# District 97
# Student Wellness Update

Board of Education Meeting
February 24, 2026

# Student Wellness in D97:
# Supporting Every Student, Every Day




Aligned with the ***Holistically Well*** dimension of our Portrait of an 8th Grade Graduate, D97 is intentionally designing systems to support the whole child.

Today, we are sharing updates on:

- Responsive Classroom
- Social-Emotional Learning
- Respect Campaign
- Mental Health Universal Screening

# Staff Wellness

## Institute Day

## January 5, 2026








# *Responsive Classroom*



# Meet Our Team

Amy Baker, Teacher
Elena Awe, Teacher
Grace Fourman, Teacher
Hannah Connell, Art Teacher
Hannah Tatro, Teacher
Jesse Bernstein, Social Worker
Katharine Klette, Teacher
Katie Noonan, Librarian
Keisha Stewart, Instructional Coach
Kelly Billings, Special Education Teacher
Linda Chrystall, Instructional Coach
Madison Corno, Teacher
Madonna Weck, Teacher
Mary Kate Montroy, Teacher
Meg Roskos, Instructional Coach
Megan Goodman, Instructional Coach
Megan Rigali, Teacher
Michaela Ruff, Art Teacher
Monica Collins, Social Worker
Nina Feischman, Teacher
Rachel Wheatley, Teacher
Rocio Jacoby, WLES Teacher
Rosie Espinosa, Instructional Coach
Sarah Louthan, Teacher
Shehara Brinson, Assistant Principal
Sonali Bagri, Special Education Teacher
Stacey Sorg, Teacher
Taylor Gullate, Instructional Coach
Tyler Banks, Teacher
Wes McKinney, Student Support Specialist

# Tier 1:  Responsive Classroom

## Guiding Principles

Discover the principles shaping our transformative teaching approach.

### Principle 1

Teaching social and emotional skills is as important as teaching academic content.

### Principle 2

How we teach is as important as what we teach.

### Principle 3

Great cognitive growth occurs through social interaction.

### Principle 4

How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.

### Principle 5

What we know and believe about our students — individually, culturally, developmentally — informs our expectations, reactions, and attitudes about those students.

### Principle 6

Partnering with families — knowing them and valuing their contributions — is as important as knowing the children we teach.

# *Social Emotional Learning*

# Meet Our Team

Angela Cataldo, ELA Teacher
Carin McKinney, ELA Teacher
Caroline Delia, Math Teacher
Chasity McComb-Williams, Associate Principal
Clare Brooks, Social Science Teacher
DaWanda Fountain, Associate Principal
Kathryn Libbey, PE Teacher
Kristen Michaels, Student Support Specialist
Laura Clark, Science Teacher
Dr. Luis De Leon, Assistant Superintendent of Middle Schools
Mallory Mowery, Instructional Coach
Megan Wilson, Special Education Teacher
Michele Capio, Director of Student Wellness
Miranda Tucker, Science Teacher
Patrick Carter, Special Education Teacher
Phillip Mundine, Special Education Teacher
Sergio Torres, Student Success Coach

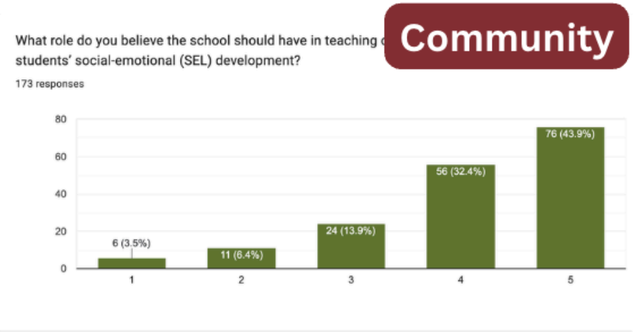
# SEL Adoption at Middle School

*Continued use EC-5th*

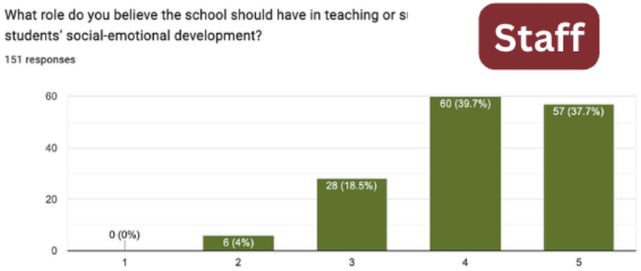
**Survey Question:**
What role do you believe the school should have in teacher or supporting your social-emotional development?

**Feedback:**
Data indicate that staff and community feel that schools should play a central role in socio-emotional development

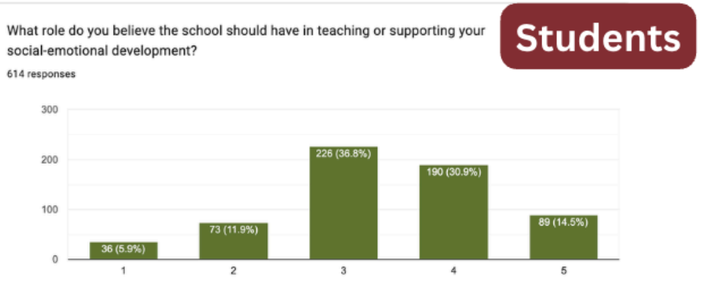
**Community**




**Staff**




**Students**



# *Respect Campaign*

# Meet Our Team

**Sara Bielecki,** Social Worker
**Kate Rojas,** Social Worker
**Rosemary Espinosa,** Instructional Coach
**Michaela Ruff,** Art Teacher
**Mallory LaPeruto,** Special Edcuation Teacher
**Monica Collins,** Social Worker
**Kat Herron,** Teacher
**Katie Noonan,** Librarian
**Emily Woods,** Speech and Language Pathologist
**Karintha Shaw,** Student Support Specialist
**Amy Baker,** Teacher

# PBIS: Respect Campaign Based on Panorama Data

**Belonging:** How much respect do students at your school show you?

**School Climate:** How well do students follow the rules of your school?

**School Safety:** How often are people disrespectful to others at your school?

**Teacher-Student Relationships:** If you were upset when you came into class, how concerned would your teachers be?

# *Mental Health Universal Screening*

# Meet Our Team

**Anne Marie Guerrier,** Nurse
**Catherine Brinkman,** Health Teacher
**Christina Welchko,** Middle School Teacher
**Eric Bachmann,** Elementary Teacher
**Jennifer Olsen,** Social Worker
**Jennifer Russ,** Elementary Teacher
**Jessica Nixon,** Middle School Teacher
**Joshua Rodgers,** Student Success Coach
**Karintha Shaw,** Student Support Specialist
**Kathryn Keuler,** Elementary Teacher
**Maria Elvira Colmenero,** Spanish Teacher
**Michele Capio,** Director of Student Wellness
**Rachel Kibblesmith,** Social Worker
**Rebecca Scahill,** School Psychologist
**Shilpa Advani,** Nurse
**Tracy Hamm,** Director of Student Services

**Daisy Rios,** Thrive Counseling Center
Clinical Program Manager, Youth Services
**Laura Devitt,** Youth Engagement Program Manager
Oak Park Township

Universal Mental Health Screening

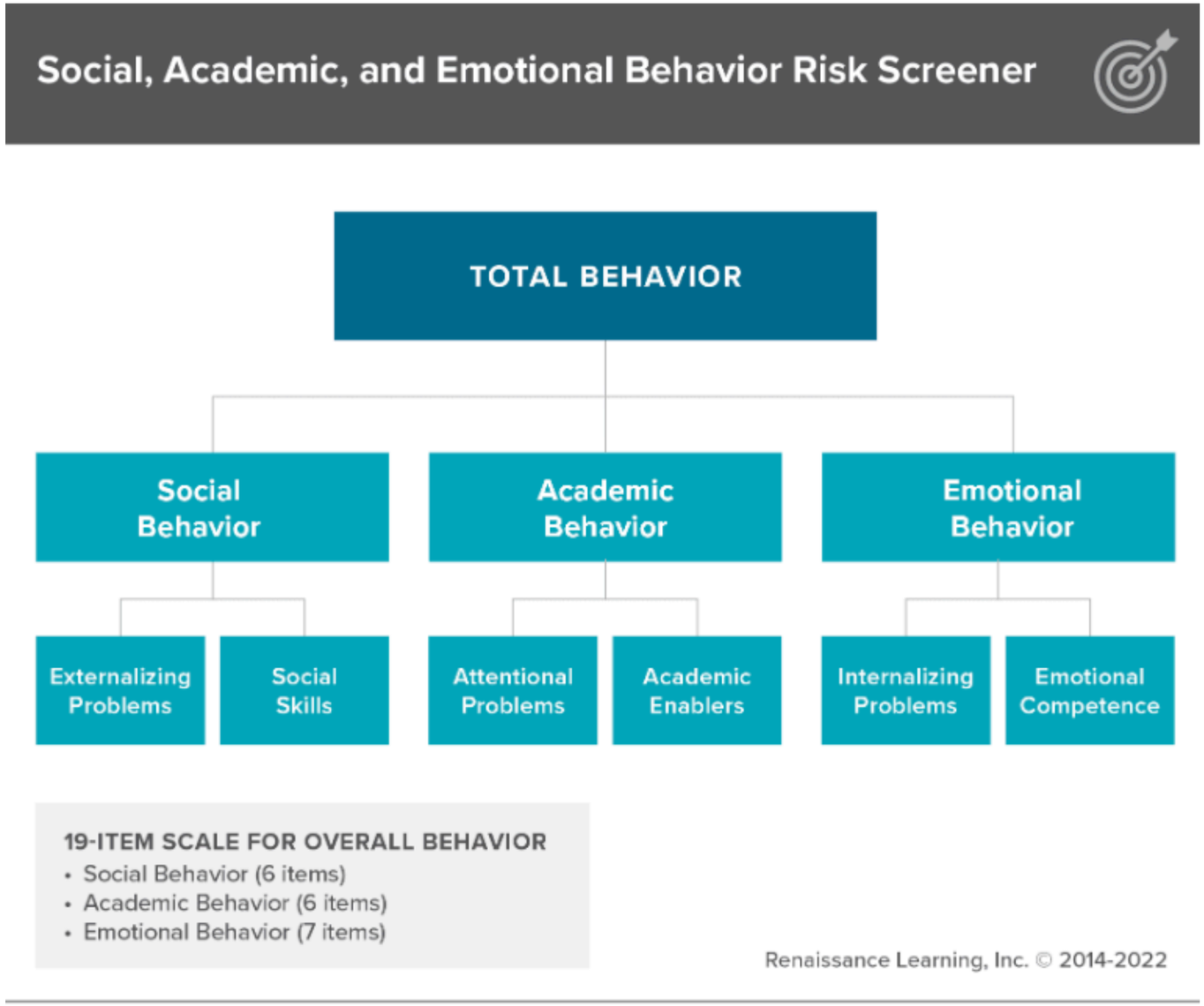
# When do schools have to implement universal mental health screening?

- Public Act 104-0032 requires school districts to offer mental health screenings to students, at least once a year, beginning with the 2027-28 school year.
- This requirement is only in effect for school years in which the state has successfully procured a screening tool that offers a self-report option for students and is made available to school districts at no cost.
- At least one screening must be offered to students by the end of the 2027-28 school year.

Public Act 104-0032

ILLINOIS STATE BOARD OF EDUCATION

# Universal Screening Tool Selection: SAEBRS

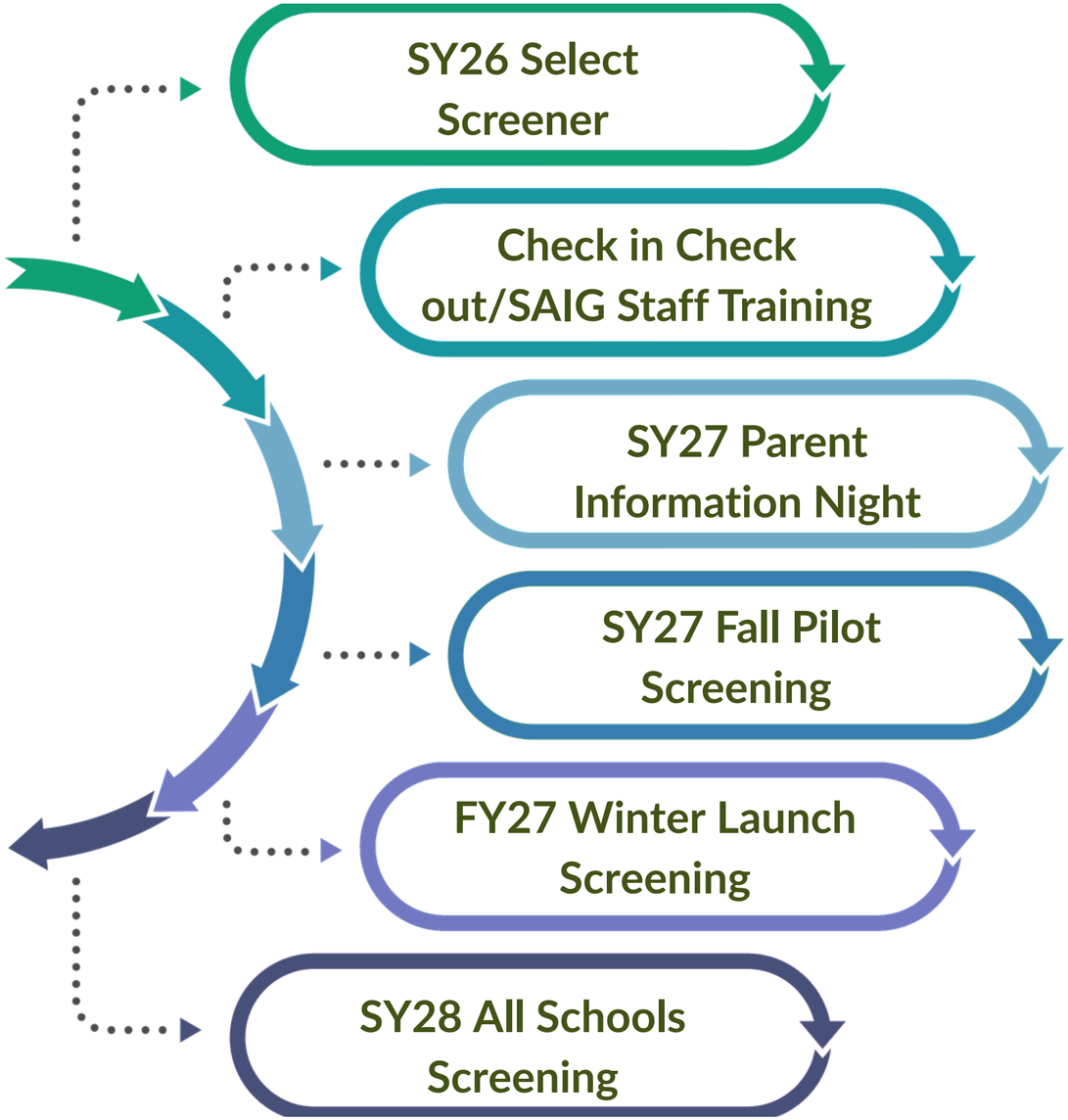


# Universal Screening Tool Selection: SAEBRS

**Social Academic and Emotional Behavior Risk Screener (SAEBRS)**

| | Behavior | Never | Sometimes | Often | Almost Always |
|---|---|---|---|---|---|
| ***Social Behavior*** | | | | | |
| 1. | Arguing | ○ | ○ | ○ | ○ |
| 2. | Cooperation with peers | ○ | ○ | ○ | ○ |
| 3. | Temper outbursts | ○ | ○ | ○ | ○ |
| 4. | Disruptive behavior | ○ | ○ | ○ | ○ |
| 5. | Polite and socially appropriate responses toward others | ○ | ○ | ○ | ○ |
| 6. | Impulsiveness | ○ | ○ | ○ | ○ |
| ***Academic Behavior*** | | | | | |
| 7. | Interest in academic topics | ○ | ○ | ○ | ○ |

# Universal Screening Timeline: SAEBRS



# *Thank you!*

