Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Dr. Gina Finaldi
CC: Dr. Katie Reynolds
Date: October 21, 2026
Re: Student Services Executive Summary

➢ **Update on SSIS (Social Skills Improvement System) - Universal SEL & Mental Health Screener -**

Following the U.S. Department of Education guidance issued in August 2026 regarding the Protection of Pupil Rights Amendment (PPRA), the District reviewed its SSIS screening process with legal counsel. For students in grades 3–8, the District is shifting from an opt-out process to requiring written parent/guardian consent before a student completes the screener. Families were notified of the change and asked to submit consent by October 30. Participation is voluntary, and students without consent will not be screened.

Sprague's teacher survey window was open from October 12 through October 22, allowing staff to begin gathering teacher-reported information. On October 21, the Sprague mental health team participated in training on navigating SSIS results and using the data to inform targeted group interventions. Half Day and Daniel Wright's mental health teams will participate in this training on November 18.

Fall Testing Windows

- **Sprague:** October 12 - 22 (teacher survey only)
- **Half Day:** November 2 - 13 (teacher and student surveys)
- **Daniel Wright:** November 2 - 13 (teacher and student surveys)

➢ **Nonviolent Crisis Intervention (CPI) Training -**

On October 21, D103 principals and district office staff participated in Crisis Prevention Institute (CPI) training provided by Ricky Medina of the Exceptional Learners

Collaborative (ELC). The training focused on strategies for preventing and responding to crisis situations and supporting safe, consistent responses to student behavior.

- **Willow House Grief Workshop -**

  On October 15, during the district's late arrival day, Willow House provided a grief-support workshop for D103 mental health providers. The session offered guidance and resources to help staff better understand and support students experiencing grief following a death loss.

- **Professional Learning for District Associates**

  On the October 15 late arrival day, D103 associates participated in professional learning on understanding student needs behind behavior and responding thoughtfully to challenging situations. Using scenarios involving dysregulation, throwing objects, elopement, and physical aggression, associates reflected on their responses, discussed district expectations, and considered strategies for building positive connections and supporting students in having a fresh start.

- **Physical Therapy Service Needs -**

  Since the District submitted its initial projections for ELC services in January, the PT needs of three students have increased beyond what was anticipated. These include a medically fragile Early Childhood student with extensive PT needs, a student transitioning from Early Intervention, and a Guided student recovering from orthopedic surgery.

  Both of D103's current PT providers are at capacity. To address the increased need, the District is seeking to add a half-day of PT coverage each Wednesday through the ELC. Jessica Rhodes, who currently provides services in D103 2.5 days per week, is available to provide the additional coverage. The District is working to arrange this support as soon as possible.

- **ISBE Cyclical Monitoring Next Steps -**

  D103 has begun preparing for the upcoming ISBE special education cyclical monitoring process in collaboration with the Exceptional Learners Collaborative and consortium partners. Preparation includes reviewing procedures, documentation, and current special education practices.

  On October 20, I held an initial phone conference with D103's assigned ISBE principal consultant to review the process and logistics for the IEP file review. We anticipate receiving additional guidance from ISBE on next steps in the coming weeks.

➢ **Early Childhood Classroom Reconfiguration -**

After reviewing the first six weeks of observations, assessment information, and student responses to classroom supports, the Early Childhood team identified that some students needed a smaller, more structured setting with increased individualized instruction. Despite modifications and adult support in blended classrooms, these students continued to have difficulty sustaining attention, participating in group instruction, and completing activities. The team also observed stronger engagement and learning in smaller settings.

Sprague's four EC classrooms are now configured as two Blended Extended Day classrooms, one classroom with separate AM and PM half-day sections, and one self-contained Intensive Instructional Program (IIP) classroom. The IIP classroom provides more individualized instruction focused on communication, participation, independence, and foundational academic and developmental skills, while offering planned opportunities for peer interaction and participation in the broader school community.

The District contacted affected families individually and provided transition information. IEP teams worked with families when changes to programming or services were needed. Transitions began the week of October 5, and staff are monitoring students' adjustment, engagement, and progress. We received positive feedback during the first week after the changes were implemented.