



Sean Rhoads - Director of Student Services
November Board Report

Goal Two – Whole Student Development

Social-Emotional Learning (SEL) Screener and Culture & Climate Survey Data = On Thursday, October 27th, the District's Panorama Ed Subcommittee gathered for a professional development session led by Panorama Ed, focusing on comparing district data against national norms, utilizing Panorama's interventions and strategies to address skill deficits identified in the SEL screener, developing individualized student action plans using Panorama's templates, and learning methods for progress monitoring student growth through Panorama's tools.

The Fall 2024 District 66 Student Climate & Culture Survey shows students' perceptions of their school experience. Grades 3-5 rated Teacher-Student Relationships highest at 75%, with School Climate and Sense of Belonging both at 71%, reflecting a positive environment. Grades 6-8 had slightly lower ratings, with Sense of Belonging at 66% and both School Climate and Teacher-Student Relationships at 62%. Mixed national percentile rankings, especially for School Climate, suggest areas for improvement in upper grades to enhance the overall school climate and culture.

- [PK-2 Student Climate & Culture Survey \(Fall 2024\)](#)
- [3-8 Student Climate & Culture Survey \(Fall 2024\)](#)

The Fall 2024 District 66 SEL Benchmark Data highlights students' social-emotional strengths and areas for growth across grades. Grades 3-5 scored highest in Self-Management (83%) and Classroom Effort (80%), while Perseverance (66%) and Emotion Regulation (60%) were lower. PK-2 ratings favored Emotion Regulation (73%) and Engagement (70%), with Grit (44%) as the lowest. In grades 6-8, Classroom Effort and Self-Management both scored 86%, but Emotion Regulation was lowest at 54%. Overall, the data shows strengths in self-management and classroom effort, with opportunities to support emotion regulation and perseverance.

- [PK-8 SEL Universal Benchmark Screener \(Fall 2024\)](#)

Goal Three – Environment

De-Escalation Training = On November 1st, District 66 paraprofessionals began the first of a two-part nonviolent crisis prevention (CPI) training to build skills in recognizing early signs of student distress and applying de-escalation techniques. By fostering a safer, more supportive environment where students feel acknowledged, the training enhances paraprofessionals' ability to manage challenging situations effectively. The focus on emotional resilience and positive interactions reflects District 66's commitment to student well-being and a stable, inclusive school culture.

Bilingual Parent Advisory Council = Center Cass School District is establishing a Bilingual Parent Advisory Council (BPAC) to enhance support for English Learners (ELs) and their families. BPAC will provide bilingual parents a platform for sharing insights, giving feedback, and collaborating on the district's bilingual programs. Initial meetings have engaged four parents, with plans to grow to eight to ten members by January, when all members will discuss program offerings, community belonging, and strengthen instructional support. Currently, 97 students qualify for EL services, with around 60 receiving them based on parent permission. BPAC members have expressed appreciation for small group instruction, summer school, and personalized interventions, while suggesting improvements like home-learning resources and testing adaptations. Expanding BPAC will empower bilingual families in their children's education, reinforcing the district's commitment to inclusive, high-quality learning.