



**Director of Student Services
March Board Report**

Goal One – Student Learning

**Updates related to Goal One – Student Learning will be included in next month’s report.*

Goal Two – Whole Student Development

Targeted Summer School: As part of its ongoing commitment to supporting student learning and well-being, Center Cass School District 66 will implement its Targeted Summer School Program for Summer 2026, providing focused instruction in reading, mathematics, and social-emotional learning (SEL). Approximately 140 students have been recommended for participation based on a collaborative review of academic performance and support needs, including students receiving services through IEPs and the Multi-Tiered System of Supports (MTSS). The program will be staffed by approximately 14 educators, including general education teachers, special education teachers, and interventionists, and will provide small-group instruction using evidence-based strategies and engaging activities designed to address learning gaps, build student confidence, and strengthen executive functioning skills. The program will take place during the weeks of June 8, June 15, and June 22 at Elizabeth Ide Elementary School, with transportation available for families as needed to support student participation and help prevent summer learning regression.

Goal Three – Readiness

Professional Learning & Continuous Growth in Student Services: A majority of Student Services Department staff members attended the School Association for Special Education in DuPage County’s (SASED) Spring Institute 2026, held on Friday, February 27, at NIU Naperville. The professional development opportunity provided high-quality sessions focused on best practices and innovative strategies for supporting diverse learners. Staff members attended sessions such as The 360 Thinking Model: Breakthrough Strategies to Develop Independent Executive Function Skills, Rediscovering Joy: Strengthening Playful Learning in Inclusive Classrooms, Top Ten Trends in Special Education, and IEP Mastermind. To ensure continuous growth and improvement, staff will share key takeaways and insights during upcoming PPS meetings, promoting collaboration and the application of new strategies to enhance student supports across the district. These ongoing learning opportunities reinforce the department’s commitment to fostering inclusive, research-based learning environments where all students can thrive.

Leadership Transitions and Systems Alignment:

Additionally, as several internal staff members prepare to transition into new roles for the 2026–2027 school year, the Student Services Department has begun a preliminary review of our processes and procedures related to **504 Coordinators and Student Experience Coordinators**, particularly as these roles intersect with the district’s Multi-Tiered System of Supports (MTSS) framework. Early planning allows us to proactively clarify role expectations, strengthen coordination between building-level supports, and ensure alignment with district systems designed to address students’ academic, behavioral, and social-emotional needs. These efforts not only support staff as they move into their new positions, but also help identify targeted professional development and training opportunities necessary to ensure strong compliance practices, consistent implementation of supports, and efficient systems across the district.

