



Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Dr. Gina Finaldi
CC: Dr. Scott Warren
Date: October 23, 2025
Re: Student Services Executive Summary

Early Childhood Program Update - Fall 2025

Background

The Early Childhood program primarily serves children with disabilities who have Individualized Education Programs (IEPs). To promote an inclusive environment and provide learning experiences in the least restrictive setting, we also offer community peers the opportunity to enroll in the program through tuition. Over time, the program has expanded to include extended-day sections in addition to the traditional half-day sessions, in response to increased interest in full-day programming and the availability of transportation for community peers.

Below is a chart showing the number of students with IEPs who qualified during the school year, which provides the approximate number of slots we would need to be able to accommodate with new enrollment of students with disabilities throughout the school year.

School Year	# of Student Who Qualified During the School Year
19-20	13
20-21	9
21-22	9
22-23	16
23-24	17
24-25	5

Average = 11.5 (Low=5; High=17)

Chart with 2026-27 enrollment projections as of October 23, 2025 (CPs and IEPs)

Based on the current total enrollment for EC this year = 46

# of IEPs Returning to EC for SY 26-27	5
# of IEPs Moving to Kdg for SY 26-27	10
# of CPs Returning to EC for SY 26-27	6
# of CPs Moving to Kdg for SY 26-27	25
Total # of students Returning to EC for SY 26-27	11 (+3 - see below)*
Total # of students Moving to Kdg for SY 26-27	35

Additional Information:

*2 students on the EI/EC list who will most likely qualify.

*1 student is going through ECAT eval right now who will most likely qualify.

3 students are on the 10/23 screening list - results are TBD.

We will continue to hold screenings throughout the school year.

Process and Timeline for Determining Number of Sections

Each extended day section can accommodate up to 15 students, with a blended composition of approximately 70% community peers and 30% students with IEPs. Students who receive only speech services (“speech-only”) are not included in the special education percentage.

We will continue to monitor enrollment projections closely—taking into account both returning students and new applicants—and will provide monthly updates through the end of February/early March.

While it is still early to have a definitive enrollment count, projections and anticipated needs for rolling enrollment of students with IEPs will be reviewed regularly. A final determination of the number of sections needed for the upcoming school year will be made by **March 17th**.

Proposed Early Childhood Program Structure

To enhance flexibility within the Early Childhood (EC) program and ensure equitable workloads and schedules for EC teachers, we propose offering the extended day model as the primary program structure.

Family feedback indicates a strong preference for the extended day option, and many students with IEPs require a longer schedule to receive their full range of services. For families who prefer a shorter day, the district would continue to accommodate requests for a half-day schedule, allowing students to be dismissed after two and a half hours—similar to the model used in full-day kindergarten.

In addition, enrollment data show limited interest in the half-day program among community peers, making it increasingly difficult to maintain balanced 70/30 classroom ratios. To address this, we recommend that the district offer only the extended day program moving forward, while still honoring individual parent requests for a half-day schedule when needed.

Under this structure, both community peers and students with IEPs would be enrolled in the blended extended day program by default, ensuring consistency, compliance, and program sustainability.