



## **Lincolnshire-Prairie View School District 103**

Memo

To: Board of Education  
From: Dr. Katie Reynolds  
Alison Finn  
CC: Dr. Scott Warren  
Date: January 22, 2026  
Re: Curriculum and Instruction Executive Summary

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### Teacher Institute Day

On January 5, 2026, District 103 hosted a six-hour Institute Day for staff at Daniel Wright Junior High, Half Day School, and Sprague School, with Lincolnshire–Prairie View School District 103 serving as the approved provider. The Institute Day focused on student anxiety, social-emotional learning (SEL), behavior strategies, and collaborative curricular planning, with agendas tailored to building needs. SEL and behavior sessions were led by Jessica Minahan, Ph.D., BCBA, LABA, and aligned to prior district professional learning. Jessica is a licensed and board-certified behavior analyst, author, special educator, and consultant to schools internationally.

At Daniel Wright Junior High, the morning included grade-level/content team time, Amplify Math pilot training, Branching Minds work time for interventionists, and K–8 Spanish articulation, followed by the afternoon, which consisted of the remote SEL/behavior session with Jessica Minahan. Staff feedback emphasized the practicality of strategies shared, alignment to district priorities, and the value of protected collaboration time, with minor suggestions to increase interaction, breaks, and additional planning time tied to the Amplify workshop. At Half Day School, staff engaged in morning Amplify workshops, intervention, and Branching Minds work, and Spanish articulation, followed by the afternoon SEL and behavior session with Jessica Minahan. Staff noted the relevance of both the Amplify content and SEL strategies, with minor suggestions related to pacing and additional independent work time following Amplify training. At Sprague School, staff participated in the SEL and behavior session in the morning and Amplify workshops and curricular collaboration in the afternoon. Staff highlighted the usefulness of both components for the day, along with the benefit of dedicated team collaboration time.

Feedback across all three schools was strongly positive. Staff consistently valued the balance of meaningful SEL and instructional content with protected collaboration time and indicated clear intent to implement the strategies and planning outcomes from the day.

## Conference Survey

Conference surveys were distributed to both parents and teachers, resulting in 111 parent responses and 90 teacher responses. Overall, both parents and teachers reported that the Meet the Teacher platform was easy to schedule, join, and use.

Among teachers, 80% (72 respondents) preferred continuing remote conferences. Four percent (4 respondents) preferred in-person conferences, 4% (4 respondents) preferred a combination of remote and in-person formats, and 11% (10 respondents) reported no preference.

Parent responses reflected a wider range of perspectives, 37% (49 respondents) preferred continuing remote conferences, while 44% (41 respondents) preferred in-person conferences. Nineteen percent (21 respondents) reported no preference.

Among parents who preferred in-person conferences, 23 comments emphasized the importance of building a more personal connection with teachers. An additional 13 comments expressed that remote conferences felt too short and indicated that in-person meetings would allow for longer, more meaningful conversations.

By school, 38 parents from Sprague, 23 parents from Half Day, and 17 parents from Daniel Wright indicated a preference for in-person conferences. In comparison, 20 parents from Sprague, 13 parents from Half Day, and 21 parents from Daniel Wright preferred remote conferences.

Parents who supported remote conferences most frequently cited convenience and flexibility with busy work schedules as the primary reason for their preference. Teachers reported that remote conferences resulted in higher attendance rates, fewer no-shows, improved punctuality, and the ability to meet with more families within the scheduled conference timeframe.

The second round of conferences is scheduled for February 25 and 26, 2026. These conferences will be held remotely, and parents will be informed that they may request an in-person conference if they prefer.

## District Curriculum Chairs Meeting

In January, Katie and Ali met with district curriculum chairs to clarify curriculum objectives, review current instructional subscriptions, and align expectations for building-level meeting agendas. These discussions also informed the planning of the February building curriculum meetings. Across all conversations, the continued instructional focus remains on strengthening student agency through inquiry-based classroom practices.