

**Director of Student Services
April Board Report****Goal One – Student Learning**

Advancing Inclusive Practices for Multilingual Learners = Our Multilingual Parent Advisory Council (MPAC) held its third meeting of the school year recently in March. We meet at least four times annually, with one additional meeting planned before the end of the year. During this opportunity, several of our multilingual families shared thoughtful input on how to strengthen parent involvement, improve communication with EL staff, and support multilingual students at home. Key suggestions included developing a parent mentorship program, offering workshops on Google Translate and school readiness, and increasing access to multilingual learning resources and culturally inclusive materials. Families expressed strong interest in cultural events, community partnerships, and clearer guidance on transitions to middle and high school for multilingual learners. These conversations reflect our commitment to inclusivity and to strengthening supports for our diverse community. We look forward to building on these ideas to better meet the needs of our multilingual students and their families. Our EL Interventionist Department and building principals will collaborate in the coming weeks to plan and develop action steps for next school year, using the helpful feedback and suggestions shared by our multilingual families.

Goal Two – Whole Student Development

A Blended Preschool for All Expansion = District 66 is expanding its Blended Preschool for All program to include a dedicated early childhood session specifically for students with individualized education plans (IEPs). Of the four total preschool sessions offered, one will serve exclusively as an early childhood classroom for students with IEPs, while the remaining three sessions will continue to follow the blended model—serving a mix of students with IEPs, students identified as at-risk through Preschool for All (PFA), and tuition-based peers. Students in the dedicated early childhood session will also participate in the blended setting for approximately half of their day, ensuring opportunities for inclusion and peer interaction. Following site visits and collaboration with neighboring districts that use similar delivery models, this approach was selected to promote meaningful growth and development. Integrating students in this way provides access to developmentally appropriate, collaborative learning experiences that support both academic and social-emotional learning. The expansion reflects the district's continued commitment to inclusive, nurturing environments that meet the diverse needs of all learners.

Goal Three – Readiness

Aligning Resources to Support Student Growth and Program Expansion = As the Department of Student Services continues to prepare for the 2025–26 school year, a comprehensive staffing and student needs analysis has guided adjustments, particularly in special education and paraprofessional support. Special education teachers, psychologists, and social workers will see no staffing changes, with minor adjustments made to speech (+.5 FTE) and interventionist (+.5 FTE) roles. Elizabeth Ide Elementary School's paraprofessional structure is being realigned to support the expansion of the Blended Preschool for All program, while Lakeview Junior High School staffing remains stable. However, Prairieview Elementary School will experience the most significant increase in paraprofessional support due to a projected 34% rise in IEPs and increased MTSS demands. To address these shifts while maintaining budget integrity, financial strategies have been identified to responsibly offset increased staffing costs, including reallocations from the Preschool For All (PFA) Grant, IDEA funding, and cost-saving adjustments, such as using district social workers to deliver Erin's Law instruction. These shifts reflect the district's commitment to aligning resources with student needs while maintaining fiscal responsibility.