

Whole Child Task Force

Agenda

June 7, 2021

1:00 p.m. – 2:30 p.m.

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Whole Child Task Force members present:

- Karyn Aguirre, *Chicago Public Schools*
- Bessie Alcantara, *Alternatives, Inc.*
- Kristine Argue-Mason, *Partnership for Resilience*
- Sheila Ashby, *Kaskaskia Special Education 801*
- Dr. Terri Bresnahan, *Berkeley School District 87*
- 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*
- Maria Gandara, *Chicago Public Schools*
- Jaime Guzman, *Illinois State Board of Education*
- Dr. Colandra Hamilton, *Midlothian School District 143*
- Dr. Lori James-Gross, *Unity Point School District 140*
- Dr. Shaniqua Jones, *Thornton Township High School District 205*
- Dr. Jody Lack, *Southern Illinois University School of Medicine*
- Kimberly Lightford, *State Senator, 4th District*
- Rita Mayfield, *State Representative, 60th District*
- 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*
- Courtney Pharms-Marks, *Bloomington School District 87*
- Dr. Kennedy Strickland-Dixon, *Oak Park River Forest High School*
- Jocelyn Vega, *Illinois Collaboration on Youth*
- Ann Whalen, *Advance Illinois*

Whole Child Task Force members absent:

- Avery Bourne, *State Representative, 95th District*

- Dale Fowler, *State Senator, 59th District*
- America Gutierrez, *Student Advisory Council*
- Alisa Seo-Lee, *Chicago Public Schools*

ISBE Staff present:

- Krish Mohip, *Deputy Operational Education Officer*
- Jeff Aranowski, *Executive Director for Safe and Healthy Climate*
- Jen Saba, *Executive Director for Regional Services*
- Cara Wiley, *Director for Wellness Department*
- Dawn Frison-Cook, *Assistant to Executive Director for Regional Services*
- Athanasia Albans, *Assistant to Deputy Operational Education Officer*

Chair: Krish Mohip

Vice Chair: Victoria Mikos

I. Welcome/Roll Call

Mr. Mohip brought the meeting to order at 1:02 p.m. Mr. Mohip welcomed and thanked all committee members for serving on the task force. He introduced himself and provided a background of his experiences as a teacher and administrator in various schools and his role as the Deputy Director of Operational Education at the Illinois State Board of Education (ISBE). He asked the committee members to participate in an exercise where they had to picture a person of failure and what they would do if that person was someone they love/care for.

Mr. Mohip reviewed the eight goals of the task force.

Mr. Mohip shared that the most challenging element of drafting the final report will be time. He stated that a final report will need to be complete by January 15, 2022, so that it can be submitted for review and approval prior to the statutory deadline of February 1, 2022.

Roll call was taken, and a quorum was present.

II. Introduction of Members

The members introduced themselves and described their current roles and background experiences aligned to the task force.

Mr. Mohip introduced the ISBE members supporting the task force.

III. Adoption of Rules of Procedures

Mr. Mohip stated that all members should have received and read the Rules of Procedures for The Whole Child Task Force. He then asked for a motion to approve the document.

Ms. Gandara made the motion to approve the Rules of Procedures. Senator Lightford second the motion.

A voice roll call vote was taken:

Ms. Aguirre, IN FAVOR
Ms. Alcantara, IN FAVOR
Ms. Argue-Mason, IN FAVOR
Ms. Ashby, IN FAVOR
Dr. Bresnahan, IN FAVOR
Mr. Bridges, IN FAVOR
Ms. Brotine, IN FAVOR
Dr. Cicchetti, IN FAVOR
Dr. Sinkule, IN FAVOR
Ms. De Leon, IN FAVOR
Ms. Gandara, IN FAVOR
Mr. Guzman, IN FAVOR
Dr. Hamilton, IN FAVOR

Dr. James-Gross, IN FAVOR
Dr. Jones, IN FAVOR
Dr. Lack, IN FAVOR
Senator Lightford, IN FAVOR
Rep. Mayfield, IN FAVOR
Ms. Mikos, IN FAVOR
Mr. Mohip, IN FAVOR
Dr. Nelson, IN FAVOR
Ms. Outten, IN FAVOR
Ms. Pharms-Marks, IN FAVOR
Dr. Strickland-Dixon, IN FAVOR
Ms. Vega, IN FAVOR
Ms. Whalen, IN FAVOR

The motion passed.

IV. Appointment/Election of Vice Chair

Mr. Mohip asked if any member would be interested in self-nominating or nominating a member to serve as the vice chair of the Whole Child Task Force. Ms. Argue-Mason nominated Ms. Mikos.

Ms. Outten made a motion to nominate Victoria Mikos as Vice Chair. Sen. Lightford seconded the motion.

A voice roll call vote was taken:

Ms. Aguirre, IN FAVOR
Ms. Alcantara, IN FAVOR
Ms. Argue-Mason, IN FAVOR
Ms. Ashby, IN FAVOR
Dr. Bresnahan, IN FAVOR
Mr. Bridges, IN FAVOR
Ms. Brotine, IN FAVOR
Dr. Cicchetti, IN FAVOR
Dr. Sinkule, IN FAVOR
Ms. De Leon, IN FAVOR
Ms. Gandara, IN FAVOR
Mr. Guzman, IN FAVOR
Dr. Hamilton, IN FAVOR

Dr. James-Gross, IN FAVOR
Dr. Jones, IN FAVOR
Dr. Lack, IN FAVOR
Senator Lightford, IN FAVOR
Rep. Mayfield, IN FAVOR
Ms. Mikos, IN FAVOR
Mr. Mohip, IN FAVOR
Dr. Nelson, IN FAVOR
Ms. Outten, IN FAVOR
Ms. Pharms-Marks, IN FAVOR
Dr. Strickland-Dixon, IN FAVOR
Ms. Vega, IN FAVOR
Ms. Whalen, IN FAVOR

The motion passed.

Mr. Mohip thanked Sen. Lightford for explaining the history and creation of the task force. He then stated and read from the statute that the task force was created for the purpose of establishing an equitable, inclusive, safe, and supportive environment in all schools for every student in the State. To meet the goals of the task force, key steps have to be taken to

ensure that every child in every school in this State has access to teachers, social workers, school leaders, support personnel, and others who have been trained in evidence-based interventions and restorative practices.

V. Future Meeting Dates

Mr. Mohip shared and discussed with the members the key deliverable dates. In addition, he shared all future meeting dates. All meetings will be from 1:00-3:00 pm on the dates listed in the document titled, Whole Child Task Force Timeline.

VI. Determine Subcommittees

Mr. Mohip stated that members would not meet in subcommittees that day, but rather discussed the various subgroups outlined in the Future Meetings document.

Sen. Lightfort asked which subgroup would define trauma. Mr. Mohip indicated that should be discussed with the group.

The members discussed and agreed that a small group would come together in the next 2-4 weeks to develop common definition for “trauma-responsive school”, “trauma-responsive district”, and “trauma-responsive community”. He stated that it would benefit each subcommittee in their work for there to be a common understanding of those three terms.

Dr. Cicchetti volunteered to serve on the small group and bring forward the work and definition from the ICTC (Illinois Childhood Trauma Coalition) and SAMHSA (Substance Abuse and Mental Health Services Administration); and also to share the information gathered from the trauma informed schools assessment implementation tool that is endorsed by the National Childhood Traumatic Stress Network.

Mr. Mohip stated that there is a deep body of research and definitions already available, so there is no need to recreate the wheel, but rather bring those definitions and work forward.

Dr. Cicchetti shared that the language itself has evolved from “trauma aware” to “trauma informed” to “trauma responsive” to now “healing centered”. She suggested that the committee may want to consider either using all those terms or focusing on one. “Healing centered” is the most forward facing and most comprehensive term regarding trauma, yet an unfamiliar term to the field.

Sen. Lightford stated that the entire task force should be involved in creating the definitions. There should a common definition that all schools can be governed by and a common understanding for how it relates to suspensions/expulsions, training, resources, and data; the task force also needs to define inclusive schools and inclusive communities because the 800+ school districts may all perceive trauma differently. She added that before looking at the training and resources, it’s important to look at the impacts of trauma on preschool children and when that is not acknowledged and supported how that is carried on to kindergarten and beyond.

Sen. Lightford advised that the reason the task force was created was to get to the systemic challenges that students face when stricken with trauma in the household, trauma in the

community, or trauma in the school. She suggested that that be addressed first prior to addressing what is outlined in the subcommittees.

A member suggested that a subcommittee also look at cultural responsiveness and the mental health aspect of trauma.

Mr. Mohip agreed that a common definition is needed but having 35 people working on that would be difficult. He further suggested that based on the conversation today perhaps another subcommittee would be needed to focus on the impact of trauma and the response throughout the entire educational system (preschool through high school).

Ms. Vegas suggested that the task force begin as a large group on trauma then break up into smaller groups where members could apply a trauma lens through the subcommittee work.

Dr. Dixon explained that the task force is not only defining trauma but also acknowledging that trauma looks different in different places. Unless they are deliberate in examining what that looks like, it could be miss. The task force should not assume that they know what that looks like in an urban versus a suburban versus a rural area. She acknowledged that the members are limited with time, but it's important to be deliberate and intentional and to spend time unpacking the definition because that will be the foundation of what the task force builds upon.

Dr. Cicchetti asked if it would be possible to gather definitions on trauma that have emerged that are comprehensive. She stated it took ICTC two years to develop a definition and would like to bring the definition forward to provide language to the members for feedback and response.

Mr. Mohip asked for members interested in working with Dr. Cicchetti to bring forward current definitions around trauma. Dr. Jones, Ms. Alcantara, Dr. Dixon, Ms. Walen, Ms. Argue-Mason, Sen. Lightford, and Ms. Vega volunteered. Ms. Albans will set up a meeting.

Mr. Mohip reviewed the subcommittees and requested feedback on whether the impact of trauma and response be discussed in each subgroup or through a standalone subgroup. Ms. Aguirre suggested that it be both. Another member agreed.

Mr. Mohip asked if there are other subcommittees that should be added. Ms. Alcantara questioned if suspension and expulsion because there is much that can be done prior to getting to that point. She would rather address other behaviors such as misconduct, failing grades, and off task behavior in order to minimize the suspensions and expulsions. Dr. Cicchetti suggested examining alternative discipline strategies and engaging learners.

Mr. Mohip suggested that within suspension and expulsion restorative justice could be examined.

Dr. Gross-Jones suggested looking into a multi-tiered approach long before looking into restorative practices because those are the foundational programs that need to be in place

well before looking into suspensions and expulsions. The should be discussed, especially analyzing successful programs. Districts have moved beyond RtI and have embedded the systems of supports that fall in line with being trauma responsive; therefore, those are the types of program we want to be mindful of when putting recommendations forward.

Dr. Dixon suggested that there be a subcommittee on infrastructure and capacity to ensure the potential of the work to be long lasting.

Mr. Mohip asked if, within such a capacity review we are discussing what currently exists and where the gaps are?

Dr. Dixon confirmed that is a way to look at it. It's also looking at what the ideal situation would be. That ideal situation is a place to start and we can compare that to what is currently in place or systems that do not exist. She further added that it's a comparison of the best practices that should be in place to what is currently in place.

The committee discussed which subcommittee could address infostructure and capacity. They agreed that it should be embedded under Training and Resources.

Mr. Guzman asked if there will be a process for each subcommittee to submit data requests to other subcommittee to pull information.

Mr. Mohip responded that the task force may need to look into that further. He explained that the questions do not necessarily need to be answered but the focus should be on determining what data school should have. Even though the information is currently unknown, we need to answer: What should we be looking for when it comes to the whole child? Is there a process to collect that information statewide? If not, what data is needed/what needs to be built? Are the schools collecting this information? If we want to build a statewide database, then we need to ensure there is a way to collect this information from the LEAs.

After much discussion about the various subgroups and their work, members agreed that creating the subcommittees and defining their work would be discussed and completed after the task force had agreed upon the common definitions of trauma-responsive school, trauma-responsive district, and trauma-responsive community.

VII. Public Comment
There was no public comment.

VIII. New Business
There was no new business.

IX. Adjourn

Mr. Mohip reminded members to complete their Ethics Training and Harassment Training by June 18.

Ms. Bresnahan made a motion to adjourn the meeting. Ms. Argue-Mason seconded the motion. The meeting was adjourned at 2:52 pm.