



Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Dr. Gina Finaldi
CC: Dr. Katie Reynolds
Date: September 29, 2026
Re: Student Services Executive Summary

➤ **SSIS Universal SEL & Mental Health Screener**

Beginning this school year, D103 is transitioning from Panorama to the SSIS SEL Brief + Mental Health Scales for universal social-emotional and mental health screening. SSIS is an evidence-based system aligned with the CASEL framework that assesses students' strengths and needs across key SEL competencies while also screening for potential mental health concerns. Results will help school teams identify students who may benefit from additional support, guide Tier 1 and targeted interventions, and monitor student progress within the district's MTSS framework.

Fall Testing Windows

- **Sprague:** October 1-14 (teacher survey only)
- **Half Day:** October 1-14 (teacher and student surveys)
- **Daniel Wright:** October 1-14 (teacher and student surveys)

➤ **Update on Students Currently in an Outplacement -**

The district currently has seven students placed in programs outside of the district. Two sixth-grade students are in the process of transitioning back to their home school, Daniel Wright. Both students have begun attending one class period at Daniel Wright, and the transition has been going well thus far.

The reintegration process is intentionally gradual, with additional time added as students demonstrate readiness and success. The district will continue to monitor their progress throughout the transition. Both students are anticipated to fully return to the district by January, which would reduce the number of students in out-of-district placements to five.

➤ **Beginning of the Year Assessments and Data Teams -**

Teams are meeting to review the results of the beginning of the year assessments for all students. Data Teams is the process in which administrators, the school psychologist, ELL teachers, interventionists, and the REACH Coordinator meet with each classroom teacher to review MAP and beginning of the year classroom assessment data, class work, and discuss students' academic progress, as well as social-emotional and classroom functioning, and determine if students are in need of additional targeted supports through MTSS.

➤ **Guided Program Development -**

The district continues to strengthen its K–8 Guided Program, which provides highly individualized programming for students with significant and complex learning needs. This year, staff developed shared program commitments focused on meaningful inclusion, independence, collaboration, data-based decision-making, and preparing students for future transitions. Work is also underway on a comprehensive Guided Program Handbook to support greater consistency across the K–8 continuum.

➤ **MTSS and Students with IEPs -**

Student Services has been working with staff to clarify how general education academic interventions and special education services intersect for students with IEPs, including roles for LBS teachers/case managers and interventionists and how teams respond when a student develops a new academic need.

➤ **Related-Service Documentation and Medicaid -**

The department launched **EmbraceDS** for related-service documentation and Medicaid claiming. Staff have been receiving guidance on documentation expectations, service logs, diagnostic codes, prescriptions/referrals, and coordination of Medicaid-eligible services. This improves consistency in documentation while supporting appropriate reimbursement.

➤ **ISBE Cyclical Monitoring Preparation -**

D103 has begun preparing for the upcoming ISBE special education cyclical monitoring process in collaboration with the Exceptional Learners Collaborative and consortium partners. This work includes reviewing procedures, documentation, and current special education practices. We anticipate receiving more guidance and instructions from ISBE regarding next steps in the process in the coming weeks.

➤ **Staff Training and Compliance -**

Special education staff have continued professional learning related to behavioral supports, restraint/time-out requirements, trauma-informed practices, and CPI, along with review of updated ISBE special education forms and procedures. Associates participated in online modules during the Late Arrival day on September 17th.

➤ **Preschool Screening -**

The District offered its first preschool screening of the new school year on September 17th. This screening helps to fulfill our annual legal Child Find obligation, which is to screen children for whom there are concerns in one or more areas of development and determine whether there is a suspected disability. Out of the two children who were screened, both passed and none were recommended for further evaluation. We have already started to receive phone calls for our next screening on October 15th.

➤ **Early Childhood Enrollment Update -**

At the end of last school year and throughout the summer, ongoing evaluations and enrollment projections indicated a potential need for one self-contained Early Childhood section. As additional evaluations and IEP meetings were completed prior to the start of the school year, student needs ultimately supported operating the fourth section as an extended-day blended classroom. This configuration provides flexibility to accommodate additional students with IEPs throughout the year. Should the need for a self-contained classroom emerge, students can be reallocated across sections to establish that structure. Currently, six children are on the Early Intervention transition list, with one additional evaluation underway for a child with an October birthday.