

## Whole Child Task Force

Monday, January 31, 2022

10-11 a.m.

<https://transcripts.gotomeeting.com/#/s/5e021e230c3608ebaad744058fbb1ba3055a2073604c43abee95ef2eb931e917>

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### Whole Child Task Force members present:

- Karyn Aguirre, *Chicago Public Schools*
- Kristine Argue-Mason, *Partnership for Resilience*
- Chris Bridges, *Chicago Lawyers' Committee for Civil Rights*
- Maryam Brotine, *Illinois Association of School Boards*
- Dr. Colleen Cicchetti, *Ann & Robert H. Lurie Children's Hospital of Chicago*
- Dr. Maria Del Carmen Robles Sinkule, *Illinois Association of School Social Workers*
- Sandy De Leon, *City Colleges of Chicago*
- Dale Fowler, *State Senator, 59<sup>th</sup> District*
- America Gutierrez, *Student Advisory Council*
- Dr. Lori James-Gross, *Unity Point School District 140*
- Dr. Jody Lack, *Southern Illinois University School of Medicine*
- Victoria Mikos, *Schaumburg Consolidated School District 54*
- Krish Mohip, *Illinois State Board of Education*
- Barbara Outten, *East St. Louis School District 189*
- Lauren Pett, *Chicago Public Schools*
- Amy Starin, *Illinois Children's Healthcare Foundation*
- Margarita Vasquez, *West Chicago School District 33*
- Jocelyn Vega, *Illinois Collaboration on Youth*
- Darlene Waier, *Regional Office of Education #20*
- Ann Whalen, *Advance Illinois*

### Whole Child Task Force members absent:

- Bessie Alcantara, *Alternatives Inc.*
- Sheila Ashby, *Kaskaskia Special Education 801*
- Avery Bourne, *State Representative, 95<sup>th</sup> District*
- Dr. Terri Bresnahan, *Elk Grove School District 59*
- Maria Gandara, *Chicago Public Schools*
- Jaime Guzman, *Illinois State Board of Education*
- Dr. Colandra Hamilton, *Midlothian School District 143*
- Dr. Shaniqua Jones, *Thornton Chicago Public Township High School District 205*
- Kimberly Lightford, *State Senator, 4<sup>th</sup> District*
- Rita Mayfield, *State Representative, 60<sup>th</sup> District*
- Dr. Tiffany Nelson, *Illinois Association of School Social Workers*
- Courtney Pharms-Marks, *Bloomington School District 87*
- Alisa Seo-Lee, *Chicago Public Schools*
- Dr. Kennedi Strickland-Dixon, *Oak Park River Forest High School*

### ISBE staff present:

- Krish Mohip, *Deputy Operational Education Officer*
- Athanasia Albans, *Assistant to Deputy Operational Education Officer*

I. Welcome/Roll Call

Mr. Mohip welcomed all attendees. Roll call was taken, and a quorum was present.

II. Welcome New Members

Mr. Mohip introduced and welcomed three new members, Amy Starin, Margarita Vasquez, and Darlene Waier. Each new member shared background on their professional career and what brought them to the Whole Child Task Force.

III. Approval of Minutes

a. January 4, 2022

b. January 14, 2022

Ms. Argue-Mason made the motion to approve the January 4, 2022, and the January 14, 2022, meetings minutes. Senator Fowler seconded the motion. No members expressed any objections or proposed any amendments.

IV. Road Show Update

Ms. Mikos stated that Road Show Committee members presented to the Illinois Parent Teacher Association (PTA) and the Illinois Education Association (IEA) in the past two weeks. There were many questions about funding and implementation.

Mrs. Mikos said that the session with the IEA was recorded and posted on the IEA website for anyone to view and provide feedback.

She added that the sessions went well, and they received stakeholder feedback.

Dr. Cicchetti stated that the Road Show Committee conducted an introduction to the student advisory council (SAC) for Illinois State Board of Education (ISBE), but the committee decided to wait on meeting with the SAC so they can meet with their social-emotional learning committee to receive more feedback.

Dr. Cicchetti added that part of what was powerful in all of the presentations was an overall positive perspective on why the work needed to be done. Questions about who needed to be included were raised. She provided the following example: In one of the listening sessions, it was highlighted that a group of people who are very critical for school community partnerships are volunteers. School volunteers do lunchroom duty and/or they lead after-school activities. So, the questions raised were: How do we ensure that they too receive the training? How and what would be replace? Where would that fit?

Dr. Cicchetti shared that there was a general perception by most attendees was that training was absolutely critical and that the move toward having more oversight and the collective space for it was really critical.

Dr. Cicchetti agreed with Ms. Mikos' summary. She added that the issue of funding was raised by at least one voice in the PTA. She added that the PTA members stated that they do not want to take away the responsibility for schools to have an adequate number of counselors, social workers, etc. while also building the capacity of the community, others, and teachers to support that work. Dr. Cicchetti stated that that this is reflected in one of the recommendations.

Dr. Cicchetti stated that the final point brought up was the issue of changing guidelines and what could be done pre-service versus in-service.

Ms. Whalen stated that attendees appreciated the definitions of "trauma" and "whole child." They thought the definitions were comprehensive.

At the end of each presentation, attendees were given a link to provide feedback. Ms. Whalen asked if the feedback collected has been shared with the task force members.

Dr. Cicchetti stated that she brought the slides to two other groups informally. She shared the definition with one group that is looking at the intersection of all the different trauma efforts across the state to align them. The group was excited with the fact that the definitions reflect what the Illinois Childhood Trauma Coalition had done in the past. Group members' feedback was that they add the broader lens to emphasizing that it is more than just what happens in a family, but that trauma can also be community trauma that is impacted by history and racism.

Dr. Cicchetti shared that she received questions about whether task force members would be willing to recommend language be added to the definitions that goes beyond the child to promote the whole health and safety of all Illinoisans.

Dr. Cicchetti stated that she shared the slides with the Children's Mental Health Partnership leadership and together they compared their recommendations. The Children's Mental Health Partnership leaders are making broad recommendations to the Governor's Office. This could be the way that ISBE goes beyond the partnership to create more details specifically around how this impacts the work being done by the Illinois Department of Juvenile Justice, Illinois Department of Child and Family Services, Illinois Department of Public Health, and all of these other entities that work with youngsters.

Dr. Cicchetti stated that she is trying to get the stakeholders to understand how this work complements these other things.

Ms. Argue-Mason stated that in terms of educators who are already licensed, there was concern about the long list of requirements that are already necessary. Now there is additional professional development that is required or mandated that the task force is asking for. There was an acknowledgement that this is important work, but also a recognition that the plate just isn't large enough for everything that's currently on there. She added that she was curious what pre-service experts have to say, specifically those who are preparing students to enter into the profession of teaching regarding the current requirements for graduation. She added that

something has to give if this is added to the requirements. There needs to be an assessment to make certain that this is doable.

Mr. Mohip stated that we've heard that same comment from other subcommittees. Everybody wants their topic to be mandatory training, but there's not always the time for that. We're the Whole Child Task Force, and our charge is to give our best thinking of what members of the General Assembly should be thinking about when they're looking to act on this. He suggested not to limit the recommendations and not shy away from making them. He added that he heard great things during these meetings. He recently was on a call with the IEA and nobody indicated that the task force wasn't hitting the right topics or wasn't going in the right direction.

Mr. Mohip mentioned funding. He encouraged the subcommittees to make sure they do not overlook this piece. He stated that from our vantage point, we're not saying that something should be an unfunded mandate. We want the General Assembly to know if we move in this direction, it needs to be funded and this is our best thinking around what it would cost to do so. He stated that the amount does not have to be specific because the members of the General Assembly could look into that in further detail if they were to legislate funds toward an activity.

Ms. Starin asked whether these recommendations for professional training are just for school staff, or are they intended go across everything that the Department of Public Regulations administers -- meaning is it all social workers in Illinois or is it just school social workers?

Ms. Brotine answered that it is for everybody. She said that they were encouraged to shoot for the moon, so they threw in that any profession, job, or person who interacts with a pre-K through 12 students -- be it staff, domestic violence court, juvenile court, pediatricians' offices, etc. -- should receive this training. She added that there is great concern about adding to current professional development and training requirements for pre-service, so that is why the recommendations say to convene stakeholder groups so that they can troubleshoot it. For the teachers, in particular, this has been a repeated recommendation, so there are subcommittees meeting to try and troubleshoot that.

Ms. Brotine reiterated that anyone in the state who would interact with youngsters in any setting be trained.

Ms. Starin asked that if you're a mental health clinician practicing with adults, you would not need this?

Ms. Brotine answered that it would be needed. There would be ways to incorporate it. She said that the group didn't want to lose those people who are already practicing. There would be stakeholder groups for each of those professions to convene and determine how to incorporate this into their professional development requirements to maintain their licensure status and how to incorporate it when they're being trained initially. She added that when the next generation of professionals enters the field, the first time they will hear about this will not be in their annual continuing education credits. She also mentioned that the idea of grandfathered

personnel would need to be looked at. She asked that if people are coming in from other jurisdictions, is there a way to give them a crash course so that they can gain familiarity with it? She said that we don't want to keep people out of the state. We need more of these providers, so anything we can do to shepherd them would be great.

Dr. Cicchetti stated that because we're the Whole Child Task Force, we have to think about that. The definitions are all very child-focused, so we need to think through which other agencies would have to be involved in order to push this through. She said that as Mr. Mohip said, in each recommendation the financial implications should be listed, but who else needs to be brought into the conversation? The question of changing licensure requirements for all of these different professionals is a lot bigger than the Whole Child Task Force. She stated that to Ms. Brotine's point, we're trying to make strong recommendations that this be considered across all these different entities, but because we're directly built from ISBE, it's a starting point.

Dr. Cicchetti stated that what we are trying to say is that we've been given this charge. We want this here, and this is why we're also bringing it to these other spaces where people are having these conversations within the different agencies in order to ensure that they don't adopt a different set of definitions and a different set of recommendations.

Dr. Cicchetti added that alignment has been a huge issue for her and one that others also care about. The challenge is addressing the charges and then making broader recommendations.

Ms. Starin stated that probably all the trade associations need to get on board or it's going to be impossible to get anything.

Dr. Cicchetti responded with yes. She said that there are members in this group who can help, but many are groups that are associated with schools.

Ms. Starin stated that the recommendation to have direct care staff like those who are working in the domestic violence shelters indicates that there isn't a financial burden or cost to that. She asked whether that was just for ISBE because it certainly places a financial burden on the domestic violence shelter staff to provide different sorts of trainings.

Ms. Brotine stated that was a recommendation that Subcommittee 1 wrote. She suggested it be change it to read, "to be determined by stakeholder group." She said that these are the generic terms used when funds are needed, but the amount is unknown. She added that to be determined by stakeholder group strongly indicate that there is definitely a financial piece, but we just don't know what that is.

#### V. Subcommittee Update

Mr. Mohip stated that this may be the last opportunity for the full task force to give feedback to specific subcommittees. Members have had the draft recommendations for some time, and they have been discussed during several meetings. He added that he will meet with the leads

and co-leads later this week. Then, the task force will come back together in the next two to three weeks to vote on the recommendations to get a final report wrapped up.

Mr. Mohip stated that he spoke with a community member last week that he would really like to connect the members with. Restorative Practice Subcommittee 5 has members from ISBE who want to have conversations. He added that by the third week of February a vote will be taken on the recommendations and move toward a final product.

Ms. Whalen stated that the chairs and co-chairs recently met. They went through the list of 28 or 29 recommendations and discussed ways to rearrange or consolidate them. She added that she was unsure if any subcommittees have met because her understanding was that the next step was to actually do some of this work as chairs and co-chairs.

Ms. Brotine agreed. She stated that Subcommittee 1 has not met since drafting its recommendations and does not have plans to meet again because members were waiting to streamline them, put them in a certain order, and get them approved by the entire task force.

Ms. Argue-Mason stated that the same held true for Subcommittee 2.

Mr. Mohip stated that he will ask for subcommittee leads and co-leads to meet this week to get feedback in order to come back in three weeks for a final vote. He asked if this was doable.

Ms. Whalen stated that it depended on what the additional feedback looks like and how major it was. She added that it's great to have feedback but wanted to make sure that enough time is built into incorporating it and be responsive to it.

Dr. Cicchetti stated that there is great work being done with merging of the recommendations. She said that it looks more comprehensible now than it did when it was all separated. She supported the ideas of having a meeting for feedback but suggested that it be done via writing.

a. Training and Resources

Mr. Mohip stated that for the purpose of the agenda item, is there anyone on the Whole Child Task Force who has any feedback that they want to provide to the Training and Resources Committee at this point?

There were no responses.

b. Process Development

Mr. Mohip asked if there was any feedback for the Process Development Subcommittee.

There were no responses.

c. Data

Mr. Mohip asked if there was any feedback for the Data Subcommittee.

There were no responses.

d. Timeline

Mr. Mohip asked if there was any feedback for the Timeline Subcommittee.

There were no responses.

e. Restorative Practices/Justice

Mr. Mohip asked if there was any feedback the Restorative Practice and Justice Subcommittee.

There were no responses.

VI. Task Force Next Steps

a. Writing Committee

Mr. Mohip asked if any members were willing to serve on the writing committee?

Ms. Brotine, Ms. Starin, Ms. Whalen, Ms. Argue-Mason, Ms. Vega, Dr. Cicchetti, and Ms. Mikos volunteered.

VII. Future Meeting

A Doodle Poll will be sent to task force members for the next full task force meeting.

VIII. Public Comment

Laura Kane shared that she is the founder and executive director of a nonprofit organization, Marshmallows Hope. She stated that this organization started because in 2018 she lost her 14-year-old son. He died by suicide. She has been working with State Representative Maurice West to bring positive change to the community for suicide survivor families. They wrote legislation, which they hope goes into effect, to help provide additional support for suicide survivor siblings, children who lost parents to suicide or homicide, and victims of domestic violence. From her personal experience and since being in the work field, she has found that schools around the State of Illinois are not providing these families with the support they deserve. She suggested working with the task force members to better support these families.

Ms. Kane shared that her 16-year-old daughter and her 7-year-old son were the two who found their brother, who died by suicide. They were both traumatized by that experiences. She tried to obtain a 504 Plan for her daughter, who at the time was in the 10th grade, but was denied because the family didn't have a way to get documentation from a medical provider. At that time, Ms. Kane had also lost her job, so she had to jump through hoops to get her daughter the 504 Plan and the additional support she needed.

Ms. Kane stated that the legislation she suggests is to bridge the gap for families that are dealing with this type of trauma. Part of the legislation states that families would not need a note from a medical doctor, but rather a note from a student's counselor, for example, saying that a student has been living with post-traumatic stress disorder, depression, and/or anxiety would be enough so that the school could provide the student with the additional time and the support he/she needs.

Ms. Kane shared an example that two weeks ago in Winnebago County, where a 14-year-old boy died by suicide. Currently, his sister and his parents are getting pushback and not being supported by the school. She stated that when family members go through this type of trauma, they need school support. Schools are supposed to serve as a safe haven for these children.

Ms. Kane added that some of the material that is being presented to students can be triggering. Often times the teachers are not aware of the situation. She stated that there should be disclosure if any type of triggering content is shown. She provided the example of an in-school assignment that was given to her daughter. She said that her daughter watched a documentary about triplets who were separated at birth. The triplets were reunited when they went to college. Her daughter went home excited to share the story of the triplets with her mom. The next day, the class continued to watch the documentary. One of the triples took his own life by suicide, and one of the siblings found him. Ms. Kane stated that there was no warning that this content would be shown. Her daughter had a major panic attack during class.

Ms. Kane stated that she went to the school asking that teachers be mindful of the situation the family experienced and for it not to happen again. She shared that it happened two additional times. She stated that hers was not the only family that had to endure experiences similar to this.

Ms. Kane stated that this is what is happening in our schools, so she would like to work with the task force to bring change.

Mr. Mohip thanked Ms. Kane for her transparency. He stated that he met with Ms. Kane last week and suggested that she connect with Ms. Brotine to continue the conversation.

Mr. Mohip stated that Ms. Kane's story is not isolated. He added that it is good to hear from the parents who have experienced trauma and put that in context with the recommendations that are being put forward.

## IX. New Business

### a. OMA Training

Mr. Mohip stated that some members need to complete their training but there were technical issues. He asked if those issues have been resolved and whether there was an update.



Ms. Albans stated that there are many members who have not completed the Open Meetings Act (OMA) training. She provided directions to the members using a picture. She also stated that she will email individual members who need to complete the training with step-by-step directions. She shared that if members experience errors, they would need to email technical support directly. That email address will be shared.

X. Adjourn

Ms. Argue-Mason made the motion to adjourn. Ms. Outten seconded the motion.

A roll call vote was taken, and a quorum was present. The meeting adjourned at 10:54 a.m.

Dates, times, and locations are subject to change at the direction of the chair. Please check [www.isbe.net/wholechild](http://www.isbe.net/wholechild) for official meeting postings.