provide mental health services in the roles that they have, so there need to be school-community collaborations. Lurie is trying to identify kids that need additional supports and deliver those supports in school to ensure that they are ready to learn. She said that it is important to think about schools as places to deliver services because it is difficult to get these services to kids in other places. A youth risk behavior survey in 2013 in Illinois showed that about a third of Chicago Public Schools students said they had severe symptoms of depression where they felt hopeless and sad for two weeks in a row during the school year and 15 percent said they had seriously considered attempting suicide. Interventions improve performance in school.

Dr. Cicchetti also discussed stigma reduction. Until they get past stigma, parents will not ask for help. Institutions have to do a better job communicating with families. If kids are not getting the support they need when they are young, it will affect their abilities to be employed and they will not be as successful.

Dr. Cicchetti noted that families have trouble managing systems to get mental health services because of a lack of coordination between systems. Illinois' Children's Mental Health Act of 2003 was designed to fix this lack of coordination. Dr. Cicchetti said that school districts need to do a better job of addressing the social emotional skills that kids need to be successful. In 2003, Illinois was the first state with learning standards for social emotional learning. ISBE has done a lot of work to disseminate best practices. Dr. Cicchetti said that schools have to start with what they need to do for all kids and then what they need to do for kids who need additional support. Teachers need the tools to help identify those kids that need more support and get them the services they need. Dr. Cicchetti believes that by doing this in schools, kids will receive services earlier, it will decrease the stigma around mental health services, and it will increase kids' ability to come to school ready to learn. Group interventions are much more normative for kids and it is helpful for them to learn skills in a group setting.

Dr. Cicchetti introduced the multi-tiered system of supports, which fits into the public health model of primary, secondary and tertiary prevention and interventions. Through the multi-tiered system of supports, all kids would be taught strategies for managing self-regulation, social problems and peer conflict. Kids at risk from exposure to trauma would receive small group interventions and kids that are showing clear symptoms of mental illness or mental health difficulties would receive more targeted support. In many school districts, the social work and psychology resources are allocated based on who is in special education, but this model says that all kids need to be taught social skills, self-awareness, problem-solving, and coping skills. Most schools do not pushback against building this curriculum as these skills help keep communities safer. Dr. Cicchetti also asked how schools can change their climate through more restorative justice and fewer punitive responses. It is important to keep students in school and teach them how to manage their emotions. Dr. Cicchetti calls bullying programs the "gateway drug to social emotional learning," as bully prevention is one part of social emotional learning.

Dr. Bernat said that trauma is one of the drivers in creating behaviors that are correlated with people taking actions against others in schools. Although very imperfect, he thinks that there are behaviors people can watch for. He asked Dr. Cicchetti how she would best communicate those behaviors to adults and students. Dr. Cicchetti explained that there are no behaviors that definitely predict these outcomes. She suggests an approach that helps kids feel safe and supported in schools, by teaching them self-regulation and coping strategies, and helping them develop resilience and feel some connection to school. As kids become disengaged in school, they are at risk of dropping out and at risk of social isolation. As Adam Lanza became more and more mentally ill, he also became more and more isolated from the world around him. Dr. Cicchetti recommended creating strategies and environments where adults are connected with all students. Teachers are the gatekeepers who know their students and pay attention to signs and symptoms, but they need to know the questions to ask and the resources to refer students to. Dr. Cicchetti said that teachers need to be trained in mental health first aid. ISBE is supporting a pilot to train non-mental health providers to recognize signs and symptoms. Local librarians also want mental health first aid. To engage kids in the process of decreasing stigma around mental health, Dr. Cicchetti recommended peer mental health educators. She emphasized that kids cannot be trained to be a part of this if they do not have the social emotional learning background. Coordinated care across systems and behavioral health teams in schools are important.

Dr. Cicchetti said that Illinois has done a good job using state and federal dollars to provide mental health services in schools, but these are education dollars. She would like Medicaid to support mental health services in schools. A piece of this is education but there is also a piece that is looking at reimbursable mental health services for diagnosable disorders. She has heard from her community mental health agency partners that reimbursements are very small. Mr. Tomlinson noted the overrepresentation in special education. He supports efforts to reduce stigma and said that the framework for social emotional learning is a best practice that the Task Force should advocate for. Strategies should be taught to all students and resources should be targeted to those who need it most. Task Force members talked about best practices in districts, relationships with service providers, and issues with the reimbursement model. Dr. Cicchetti said she is seeing the benefit of being more prevention-oriented. She highlighted the multi-tiered system of supports and the importance of aligning resources to that model. Her recommendations for the Task Force included: 1) looking at the Mental Health Act of 2003 and pushing the multi-tiered system of supports model and social emotional learning in schools; 2) reforming mental health reimbursements, building school provider capacities, and increasing allocations so there can be more mental health services in schools; 3) getting away from supporting children's mental health through grants; 4) building the school-community partnership model; and 5) raising the bar on the professional level for those providing mental health services.

Adjourn

Motion to adjourn: Moved by Bob Bernat and seconded by Dave Tomlinson. Voice vote. **Motion carried.** The meeting was adjourned at 4:23 p.m.