

Whole Child Task Force

Agenda

Tuesday, January 4, 2022

1-3 p.m.

<https://transcripts.gotomeeting.com/#/s/df4ac9ae31ab0b83c3cf7053f41ac55a373016873a1971bef587bb8722ccd464>

Whole Child Task Force members present:

- Karyn Aguirre, *Chicago Public Schools*
- Kristine Argue-Mason, *Partnership for Resilience*
- Dr. Terri Bresnahan, *Elk Grove School District 59*
- Chris Bridges, *Chicago Lawyers' Committee for Civil Rights (joined at 1:13 p.m.)*
- 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*
- America Gutierrez, *Student Advisory Council*
- Jaime Guzman, *Illinois State Board of Education (joined at 1:35 p.m.)*
- Dr. Colandra Hamilton, *Midlothian School District 143*
- Dr. Shaniqua Jones, *Thornton Chicago Public Township High School District 205*
- Victoria Mikos, *Schaumburg Consolidated School District 54*
- Krish Mohip, *Illinois State Board of Education*
- Dr. Tiffany Nelson, *Illinois Association of School Social Workers*
- Barbara Outten, *East St. Louis School District 189*
- Lauren Pett, *Chicago Public Schools*
- Jocelyn Vega, *Illinois Collaboration on Youth (joined at 1:20 p.m.)*
- Ann Whalen, *Advance Illinois*

Whole Child Task Force members absent:

- Bessie Alcantara, *Alternatives Inc.*
- Sheila Ashby, *Kaskaskia Special Education 801*
- Avery Bourne, *State Representative, 95th District*
- Maryam Brotine, *Illinois Association of School Boards*
- Dale Fowler, *State Senator, 59th District*
- Maria Gandara, *Chicago Public Schools*
- Dr. Lori James-Gross, *Unity Point School District 140*
- Dr. Jody Lack, *Southern Illinois University School of Medicine*
- Kimberly Lightford, *State Senator, 4th District*

- Rita Mayfield, *State Representative, 60th District*
- Courtney Pharms-Marks, *Bloomington School District 87*
- Alisa Seo-Lee, *Chicago Public Schools*
- Dr. Kennedy Strickland-Dixon, *Oak Park River Forest High School*

ISBE staff present:

- Krish Mohip, *Deputy Operational Education Officer*
- Cara Wiley, *Director for Wellness Department*
- Athanasia Albans, *Assistant to Deputy Operational Education Officer*

I. Welcome/Roll Call

Mr. Mohip brought the meeting to order at 1:04 p.m. Roll call was taken, and a quorum was not present.

Mr. Mohip stated that he has an appointment at 2:30 p.m. that he cannot miss. He appointed Ms. Mikos, the Whole Child Task Force co-chair, to lead the meeting after his departure.

Mr. Mohip suggested that the timeline and task force next step be considered prior to moving forward with the agenda.

II. Approval of Minutes

- a. October 28, 2021
- b. November 10, 2021
- c. December 2, 2021

Action on the approval of the minutes was taken later in the meeting after additional Whole Child Task Force members joined. A quorum was present at that time.

Dr. Cicchetti made a motion to approve the October 28, 2021; November 10, 2021; and December 2, 2021, meeting minutes. Ms. Whalen seconded the motion. No members expressed any objections or proposed any amendments.

III. Task Force Draft Recommendations

a. Training and Resources

Neither the lead nor co-lead of this subcommittee was present to share the proposed recommendations.

b. Process Development

Ms. Argue-Mason read the proposed draft recommendations for the subcommittee.

Recommendation 1: In order to help districts and schools identify potential partners and organizations to provide training in trauma-responsive and healing centered systems, implicit bias, restorative practices, mental health, and social emotional services, ISBE should convene an ad hoc committee of experts and practitioners (e.g., Center for Childhood Resilience, Partnership for Resilience, Stress and Trauma Treatment Center) to develop a rubric so that districts and schools could evaluate potential partners/organizations. This work should be informed by any additional recommendations that come out of the Responsibility, Education, Achievement, Caring, and Hope (REACH) Project expansion implementation. Additionally, the Illinois State Board of Education (ISBE) should maintain (and annually update) a list of partners that have met the expectation of this rubric. This rubric should consider such elements as:

- a. Content alignment to Whole Child Task Force definitions or any definition of trauma-responsive and healing-centered that is ultimately adopted by the state.
- b. Research and evidence base of content and training.
- c. Alignment to the Trauma Responsive Schools Implementation Assessment (TRS-IA) and/or a similar self-assessment tool used by schools and districts to assess schools' trauma-responsive practices.
- d. Alignment to Learning Forward professional development standards, including use of data, focus on learning communities, focus on student outcomes, and leadership.

Recommendation 2: ISBE should establish, as a part of the renewal process for vendors, a component to include participant feedback. The feedback solicited from participants

should be linked to the evidence of best practices and should have the potential to facilitate change in an educational environment.

Recommendation 3: To ensure an equitable process to approve and renew qualified vendors and to ensure diversity of providers and expertise, ISBE should convene a group of diverse stakeholders (e.g., ISBE State Education Equity Committee) to review the approval process to eliminate bias and make recommendations to regulations and legislation to ensure an equity-centered approval process.

Task force members asked questions and provided feedback.

c. Data

Ms. Whalen read the proposed draft recommendations for the subcommittee.

Recommendation 1: Prior to the school year 2022-23, ISBE and the Illinois Department of Human Services (IDHS) jointly develop a research-based list of optional universal screeners (i.e., trauma screeners, mental health screeners, and SEL screeners) for school districts to use as well as develop a statewide plan that includes guidance to support the use of such screeners and potential training and professional development for educators. This should include optional communities of practice/professional learning communities.

Recommendation 2: The state should create a cross-agency taskforce (Governor's Office, ISBE, IDHS, and Illinois Department of Innovation and Technology) to develop district-level student/childhood adversity index (to measure community childhood trauma exposure) by December 30, 2023. This index should be informed by research and consider children from "high-priority populations." (Note: The Governor's Office of Early Childhood Development has already begun to consider what populations this could include [here](#).) This includes, but is not limited to:

- Students who have experienced homelessness.

- Students who have connections to foster care or the Illinois Department of Children and Family Services.
- Students from households below 100% (or 50%) of poverty line (e.g., deep poverty).
- Students who have experienced high mobility.
- Students who are children of long-term unemployed.
- Students of caregivers of currently incarcerated.
- Students and/or families with refugee or migrant status.
- Communities that have recently experienced natural disasters.
- Communities with high rates of violence or suicides.

Recommendation 3: Using the index developed in Recommendation 2, the state should charge the Professional Review Panel (Public Act 100-0465, 2017) with conducting further research and analysis to review and inform any additional recommendations and revisions to the Evidence-Based Funding Formula (EBF) to reflect the true costs of providing students and families with trauma-responsive/healing-centered supports.

Recommendation 4: The cross-agency task force formed under Recommendation 2 should produce a public annual/periodic report that includes statewide data that is disaggregated by school district to better analyze the state's context for children's exposure to trauma.

Recommendation 5: ISBE should develop and release common, minimum data standards to guide districts in the collection of student information in the Student Information System and Illinois Longitudinal Data System. This would improve the transfer of information and data, as well as reduce time that students are without

trauma supports and interventions as students transfer districts within Illinois. These data standards should be developed with input and feedback from educators and school leaders and take into consideration the student success plan model.

Recommendation 6: ISBE should mandate that district EBF spending plans (PA100-0465, 2017) be made public on the ISBE and local district websites. This should include amounts and percentages invested in mental health interventions, personnel, and professional development specific to becoming trauma-informed, trauma-responsive, and healing-centered.

Recommendation 7: ISBE should include additional information about local resources supporting the whole child, trauma-responsive, and restorative justice on the Illinois State Report Card. These practices should include, but not limited to, ratios of:

- Student to social worker
- Student to psychologist
- Student to school nurse
- Student to counselor
- Student to school resource officer
- Student to violence prevention worker
- Student to family liaison/community navigator

Districts and schools should also be able to add additional information regarding consultants (e.g., mental health consultants) who are available to support this work.

Recommendation 8: The state, in partnership with experts and education stakeholders should design and develop a statewide school and district designation framework. As part of this, the Whole Child Task Force recommends the following:

- a. Include multiple measures (self-assessment potentially on TRS-IA or other validated tool, student outcomes, staff outcomes).
- b. Have at least three designation levels (e.g., Emerging, Established, Exemplar).
- c. Focus on progress.
- d. Take into consideration community context (exposure to trauma, EBF tier).
- e. Include within a school and across school racial disparities in measures.
- f. Incorporate stakeholder perception and input.
- g. Be public and accessible to staff, parents, and community members.
- h. Accentuate incentives. (Not be punitive.)
- i. Align with other school designation (e.g., equity continuum, Illinois Quality Framework)
- j. Align with Whole Child Task Force definitions.
- k. Include periodic review of designation and system to grant designations.

Recommendation 9: Given the emerging body of knowledge in these areas, it is important that the state maintains its commitment to the research and evaluation of the REACH pilot and REACH expansion investments. This information should be:

- a. Available to the public.
- b. Specifically shared with participants.
- c. Include the impact of these investments on student and staff outputs and outcomes.
- d. Used to inform ongoing program and support design.

Recommendation 10: Expand and strengthen the state's ongoing research and evaluation capacity in trauma-responsive and healing-centered practices and interventions by:

- a. Building statewide data infrastructure and capacity that captures outcome measures and Local Education Agency (LEA) practices.

- b. Increasing investment in statewide data systems and professional development.
- c. Systemically providing LEAs and Regional Offices of Education access to expert evaluator/research capacity to help them answer local research and data questions.

Task force members asked questions and provided feedback.

d. Timeline

Ms. Mikos read the proposed draft recommendations for the subcommittee.

Recommendation 1: The state should adopt common definitions of trauma-responsive and healing-centered schools, districts, and communities by June 2022. The ISBE Whole Child Task Force has proposed a set of definitions for consideration.

Recommendation 2: ISBE should build upon the REACH pilot evaluation and REACH expansion grants to develop and execute a process by June 2023 to create:

- a. A school and district designations framework that reflect their progress along a trauma-responsive and healing-centered continuum. This framework should include:
 - a. At least three levels (e.g., Emerging, Established, Exemplar).
 - b. Capacity within the structure so that schools and districts can achieve state acknowledgement based on self-assessment (e.g., TRS-IA).
 - c. Measures such as staff wellness reports, parent engagement, and other feedback tools.
 - d. An application and renewal process.
 - e. A review committee.
 - f. A designee to determine who will be in charge of this process across the state.

Recommendation 3: The State of Illinois should invest resources to support the sustainability of this work beginning in FY 2024 through both:

- a. A grant program that would support schools and districts at different levels to access resources (e.g., professional development, money, grants, etc.) to assist them with advancing to the next level.
- b. Review and adjust to the State of Illinois' EBF model to build trauma-responsive support into the core elements and/or recognize the depth of need may be greater in communities that have greater exposure to adverse experiences.

Recommendation 4: ISBE should reconvene the Whole Child Task Force within five years to review progress compared to recommendations, the impact on trauma-responsive and healing-centered practices within schools and districts, and the impact of student and staff outcomes (e.g., staff wellness reports, parent engagement, etc.).

Task force members asked questions and provided feedback.

- e. Restorative Practices/Justice

Dr. Jones read the proposed draft recommendations for the subcommittee.

Recommendation 1: Develop statewide universal definitions of “restorative justice” and “restorative practices.”

Recommendation 2: Educational institutions in Illinois implement and execute restorative justice and restorative practices using the “Model on Education and Dignity: Presenting a Human Rights Framework for Schools” (Revised 2019) as a guiding tool.

Recommendation 3: All educational personnel (school administrators, teachers, deans, security, lunchroom staff, custodians, etc.) are required to participate in ongoing professional development centered on restorative justice/practices with a central

theme. All personnel should embody and emulate a restorative mindset/philosophy, which is a key component listed in, “Model on Education and Dignity: Presenting a Human Rights Framework for Schools” (Revised 2019).

Recommendation 4: Community partners must have a restorative component that allows alignment and continuity to the importance of restorative justice and restorative practices and the mission and purpose of the Whole Child Task Force.

Recommendation 5: Overall evaluation/monitoring is necessary for compliance tracking of districts in order to gauge reality of the implementation of restorative justice/restorative practices. There should be ongoing professional development that would include the status of mandatory training/education for staff, students, parents, and community partner alignment.

Task force members asked questions and provided feedback.

IV. Task Force Next Steps

Mr. Mohip stated that Senator Kimberly Lightford was able to extend the deadline to submit the final report to the General Assembly to March 15, 2022. There are two opportunities to review recommendations before taking a final vote. He advised that task force members go through the proposed draft recommendations, then members of subcommittees can take the feedback they receive and update their draft recommendations. Task force members will consider the recommendations again at the meeting on January 14. Task force members will reconvene for a final vote on the proposed recommendations during the week of January 24. A survey will be emailed to task force members to determine a meeting date for that week.

Mr. Mohip stated that he is looking for volunteers to serve on the writing committee, will be writing and editing the final report. The hope is to have a draft prepared a month from now. The task force will meet again on February 18 to hold a final vote on the report.

Mr. Mohip stated that his task force experience typically indicates that the final vote will be for approval, but there will still be some revision needed before submission. Usually, a task force will take the vote assuming that the cleanup happens. He shared that he would hold a week for that type of cleanup so that the report is completed two weeks in advance of that March 15 deadline. That way, it gives people from ISBE and other agencies time to review the report before turning it into the General Assembly. Mr. Mohip asked for feedback on the schedule.

Ms. Whalen stated that previously the task force members had discussed using part of January to solicit additional feedback and engagement on the draft recommendations from other groups (students, parents, other task forces in other agencies) who are not represented at this task force that may be impacted by these recommendations. She asked if it was possible to build some version of that into this timeline before taking a final vote on the recommendations. She asked if one of those weeks in March can be taken away because it would be beneficial to have a more inclusive feedback period sooner rather than later to respond to the feedback.

Mr. Mohip agreed. He suggested that pushing everything back a week where the final vote on recommendations would be around February 4. This gives an entire month to do those sessions. He asked that if in agreement, what form would these feedback loop take? Would it be through Zoom meetings with somebody from each subcommittee going through the recommendations soliciting feedback? Would it be multiple sessions?

Ms. Whalen suggested hosting a virtual meeting using Zoom due to COVID-19 and tapping into existing groups, such as the ISBE Student Advisory Council, the counselor's network, and IDHS. Similar to asking for volunteers to help with writing, perhaps ask for a handful of volunteers who are willing to tap into our road show so as not to put the full weight on any one group. She suggested that the group think of fair discussion questions that are at higher level, such as "Do these feel like the right direction?" "Is anything missing?"

Ms. Whalen added that it would be important to get the perspective from students, parents, mental health community members, and professional health community members.

Ms. Mikos suggested to add educators as a feedback group. She added that she agreed with the meetings being held via Zoom with the same questions to ensure consistencies.

Dr. Cicchetti stated that she attended a meeting with the Children's Mental Health Partnership. It is also releasing recommendations for children's mental health in a similar timeline. Members of that group discussed the different audiences that they wanted to tap into. They had some engagement with communities and youth already. She added that there may be a way to put these two reports out in a simultaneous way and present them to other audiences.

Ms. Aguirre suggested having meetings outside of the school day because of the responsibilities of committee members who work in a school setting.

Mr. Mohip agreed. He stated that, especially for the road show, the task force may want to tap into evening hours. He added that he likes the idea of having a separate committee that's doing this work, so it's not put on all members. He asked Ms. Whalen her thoughts on the number of meetings and whether it would be whole group or smaller groups. He also suggested that other task force members who have not led a small group yet step forward.

Ms. Whalen responded that it does not need to be one meeting per group. She suggested three to five opportunities for people to join. She added that if the task force wants a student group, it should keep it to just one group to ensure that there's space for voices and perspective from those students. This will avoid a power dynamic between students and parents. She shared that before stating a number, it would be best to start a list of target audiences, then prioritize them knowing that we have a limited time.

Mr. Mohip asked whether it would be realistic to have meetings on January 12, 13, and/or 14 to give an opportunity for subcommittees to take that feedback and work that into their final recommendations by the end of January?

Ms. Whalen stated that she would feel better trying rather than not trying at all. She added that it would depend on how the task force members feel about the recommendations after today's meeting.

Dr. Cicchetti asked whether the task force will have a good draft ready for input in 10 days?

Mr. Mohip stated that he is unsure. He does not want to get to a point where the task force votes on recommendations when it is not ready. He suggested to gather volunteers for the road show committee now, get through the recommendations, today, and then rally whoever is interested in doing the work. It would be helpful if we had one person from each subcommittee be part of the road show in order to speak about the recommendations.

Ms. Mikos noted that there are three weeks between February 21 and March 15. If the task force pushed everything back a week, would that give more time for consideration, or would the three weeks be needed for cleanup?

Mr. Mohip stated that at least two weeks are needed for cleanup. He said his last experience leading a task force showed that there are some department heads and heads of agencies who want to see the reports prior to a final report going to the General Assembly. They need to be made aware of what is being recommended. State Superintendent Dr. Carmen Ayala is requesting 10 to 14 days. That timeframe is needed, especially for a report that will be 30 to 40 pages.

Dr. Cicchetti volunteered to serve on the road show committee. She asked what task force members thought about using the current REACH platform to host one of these events to get more educator input? REACH schools are convening on January 20. We could try to schedule something for those educators, put up an announcement with some of the draft recommendations, and offer a time for people to have a conversation.

The task force members clarified the audience groups for the road show and decided on which community groups they would reach out to solicit feedback from.

After the discussion of the audience groups, Mr. Mohip stated that there would be four sessions. Perhaps that can be wrapped up in the week of January 17. Then there be a vote on final recommendations on February 4.

Mr. Mohip asked that task force members interested in volunteering to serve on the road show or on the writing committee email Ms. Albans.

V. Future Meeting

a. January 14, 2022

The next meeting will be at 1 p.m. January 14.

VI. Public Comment

There was no public comment.

VII. New Business

There was no new business.

VIII. Adjourn

Ms. Argue-Mason made a motion to adjourn the meeting at 3:02 pm. Dr. Cicchetti seconded the motion.

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