Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Dr. Gina Finaldi
CC: Dr. Katie Reynolds
Date: November 13, 2026
Re: Student Services Executive Summary

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

  Sprague's teacher survey window was completed October 12–22. On October 21, the Sprague mental health team participated in training focused on reviewing SSIS results and using the data to inform targeted, tiered interventions, and student groups were initiated this week.

  The survey window for Half Day and Daniel Wright has been extended through November 18 to allow additional time for completion. Following the screening window, the District will meet with the mental health teams from Half Day and Daniel Wright to review results and provide training on interpreting and using the data to identify student needs, determine appropriate student groupings, and plan targeted interventions within the District's MTSS framework.

- **District MTSS Committee Update**

  The District MTSS Committee met on November 6, 2026, to review progress and establish priorities for strengthening districtwide Multi-Tiered Systems of Support (MTSS) practices. The committee's work continues to focus on improving consistency in academic, behavioral, and social-emotional interventions, strengthening progress monitoring, and increasing the use of Branching Minds to document and monitor student supports.

  Key areas of focus included:

  - Branching Minds Implementation: Identifying strategies to increase staff use of the platform, particularly for documenting intervention services, student progress,

and family communication. The committee also discussed developing standardized communication templates to support consistency across schools.
- Behavioral and SEL Interventions: Reviewing current Tier 2 and Tier 3 practices and exploring ways to establish more consistent processes for identifying student needs, developing intervention plans, and monitoring progress across buildings.
- Progress Monitoring and Resources: Identifying commonly used behavioral progress-monitoring tools and gathering existing staff-created resources to expand the District's SEL intervention library.
- SSIS Integration and Staff Training: Identifying professional development needs for mental health staff, including using SSIS screening results to inform targeted interventions and documenting intervention plans in Branching Minds.
- MTSS Handbook: Discussing a plan to share the draft District MTSS Handbook with staff, gather feedback, and support consistent implementation of MTSS procedures across all three schools.

The committee's ongoing work will focus on translating these priorities into actionable steps, including staff training, standardized resources, and clearer procedures for documenting and monitoring interventions. These efforts are intended to strengthen the District's ability to identify student needs early, provide targeted support, and evaluate the effectiveness of interventions across academic, behavioral, and social-emotional domains.

➢ **<u>ISBE Cyclical Monitoring Next Steps</u> -**

As part of the Illinois State Board of Education (ISBE) special education monitoring process, the District is required to conduct a comprehensive review of selected students' IEP files using the state's standardized 18-page IEP File Review form (ISBE 34-55).

The review examines the student's current IEP and supporting documentation to verify compliance with state and federal special education requirements. Key areas include:

- Procedural compliance: Parent notifications, required timelines, procedural safeguards, meeting participation, and documentation.
- IEP development: Present levels of performance, measurable annual goals, progress monitoring, behavioral considerations, accommodations, and supports.
- Services and placement: Special education and related services, service frequency and duration, least restrictive environment (LRE), transportation, and extended school year (ESY) considerations.
- Additional requirements: Autism-specific considerations and transition planning, when applicable.

District staff completes the LEA portion of the review, indicating whether each requirement is met and documenting any missing or incomplete information. ISBE then conducts its own independent review.

The purpose of the file review is to identify potential compliance concerns, ensure IEP documentation accurately reflects students' needs and services, and determine where corrective action may be necessary. The Student Services administrative team will collaborate to complete the IEP file reviews, ensure consistency and accuracy in the process, and identify any areas requiring follow-up or corrective action with our building teams.

- **CDRC Report – Special Education and Section 504 Data**

The Student Services Department worked collaboratively to compile and review special education (IEP) and Section 504 data for the District's Civil Rights Data Collection (CRDC) report. This process involved gathering and verifying student information to ensure accurate and complete reporting in accordance with federal requirements.

- **IAASE Conference**

On October 22–23, two members of the Student Services administrative team attended the Illinois Alliance of Administrators of Special Education (IAASE) Fall Conference in Rosemont. The conference provided opportunities for professional learning, networking, and collaboration with special education leaders across the state, with a focus on current issues, legislative updates, compliance requirements, and best practices in special education. Information and resources gained from the conference will help inform the District's ongoing efforts to strengthen special education programming and services.