

Applicant: PROSPECT HEIGHTS SD 23

County: Cook

Consolidated District Plan 

Application: 2025-2026 Consolidated District Plan - 00

Cycle: Original Application

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Project Number: 26-CDP-00-05-016-0230-02

**Overview****PROGRAM:** Consolidated District Plan

**PURPOSE:** The District Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.

**BOARD GOALS:**

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

**FY 2026** Title I, Part A - Improving Basic Programs**Included** Title I, Part A - School Improvement Part 1003**Programs:** Title I, Part D - Delinquent

Title I, Part D - Neglected

Title I, Part D - State Neglected/Delinquent

Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

Title III - Language Instruction Educational Program (LIEP)

Title III - Immigrant Student Education Program (ISEP)

EL - Bilingual Service Plan (BSP)

Title IV, Part A - Student Support and Academic Enrichment

Title V, Part B - Rural and Low Income Schools

IDEA, Part B - Flow-Through

IDEA, Part B - Preschool

Foster Care Transportation Plan

**LEGISLATION:** Every Student Succeeds Act (ESSA)Individuals with Disabilities Education ActRehabilitation ActStrengthening Career and Technical Education for the 21st Century ActWorkforce Innovation and Opportunity ActHead Start ActMcKinney-Vento Homeless Assistance Act

Adult Education and Family Literacy Act

105 ILCS 5/Illinois School Code Article 14C. Transitional Bilingual Education

23 Illinois Administrative Code 228 Transitional Bilingual Education

***DUE DATE:***

District plans must be submitted to the Illinois State Board of Education and approved before any FY 2026 grant applications for included programs can be approved.

**Submission by April 1 is recommended.**

***DURATION:***

The District Plan is submitted for the school year 2025-2026 and must be updated annually thereafter.

***AMENDMENTS:***

Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan throughout the year. Plan amendments may necessitate amendment of the associated grant application(s) as well.

***INSTRUCTIONS:***

**Instructions in PDF format**

***COMMON***

***ABBREVIATIONS:***

ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary Education Act [ESEA] of 1965 as Amended)

IDEA - Individuals with Disabilities Education Act

ISBE - Illinois State Board of Education

LEA - Local Educational Agency

LIEP - Language Instruction Educational Program

SEA - State Education Agency

BSP - Bilingual Service Plan



\*Required field, applicable for all funding sources

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[Printer-Friendly](#)

[Click to Return to Application Select](#)

**Project Number:** 26-CDP-00-05-016-0230-02

## Amendments

**Indicate whether this is the first submission for the fiscal year or an amendment to the APPROVED initial plan for the fiscal year.\***

*NOTE: This page must be completed each time a new plan version within the fiscal year is submitted to ISBE.*

- ☒ Initial submission for the fiscal year
- ☐ Amendment to approved plan for the fiscal year

\*Required field, applicable for all funding sources



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[Printer-Friendly](#)[Click to Return to Application Select](#)

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**Needs Assessment and Programs****Instructions****1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2025-2026.\* [1]**

**NOTE: All funding sources should be reviewed after October 1, and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.**

- ☒ Title I, Part A - Improving Basic Programs
- ☐ Title I, Part A - School Improvement Part 1003
- ☐ Title I, Part D - Delinquent
- ☐ Title I, Part D - Neglected
- ☐ Title I, Part D - State Neglected/Delinquent
- ☒ Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- ☒ Title III - Language Instruction Educational Program (LIEP)
- ☒ Title III - Immigrant Student Education Program (ISEP)
- ☒ Title IV, Part A - Student Support and Academic Enrichment
- ☐ Title V, Part B - Rural and Low Income Schools
- ☒ IDEA, Part B - Flow-Through
- ☒ IDEA, Part B - Preschool

**2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.\* [2]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.*

([count] of 7500 maximum characters used)

District 23 has worked collaboratively to coordinate across offices and increase communication on the prioritizing of goals and how those are funded. We started this effort through our strategic planning process where we identify the goals we want to accomplish within each school year. We reach out to various stakeholders, including our Special Education Cooperative (NSSEO) to acquire feedback and guidance on that plan. We then work with our funding within the various district departments and cooperatives on how we can work together to identify the appropriate funding source to coordinate and align these goals.

Response from the approved prior year Consolidated District Plan.

District 23 has worked collaboratively to coordinate across offices and increase communication on the prioritizing of goals and how those are funded. We started this effort through our strategic planning process where we identify the goals we want to accomplish within each school year. We reach out to various stakeholders, including our Special Education Cooperative (NSSEO) to acquire feedback and guidance on that plan. We then work with our funding within the various district departments and cooperatives on how we can work together to identify the appropriate funding source to coordinate and align these goals.

**3. Will the LEA braid funding?\***Indicate the funds that will be braided, and select the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, select no.

Braiding of  
Funds

☐ Yes ☒ No

**4. Will the LEA hybrid-blend Title II and/or Title IV funding?\***Indicate all that apply, and select the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by the full/partial transfer of funds, select no.

Transfer of Funds

☐ Yes ☒ No

**5. Provide a Summary of the LEA's Needs Assessment.\***

*DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.*

([count] of 7500 maximum characters used)

In order to develop the needs of the district for this Consolidated District Plan. The district surveys parents, teachers, students, and community members to inform our program options. We have also used data from the School/District Report Cards, the Five Essentials Survey, NSSEO parent and student surveys, and Student Achievement data particularly paying attention to the subgroups, recruitment and retention data, and school improvement plans. We have worked collaboratively to coordinate across offices and increase communication on the prioritizing of goals and how those are funded. We started this effort through our strategic planning process where we identify the goals we want to accomplish within each school year. We reach out to various stakeholders to get feedback and guidance on that plan. We then work with the various district departments on how we can work together to identify the appropriate funding source to address these goals.

**Legislative References:**

[1] Title I, Part A, Reference Section 1112(a) (1)


[2] Title I, Part A, Reference Section 1112(a) (1)

\*Required field, applicable for all funding sources



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 Application: 2025-2026 Consolidated District Plan - 00  
 Cycle: Original Application  
 Project Number: 26-CDP-00-05-016-0230-02

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Consolidated District Plan 

[Printer-Friendly](#)  
[Click to Return to Application Select](#)

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
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**Needs Assessment Impact****1. Indicate which of the instruments below were used in the LEA needs assessment process.\***

- A. ☒ School and/or district report card(s)  
 B. ☒ Five Essentials Survey  
 C. ☒ Student achievement data (disaggregated by student groups)  
 D. ☒ Current recruitment and retention efforts and effectiveness data  
 E. ☒ Professional development plan(s)  
 F. ☒ School improvement plan(s)  
 G. ☒ ESSA site based expenditure data  
 H. ☐ ED School Climate Survey (EDSCLS)  
 I. ☐ CDC School Health Index  
 J. ☐ National School Climate Center  
 K. ☐ ASCD School Improvement Tool  
 L. ☐ Illinois Quality Framework and Supporting Rubric  
 M. ☐ Other

List and describe other instruments and/or processes that were used in the needs assessment. In addition to the list above, we constantly send surveys to parents, teachers, and students to identify needs to inform our program options. This includes a parent and staff survey from our Special Education Cooperative (NSSEO) that we send annually.

**2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the need process, as applicable.\* Writing space appears if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to this page, revise, save the page, and return to this page.**

- i. Identify areas of need related to student achievement, subgroup performance, and resource inequities.  
 ii. Include any additional information relevant to this planning document. Provide targeted responses where noted.  
 iii. Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

**A. Title I, Part A - Improving Basic Programs**

**Also identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing gaps, and key professional development opportunities for teachers and principals.**

District 23's well-rounded program of instruction for students in grades K-8 includes: Reading, Language Arts, Writing, Spelling, Handwriting, Mathematics, Science, Social Studies, Health, Physical Education, Art, and Music. Additionally, in grades 6-8, students participate in the following courses: Applied Technology, Family and Consumer Science, and Spanish. Students in grades 4-8 may also participate in vocal and instrumental music courses: Chorus, Band, and Orchestra. Further, students are integrated into the school culture through experiencing our school-wide positive behavioral expectations lessons and reteaching. A wide range of interscholastic and intramural c provide exposure to experiences that nurture a student's well-rounded development.

Student achievement data in literacy and math indicate that an achievement gap exists between subgroups of students. Specifically, students identified as special education and ML do not perform at subgroups, namely those students identified as general education. This data, along with teacher survey results, indicate a need for professional development opportunities in the identification and im pedagogical approaches suitable to the needs of these students. Our needs assessment and data collected indicate the need for the following: 1: Professional development in the area of improving El other goals listed in our strategic plan 2: Differentiated Instruction strategies (process, product, and content) for General Education, Multilingual strategies, Special Education and gifted students in a MTSS review and procedures 4: After School/Summer School opportunities for students in need of extra support. 5: Extra support in the classrooms for struggling students through the use of Title I

**B. Title I, Part A - School Improvement Part 1003****C. Title I, Part D - Delinquent****D. Title I, Part D - Neglected****E. Title I, Part D - State Neglected/Delinquent****F. Title II, Part A - Preparing, Training, and Recruiting**

**Also identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing gaps, and key professional development opportunities for teachers and principals.**

Student achievement data in literacy and math indicate that an achievement gap exists between subgroups of students. Specifically, students identified as special education and ML do not perform at subgroups, namely those students identified as general education. This data, along with teacher survey results, indicate a need for professional development opportunities in the identification and im pedagogical approaches suitable to the needs of these students. Professional development will span the following: 1) use of WIDA and Can-Do descriptors to target instruction for MLs, 2) Support for administrators, and staff through a mentoring program 3) Differentiated Instruction strategies (process, product, and content) for ML and Special education students in all content areas, 4) MTSS rev 5) PBIS Tier 1 training through Safe and Civil Schools approach, and 5) job-specific workshops focused on grading and assessment practices.

**G. Title III - LIEP**

Student achievement data in literacy and math indicate that an achievement gap exists between subgroups of students. Specifically, students identified as special education and ML do not perform at subgroups, namely those students identified as general education. Funds will be used to provide instructional assistants at two schools, to provide professional development on ML education, to fund activities, and to reinforce the needs of our newcomer students across the district.

Applicant: PROSPECT HEIGHTS SD 23  
 Application: 2025-2026 Consolidated District Plan - 00  
 Cycle: Original Application  
 Project Number: 26-CDP-00-05-016-0230-02

County: Cook

Consolidated District Plan ▾

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
Stakeholder Involvement									Instructions

**INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.\***

**ISBE Goals:**

- ☒ **Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- ☒ **Learning Conditions:** All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- ☒ **Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

**District Goal(s):**

- ☒ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Our goals in District 23 have a direct connection to the selected ISBE Goals. We have four goal areas in the district and they are:  
 Student Success - Ensure all students are well-rounded and emotionally and academically prepared for success in high school.  
 Teaching, Learning, and Innovation - Encourage a learning environment that emphasizes excellence and retains high-quality staff.  
 Family and Community Partnership - Actively engage and communicate with all families to foster collaborative relationships that benefit student learning and understanding of district priorities.  
 Sustainable Resources - Advance effective use of resources to support safe, learner-ready facilities that maximize student learning.

**1. Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below). \* Check all that apply.**

- A. ☒ Teachers (1,7,8)
- B. ☒ Principals (1,7,8)
- C. ☒ Other school leaders (1,8)
- D. ☒ Paraprofessionals (1)
- E. ☐ Specialized instructional support personnel (1,2,3,4,8)
- F. ☒ Charter school leaders (in a local educational agency that has charter schools) (1)
- G. ☒ Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8)
- H. ☒ Parent liaisons
- I. ☒ Title I director (1)
- J. ☒ Title II director (1)
- K. ☒ Bilingual director (Administrator overseeing EL Services) (1,6,8)
- L. ☒ Title IV director (1)
- M. ☒ Special Education director
- N. ☐ Guidance staff
- O. ☐ Community members and community based organizations (7)
- P. ☐ Business representatives (2,3,4)
- Q. ☐ Researchers (7)
- R. ☐ Institutions of Higher Education (7)
- S. ☒ Homeless Liaison
- T. ☒ Other - specify
- U. ☐ Additional Other - specify

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent
- 4 = Title I, Part D - State Neglected/Delinquent
- 5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- 6 = Title III, including LIEP and ISEP
- 7 = Title IV, Part A - Student Support and Academic Enrichment
- 8 = EL - BSP

**2. Articulate how the LEA consulted with the stakeholders identified above in the development of this plan.\*\* Describe how stakeholders' input impacted the final plan submission, as well as references to particular meetings. Note that documentation of stakeholder engagement may be requested during monitoring; keep documentation on file. [1]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below.

ESFA section 1112(a)(1)(A).

**Title III Requirement:**

An LEA must develop and implement the plan in consultation with teachers, researchers, school administrators, parent and family members, community members, public or private entities, and institutions of higher education. (Section 3121(b)(4)(C))

**Legislative References:**

[1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)

[2] Title I, Part A, Section 1116(a)(2)

[3] Title I, Part A, Section 1116(a)(2) and Section 1112(b)(7)

\*Required field

\*\*Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A



# Consolidated District Plan

SESSION  
TIMEOUT 59:57

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## Private School Participation

**File Upload instructions are linked below. Click here for general page instructions.**

The application has been submitted. No more updates will be saved for the application.

NOTE: This page may remain blank if no private schools are listed or participating in the programs

NOTE: This page is not applicable to state schools or state-authorized charter schools.

Using the latest available verified data, private schools within the district's boundaries that are registered with ISBE are pre-populated in the table below. Timely and meaningful consultation with these schools is required by legislation for ESEA Titles I, II, and IV, as well as both IDEA grants. Any additional newer schools can be added by selecting Create Additional Entries. See separate sections below for more detailed information on completing the table.

Will Private Schools participate in the Program?

☐ Yes ☒ No

LEA has informed Private Schools of the Title II/Title IV transfer.

☐ Yes ☐ No ☒ N/A

[Nonpublic School Consultation Form](#)

[Nonpublic School Participation List Form](#)

[Upload Instructions for Private/Nonpublic School Forms](#)

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
	<input type="checkbox"/>	<input type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="button" value="Choose File"/> No...sen

Comments:



Applicant: PROSPECT HEIGHTS SD 23

County: Cook

Consolidated District Plan ▼

Application: 2025-2026 Consolidated District Plan - 00  
Cycle: Original Application[Printer-Friendly](#)  
[Click to Return to Application Select](#)

Project Number: 26-CDP-00-05-016-0230-02

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
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**Preschool Coordination****INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal****ISBE Goals:**

- ☒ **Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success paying special attention to addressing historic inequities.
- ☒ **Learning Conditions:** All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acad needs of each and every child.
- ☒ **Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to i education that meets their needs.

**District Goal(s):**

- ☒ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Our goals in District 23 have a direct connection to the selected ISBE Goals. We have four goal areas in the district that include the following:

Student Success - Ensure all students are well-rounded and emotionally and academically prepared for success in high school.

Teaching, Learning, and Innovation - Encourage a learning environment that emphasizes excellence and retains high-quality staff.

Family and Community Partnership - Actively engage and communicate with all families to foster collaborative relationships that benefit student learning and understanding of district priorities.

Sustainable Resources - Advance effective use of resources to support safe, learner-ready facilities that maximize student learning.

**Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individ plans for the transition of participants in such programs to local elementary school programs.\* [1]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan n

If the district does not offer early childhood education programs, enter

**No Preschool Programs**

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([count] of 7500 maximum characters used)

Prospect Heights School District 23 provides services to pre-K students through our Special Education classes and a partnership with ECDEC. Student screening is offered throughout the year failure and those with potential disabilities. Services are matched to student needs as identified through the screening and evaluation processes. These include goals for transition to our Kinde support or services. District 23 does not currently support Early Childhood services with Title I funds.

Response from the approved prior year Consolidated District Plan.

Prospect Heights School District 23 provides services to pre-K students through our Special Education classes and a partnership with ECDEC. Student screening is offered throughout the year failure and those with potential disabilities. Services are matched to student needs as identified through the screening and evaluation processes. These include goals for transition to our Kinde support or services. District 23 does not currently support Early Childhood services with Title I funds.

**Title I Requirement**

Coordination of services with preschool education programs

**Legislative References:**


[1] Title I, Part A, Section 1112(b)(8)

\*Required field for Title I and/or IDEA Preschool



Applicant: PROSPECT HEIGHTS SD 23

County: Cook

Consolidated District Plan 

Application: 2025-2026 Consolidated District Plan - 00

Cycle: Original Application

[Printer-Friendly](#)[Click to Return to Application Select](#)

Project Number: 26-CDP-00-05-016-0230-02

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**Student Achievement and Timely Graduation****INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal****ISBE Goals:**

- ☒ **Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success paying special attention to addressing historic inequities.
- ☒ **Learning Conditions:** All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acad needs of each and every child.
- ☒ **Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to education that meets their needs.

**District Goal(s):**

- ☒ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Our goals in District 23 have a direct connection to the selected ISBE Goals. We have four goal areas in the district that include:

Student Success - Ensure all students are well-rounded and emotionally and academically prepared for success in high school.

Teaching, Learning, and Innovation - Encourage a learning environment that emphasizes excellence and retains high-quality staff.

Family and Community Partnership - Actively engage and communicate with all families to foster collaborative relationships that benefit student learning and understanding of district priorities.

Sustainable Resources - Advance effective use of resources to support safe, learner-ready facilities that maximize student learning.

**1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement it**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan n

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([count] of 7500 maximum characters used)

District 23 strives to develop a rigorous common curriculum that has been adopted by the Board of Education and is taught across the district in all subject areas. The district has used teacher our student groups represented (General Education, Special Education, Multilingual Learners, and Gifted Students) to create this curriculum as well as the performance-based common assess

Response from the prior year Consolidated District Plan.

District 23 strives to develop a rigorous common curriculum that has been adopted by the Board of Education and is taught across the district in all subject areas. The district has used teacher our student groups represented (General Education, Special Education, Multilingual Learners, and Gifted Students) to create this curriculum as well as the performance-based common assess

**2. List and describe the measures the district takes to use and create the identification criteria for students at risk of failure.\* Include criteria for low-income, E neglected, and delinquent as applicable to the district. [2]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan n

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([count] of 7500 maximum characters used)

The iReady diagnostic in Reading and Math are two measures used as universal screeners for our MTSS system. This identification process helps us determine the extra support our students v support, special education, and gifted services. This assessment system will also help us to monitor the progress of the students receiving Tier 2 and 3 support.

Response from the prior year Consolidated District Plan.

The iReady assessment in Reading and Math are two measures used as universal screeners for our MTSS system. This identification process helps us determine the extra support our students education, as well as gifted services. This assessment system will also help us to progress-monitor the students receiving Tier 2 and 3 support.

**3. Describe the additional and supplemental education assistance (resources and/or programming) to be provided to individual students needing additional hel State academic and language standards. This includes a description of any additional and supplemental instructional assistance designed to assist English lei students to access academic content and develop language proficiency, as applicable.\* [3]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan n

*DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.*

([count] of 7500 maximum characters used)

The District uses several resources to help its students meet the challenging State academic standards for students needing extra assistance. During the school year, the Tier 2 and 3 students Specialists and Title I Tutors who work a small portion of their day with our learners who are struggling. Computer-based programs help to provide additional educational assistance to some o programs help students at their level and assist with bringing them up to grade level. We also provide extended day programming for some of our multilingual learners in reading and math for those areas. In addition to what we provide during the school year, we also provide after-school programs, Summer School for Tier 2 and 3 students, an Extended School Year (ESY) program f students, and Summer Reading in the Park for our English Learners.

Response from the prior year Consolidated District Plan.

The District uses several resources to help its students meet the challenging State academic standards for students needing extra assistance. During the school year, the Tier 2 and 3 students Specialists and Title I Tutors who work a small portion of their day with our learners who are struggling. Computer-based programs help to provide additional educational assistance to some o programs help students at their level and assist with bringing them up to grade level. We also provide extended day programming for some of our multilingual learners in reading and math for those areas. In addition to what we provide during the school year, we also provide after-school programs, Summer School for Tier 2 and 3 students, an Extended School Year (ESY) program f students, and Summer Reading in the Park for our English Learners.

**4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learn implemented. This includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language learners and immigrant students, as applicable.\* [4]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan n

*DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.*

([count] of 7500 maximum characters used)

District 23 strives to develop a rigorous common curriculum that has been adopted by the Board of Education and is taught across the district in all subject areas. The district has used teacher our student groups represented (General Education, Special Education, multilingual learners, and gifted) to create this curriculum as well as the performance-based common assessments assc developed an MTSS process we will use to help our students meet the challenging state academic standards and provide language support for students who need extra assistance.

In addition, the District has provided professional development for our teachers who teach multi-lingual learners from WIDA. The first training in this series is called Differentiation for Linguisti teachers will use this information to create lessons specifically geared toward the different language abilities displayed within their classrooms. Our MTSS process has also developed a system overidentifying English Learners for academic issues when it may just be that they need extra support with language. The District will also hold an in-person after-school program as well as ar students to improve conditions for student learning in reading and math. All students in Tier II and III and all of our students in the bilingual program were invited to attend. We also have a s; in their native language, our annual bilingual reading in the park program, which will also continue this summer to engage students in learning. Our summer programming, our teacher aides, purchased will continue to be contributing factors for success in the next school year.

Response from the prior year Consolidated District Plan.

District 23 strives to develop a rigorous common curriculum that has been adopted by the Board of Education and is taught across the district in all subject areas. The district has used teacher our student groups represented (General Education, Special Education, multilingual learners, and Gifted) to create this curriculum as well as the performance-based common assessments assc developed an MTSS process we will use to help our students meet the challenging State academic standards and language support for students who are in need of extra assistance.

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Applicant: PROSPECT HEIGHTS SD 23  
 Application: 2025-2026 Consolidated District Plan - 00  
 Cycle: Original Application  
 Project Number: 26-CDP-00-05-016-0230-02

County: Cook

Consolidated District Plan ▼

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
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## College and Career Readiness

**INSTRUCTIONS:** Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal

## ISBE Goals:

- ☒ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success attention to addressing historic inequities.
- ☒ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acad each and every child.
- ☒ Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to i that meets their needs.

## District Goal(s):

- ☒ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Our goals in District 23 have a direct connection to the selected ISBE Goals. We have four goal areas in the district and they are:  
 Student Success - Ensure all students are well-rounded and emotionally and academically prepared for success in high school.  
 Teaching, Learning, and Innovation - Encourage a learning environment that emphasizes excellence and retains high-quality staff.  
 Family and Community Partnership - Actively engage and communicate with all families to foster collaborative relationships that benefit student learning and understanding of district priorities.  
 Sustainable Resources - Advance effective use of resources to support safe, learner-ready facilities that maximize student learning.

**1. Describe how the district will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through:\* [1]**

**i. Coordination with institutions of higher education, employers, and other local partners;\* and**

**ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests an**

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([count] of 7500 maximum characters used)

MacArthur Middle School faculty and administration articulate with representatives from District 214, Wheeling High School, and Hersey High School regarding class placement supporting e Middle School staff provide placement recommendations for all eighth-grade students. High School staff members review these recommendations in light of placement test data and studen Additionally, MacArthur staff members articulate with appropriate high school staff members about students with academic, health, or behavioral support services to ensure transition of car high school district to offer credit opportunities for our 8th-grade students for Math (Algebra and Geometry), Robotics I, and Spanish I.

Response from the approved prior year Consolidated District Plan.

MacArthur Middle School faculty and administration articulate with representatives from District 214, Wheeling High School, and Hersey High School regarding class placement supporting e Middle School staff provide placement recommendations for all eighth-grade students. High School staff members review these recommendations in light of placement test data and studen Additionally, MacArthur staff members articulate with appropriate high school staff members about students with academic, health, or behavioral support services to ensure transition of car high school district to offer credit opportunities for our 8th-grade students for Math (Algebra and Geometry), Robotics I, and Spanish I.

**2. If applicable, describe the district's support for programs that coordinate and integrate the following:\* [2]**

**Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportuniti attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integratio professionals and, if appropriate, academic credit.**

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**NOTE: If not applicable because district serves only grades K-8, enter *Elementary District***

([count] of 7500 maximum characters used)

Academic, career, and technical education content are taught throughout all grades, but specifically and in a targeted way during grades 6-8. These topics are embedded in our Advisory cur in Family and Consumer Science, Applied Technologies, and Health.

We do not currently offer any work-based learning opportunities due to being an elementary district.

Response from the approved prior year Consolidated District Plan.

Academic, career, and technical education content are taught throughout all grades, but specifically and in a targeted way during grades 6-8. These topics are embedded in our Advisory cur in Family and Consumer Science, Applied Technologies, and Health.

We do not currently offer any work-based learning opportunities due to being an elementary district.

## Legislative References:


[1] Title I, Part A, Section 1112(b)(10)(A and B)

[2] Title I, Part A, Section 1112(b)(12)(A and B)

\*Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title IV, Part A; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool

Applicant: PROSPECT HEIGHTS SD 23  
 Application: 2025-2026 Consolidated District Plan - 00  
 Cycle: Original Application  
 Project Number: 26-CDP-00-05-016-0230-02

County: Cook

Consolidated District Plan 

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
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### Professional Development - Highly Prepared and Effective Teachers and School Leaders

**INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal selected.\***

#### ISBE Goals:

- ☒ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success state paying special attention to addressing historic inequities.
- ☒ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and emotional needs of each and every child.
- ☒ Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide every child an education that meets their needs.

#### District Goal(s):

- ☒ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Our goals in District 23 have a direct connection to the selected ISBE Goals. We have four goal areas in the district and they are:  
 Student Success - Ensure all students are well-rounded and emotionally and academically prepared for success in high school.  
 Teaching, Learning, and Innovation - Encourage a learning environment that emphasizes excellence and retains high-quality staff.  
 Family and Community Partnership - Actively engage and communicate with all families to foster collaborative relationships that benefit student learning and understanding of district priorities.  
 Sustainable Resources - Advance effective use of resources to support safe, learner-ready facilities that maximize student learning.

**For each program for which funding is anticipated for the 2025-2026 school year, provide a brief description of professional development activities to be funded by applicable.\* [1]**

NOTE: - If Professional Development will not be provided for a funded program below, enter **NOT PROVIDING**.

- Be sure to include information on how participating private schools will be included in the professional development plans.
- NOTE - writing space appears only if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, and return to this page.

#### Program and Description

##### A. Title I, Part A - Improving Basic Programs

District 23 will provide opportunities for teachers to work together on curriculum writing projects that will enhance the educational program for students. Additionally, registration fees for administrators to attend professional development workshops and conferences that are related to our District's Strategic Plan are provided by the district.

##### B. Title I, Part A - School Improvement Part 1003

##### C. Title I, Part D - Delinquent

##### D. Title I, Part D - Neglected

##### E. Title I, Part D - State Neglected/Delinquent

##### F. Title II, Part A - Preparing, Training, and Recruiting

District 23 will provide opportunities for professional development for our teachers and administrators through a tuition reimbursement program. We will also provide mentoring opportunities for teachers to attract and retain high-quality teachers. Additionally, registration fees for teachers and administrators to attend professional development workshops and conferences related to our District's Strategic Plan are provided by the district.

##### G. Title III - LIEP

Registration fees for teachers and administrators to attend professional development workshops and conferences related to our District's Strategic Plan are provided by the district. Additionally, registration fees for teachers and administrators to attend professional development workshops and conferences related to the academic and linguistic improvement of our multi-lingual learners are provided by the district.

##### H. Title III - ISEP

Registration fees for staff members and administrators to attend professional development workshops and conferences related to our District's Strategic Plan are provided by the district. Additionally, registration fees for teachers and administrators to attend professional development workshops and conferences related to the academic and linguistic improvement of our multi-lingual learners are provided by the district.

##### I. Title IV, Part A - Student Support and Academic Enrichment

Professional development in Title IV includes providing professional development as part of the health standards implemented at all four schools.

##### J. Title V, Part B - Rural and Low Income Schools

##### K. IDEA, Part B - Flow-Through [2]

Professional development will be provided through our partnership with our Special Education Cooperative, NSSEO. The goal is to provide our staff with the necessary professional development to provide effective service delivery for all of our special education and related services personnel. We would be unable to provide specific professional development for all of our special education staff partnership with NSSEO, our local special education cooperative. Some examples of professional development provided through NSSEO include Non-Violent Crisis Intervention for all of our staff, which is extremely important to keep our students and staff members safe.

##### L. IDEA, Part B - Preschool

Professional Development stipends were offered at the beginning of the pandemic to provide our staff with best practices in planning for remote learning and health and safety protocols. We will continue these practices this year for the sake of our eLearning plan, hospital-bound students, and our diabetic students across the district.

#### Legislative Requirement:

[1] Title III, Section 3115(c)(2)


[2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

\*Required if funding selected for Title I, Part A; Title II, Part A; Title III; Title IV, Part A; Title V, Part B; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool



Applicant: PROSPECT HEIGHTS SD 23

County: Cook

Consolidated District Plan Application: 2025-2026 Consolidated District Plan - 00  
Cycle: Original Application[Printer-Friendly](#)  
[Click to Return to Application Select](#)

Project Number: 26-CDP-00-05-016-0230-02

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
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**Safe and Healthy Learning Environment****INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal****ISBE Goals:**

- ☒ **Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success paying special attention to addressing historic inequities.
- ☒ **Learning Conditions:** All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic needs of each and every child.
- ☒ **Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to education that meets their needs.

**District Goal(s):**

- ☒ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Our goals in District 23 have a direct connection to the selected ISBE Goals. We have four goal areas in the district and they are:  
 Student Success - Ensure all students are well-rounded and emotionally and academically prepared for success in high school.  
 Teaching, Learning, and Innovation - Encourage a learning environment that emphasizes excellence and retains high-quality staff.  
 Family and Community Partnership - Actively engage and communicate with all families to foster collaborative relationships that benefit student learning and understanding of district priorities.  
 Sustainable Resources - Advance effective use of resources to support safe, learner-ready facilities that maximize student learning.

**1. Describe the process through which the districts will:****i. reduce incidences of bullying and harassment;****ii. reduce the overuse of discipline practices that remove students from the classroom [1];****iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below**

- each major racial and ethnic group;
- economically disadvantaged students as compared to students who are not economically disadvantaged;
- children with disabilities as compared to children without disabilities;
- English proficiency status;
- gender; and
- migrant status.

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((count) of 7500 maximum characters used)

One of the goals of District 23's Strategic plan is that every school offers a safe and healthy learning environment for all students. To accomplish this goal, we have developed several strategies in our district attend mandated training to identify warning signs of bullying and harassment. In addition, we have formed a District MTSS - Behaviors Committee to plan for a positive, safe students. This committee plans and shares professional development with the entire staff. This committee and our District Improvement Team look at data on our discipline practices to inform made.

In addition, we have also implemented an additional program within the district, the STRIVE Program. The goal of the program is to provide an additional, safe, and comfortable environment experiencing social and emotional challenges. The additional environment provides them an alternate space where they can access their curriculum safely at a pace that matches their social program has been extremely successful in its first two years of implementation and will be expanding next year.

Response from the prior year Consolidated District Plan.

One of the goals of District 23's Strategic plan is that every school offers a safe and healthy learning environment for all students. To accomplish this goal we have developed several strategies in our district attend mandated training to identify warning signs of bullying and harassment. In addition, we have formed a District MTSS - Behaviors Committee to plan for a positive, safe students. This committee plans and shares professional development with the entire staff. This committee as well as our District Improvement Team looks at data on our discipline practices to be made.

**2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and home care of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]**

((42 U.S.C. 11301 et seq.))\*

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((count) of 7500 maximum characters used)

District 23 will provide a supportive student environment for our homeless students. We will provide the same rigorous standards-based curriculum and support that we would with any other student. District 23 will provide transportation services, school supplies, and any materials needed for access to the District 23 curriculum and programming. Training for school staff regarding legal issues transition will also continue to be provided.

Response from the prior year Consolidated District Plan.

District 23 will provide a supportive student environment to our homeless students. We will provide the same rigorous standards-based curriculum and support that we would with any other student. District 23 will provide transportation services; school supplies, and any materials needed for access to the District 23 curriculum and programming. Training for school staff regarding legal issues transition will also continue to be provided.

**Title I Requirement:**

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children not meeting standards

**Legislative Requirements:**

- [1] Title I, Part A, Section 1112(b)(11)
- [2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646
- [3] Title I, Part A, Section 1112(b)(6)

\*Required if funding selected for Title I, Part A and/or Title IV, Part A

# Consolidated District Plan

59:57

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## Attendance Center Designation

[Instructions](#)

The application has been submitted. No more updates will be saved for the application.

## Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1002 - MACARTHUR MIDDLE SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	04/10/2025
2001 - DWIGHT D EISENHOWER ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	04/10/2025
2004 - BETSY ROSS ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	04/10/2025
2005 - ANNE SULLIVAN ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	04/10/2025

Describe anticipated Reorganizations:	
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Applicant: PROSPECT HEIGHTS SD 23  
 Application: 2025-2026 Consolidated District Plan - 00  
 Cycle: Original Application  
 Project Number: 26-CDP-00-05-016-0230-02

County: Cook

Consolidated District Plan ▾

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
Title I Specific - Part One								Title I Specific - Part Two	

## Title I Specific Requirements - Part Two

If Title I funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use Needs Assessment and Programs page and select Title I, save the page, and return to this page.

**INSTRUCTIONS:** Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal

## ISBE Goals:

- ☒ **Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful career, paying special attention to addressing historic inequities.
- ☒ **Learning Conditions:** All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic needs of each and every child.
- ☒ **Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide an education that meets their needs.

**District Goal(s):** Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

- ☒ Our goals in District 23 have a direct connection to the selected ISBE Goals. We have four goal areas in the district and they are:  
 Student Success - Ensure all students are well-rounded and emotionally and academically prepared for success in high school.  
 Teaching, Learning and Innovation - Encourage a learning environment that emphasizes excellence and retains high-quality staff.  
 Family and Community Partnership - Actively engage and communicate with all families to foster collaborative relationships that benefit student learning and understanding of district priorities.  
 Sustainable Resources - Advance effective use of resources to support safe, learner-ready facilities that maximize student learning.

**1. School Improvement 1003: Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted (2) of section 1111(d).\* (Section 1112(b)(3))**

## Section 1111(d)

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan. **DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.**

If the district does not have any schools identified as comprehensive or targeted, enter

**No schools identified under this part**

([count] of 7500 maximum characters used)

In the event that PHSD #23 were to have students identified as needing comprehensive support or targeted support and improvement, the district would develop a plan based on the following: (academic, social-emotional), 2) gap analysis review of programs (core instruction, intervention instruction), program implementation (time spent in the program, the fidelity of program components), development, curriculum materials, instructional supplies, etc.

Response from the approved prior year Consolidated District Plan.

In the event that PHSD #23 were to have students identified as needing comprehensive support or targeted support and improvement, the district would develop a plan based on the following: (academic, social-emotional), 2) gap analysis review of programs (core instruction, intervention instruction), program implementation (time spent in the program, the fidelity of program components), development, curriculum materials, instructional supplies, etc.

**2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution?**

- ☐ Yes  
☒ No

**3. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure the percentage of children in poverty through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA.\* (Section 1112(b)(4))**

## Measures of Poverty from 1113(5)(A) and (B)

- ☒ **School Lunch:** the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),
- ☐ **TANF:** the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,
- ☐ **Medicaid:** the number of children eligible to receive medical assistance under the Medicaid Program, and/or
- ☒ **Direct Certification.**

**4. Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those programs. If appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.\* (Section 1112(b)(5))**

## Section 1114 and 1115

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([count] of 7500 maximum characters used)

As of May 10, 2023, each school in Prospect Heights School District 23 was approved to be considered a schoolwide program. Our poverty levels have remained consistent since 2018. We will bring this to our Board of Education again on April 10, 2025, to re-approve our Title I Schoolwide waivers. Our Schoolwide programs will center on providing reading and math support for students in need, with a goal of moving all students towards and past proficiency on local and state assessments. Each school will utilize its comprehensive needs assessment to identify the action steps it will need to take towards that goal.

District 23 does not currently serve students living in local institutions or community day programs for neglected or delinquent children.

Response from the approved prior year Consolidated District Plan.

As of May 10, 2023, each school in Prospect Heights School District 23 was approved and met the poverty level requirements to be considered a schoolwide program. Our poverty levels have remained consistent since 2018. We will bring this to our Board of Education again on May 10, 2023, to re-approve our Title I Schoolwide waivers. Our Schoolwide programs will center on providing reading and math support for students in need, with a goal of moving all students towards and past proficiency on local and state assessments. Each school will utilize its comprehensive needs assessment to specifically identify the action steps they will need to take towards that goal.

District 23 does not currently serve students living in local institutions or community day programs for neglected or delinquent children.

**5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND the district will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.\* (Section 1112(b)(5))**

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Applicant: PROSPECT HEIGHTS SD 23  
 Application: 2025-2026 Consolidated District Plan - 00  
 Cycle: Original Application  
 Project Number: 26-CDP-00-05-016-0230-02

County: Cook

Consolidated District Plan ▾

Printer-Friendly  
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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
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## IDEA Specific Requirements

If IDEA funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use IDEA funding, select the IDEA funding option on the Needs Assessment and Programs page and select IDEA, save the page, and return to this page.

**INSTRUCTIONS:** Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.

## ISBE Goals:

- ☒ **Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful career or postsecondary education.
- ☒ **Learning Conditions:** All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic needs of each and every child.
- ☒ **Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide a high-quality education that meets their needs.

**District Goal(s):** Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

- ☒ Our goals in District 23 have a direct connection to the selected ISBE Goals. We have four goal areas in the district that include:  
 Student Success - Ensure all students are well-rounded and emotionally and academically prepared for success in high school.  
 Teaching, Learning, and Innovation - Encourage a learning environment that emphasizes excellence and retains high-quality staff.  
 Family and Community Partnership - Actively engage and communicate with all families to foster collaborative relationships that benefit student learning and understanding of district priorities.  
 Sustainable Resources - Advance effective use of resources to support safe, learner-ready facilities that maximize student learning.

**1. How was the comprehensive needs assessment information used for planning grant activities?\*** This section should include the comprehensive needs identified by the activities and programs funded by IDEA.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Our Special Education Collaborative, NSSEO has surveyed staff and parents in the form of a Needs Assessment. This Needs Assessment, along with our program review data, indicates that staff have access to the general education classroom for them to be successful. Paraprofessionals are needed to modify the curriculum and provide accommodations. In addition, due to our small size, we have a full spectrum of placement options within our district school. Therefore, we work collaboratively with NSSEO to address the needs of some students in their therapeutic day schools. Some of our students' tuition in the therapeutic setting.

This information will be used to shape our plans for professional development as well as programming options that are funded by IDEA.

Response from the approved prior year Consolidated District Plan.

Our Special Education Collaborative, NSSEO has surveyed staff and parents in the form of a Needs Assessment. This Needs Assessment along with our program review data indicates that staff have access to the general education classroom in order for them to be successful. Paraprofessionals are needed to modify the curriculum and provide accommodations. In addition due to our small size, we have a full spectrum of placement options within our district school. Therefore we work collaboratively with NSSEO to address the needs of some students in their therapeutic day schools. Some of our students' tuition in the therapeutic setting.

This information will be used to shape our plans for professional development as well as programming options that are funded by IDEA.

**2. Summarize the activities and programs to be funded within the grant application.\***

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Professional development will be provided through a partnership with our Special Education Cooperative, NSSEO. The goal is to provide our staff with the necessary professional development delivery services for our special education and related services personnel. We would be unable to provide specific professional development for all of our special education staff without our partnership through NSSEO. Some examples of professional development provided through NSSEO include Non-Violent Crisis Intervention for all of our staff, which is extremely important to our members' safety.

Response from the approved prior year Consolidated District Plan.

Professional development will be provided through a partnership with our Special Education Cooperative, NSSEO. The goal is to provide our staff with the necessary professional development delivery services for our special education and related services personnel. We would be unable to provide specific professional development for all of our special education staff without our partnership through NSSEO. Some examples of professional development provided through NSSEO include Non-Violent Crisis Intervention for all of our staff which is extremely important to our members' safety.

**3. Describe any changes in the scope or nature of services from the prior fiscal year.\***

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

This grant will be used in primarily the same way as the prior fiscal year. We will continue to allocate a portion of the IDEA funds to help with professional development and retraining staff on specifically for Spanish ELs. We have found that we have been over-identifying students with IEPs who are Spanish language MLs.

Response from the approved prior year Consolidated District Plan.

The majority of this grant will be the same as the prior fiscal year. The only change is that we will allocate a portion of the IDEA funds to help with professional development and retraining staff specifically for Spanish ELs. We have found that we have been over-identifying students with IEPs who are Spanish language MLs. This will require additional professional development.

**4. How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicator listing of State Performance Plan (SPP) Indicators, please click on the hyperlink below.**

<https://www.isbe.net/Pages/SPPAPR-Indicators.aspx>

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Indicators 5 and 6: Educational Environments - Funds will be used to provide professional development through our special education cooperative (NSSEO) to strengthen staff educational strategies, more background and training our staff members possess around best educational practices for student success, the more successful our students will be. This success will help them close the achievement gap and achieve overall success in the school setting.

Indicator 7: Early Childhood Outcomes - Funds will support instructional assistants (salaries & benefits) in early childhood classrooms. As we have positive outcomes in early childhood working academics, social-emotional, and behavioral needs, this will impact every child's schooling for years to come.

Indicator 8: Parent Involvement - Funds will support family engagement nights for special education families by supporting stipends and benefits to staff for supporting the events as well as ensuring strong parent involvement helps build a climate and culture for all; kids will feel parental support and will want to strive toward success. It is also helpful to have parental support for as a team for the positive outcomes of every child.

Indicator 12: Early Childhood Transition - Funds will support instructional assistants (salaries and benefits) in early childhood classrooms. Working together with parents for a positive transition everything work smoothly and with less interruption to the students and staff. Proactive transitions are what we all should be seeking.

Indicator 13: Secondary Transition - Some funds will pay for a portion of students' tuition in therapeutic settings. We work collaboratively with NSSEO to address the needs of some students because we are unable to offer a full spectrum of placement options within our district school. Working together with parents for a positive transition to all next big steps makes everything work smoothly and with less interruption to the students and staff. Proactive transitions are what we all should be seeking.



Applicant: PROSPECT HEIGHTS SD 23  
 Application: 2025-2026 Consolidated District Plan - 00  
 Cycle: Original Application  
 Project Number: 26-CDP-00-05-016-0230-02

County: Cook

Consolidated District Plan ▼

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			

## Overview

**\*Note: This plan section is not required for the Department of Juvenile Justice.**

**PROGRAM:** Youth in Care Stability  
**PURPOSE:** To comply with ESSA requirements for educational stability for students who are Youth in Care.  
**REQUIRED FOR:** All Illinois school districts and state-authorized charter schools  
**RESOURCES:** [ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014](#)  
[US Department of Education \(USDE\) web page for Students in Foster Care](#)  
[The Fostering Connections to Success and Increasing Adoptions Act of 2008 \(P.L. 110-351\)](#)  
[Educational Stability Requirements \(Effective October 7, 2008\)](#)  
[Public Act 099-0781 \(effective 8/12/2016\)](#)  
[USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care \(June 23, 2016\)](#)  
[Finance, Budgets & Funding – Transportation Programs \(scroll to Foster Care Transportation section\)](#)  
[ESEA of 1965 as Amended, Section 6312\(c\)](#)

## BACKGROUND

Section 6312(5)(B) of ESEA of 1965 as Amended by ESSA requires that the local educational agency (LEA) collaborate with the state or local child welfare agency to develop and implement procedures governing how transportation to maintain students who are Youth in Care in the school of origin when in their best interests will be provided, arranged, and funded for the as Youth in Care.

## DEFINITION AND REFERENCES

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total.

First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburbans. The manufacturer's Certification Label located on the inside of the driver's side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 57 Vehicle Usage:

[https://www.isbe.net/Documents/school\\_vehicle\\_guidance.pdf](https://www.isbe.net/Documents/school_vehicle_guidance.pdf)

[https://www.isbe.net/Documents/vehicle\\_use\\_summary.pdf](https://www.isbe.net/Documents/vehicle_use_summary.pdf)

<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>

Transportation Programs:

<https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx>

## REQUIREMENTS

**A. The following factors should be considered when developing the transportation procedures for a student that is Youth in Care/in foster care:**

1. Safety
2. Duration of the need for services
3. The time/length of travel time for the student each day
4. Time of placement change
5. Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)
6. Traffic patterns
7. Flexibility in school schedule
8. Impact of extracurricular activities on transportation options.
9. Maturity and behavioral capacity of student

**B. The following low-cost/no-cost options should be considered when developing the transportation procedures:**

1. Pre-existing transportation route
2. New transportation route
3. Route-to-Route hand-offs
4. District-to-district boundary hand-offs
5. Eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA)
6. Alternatives not directly provided by the district/school such as:
  - a. Contracted services - taxis, student transport companies, etc. - see note below
  - b. Public transportation such as city buses, rails, etc.
  - c. Carpools - see note below
  - d. School/District staff - see note below
  - e. Options presented by DCFS out of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport in core child placing agencies or group homes

**NOTE: A school bus driver permit is REQUIRED for these options! IMPORTANT: All drivers transporting students (other than parents/guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-312(c) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.**

**REMINDER: A multifunction school activity bus (MFSAB) can NEVER be used to transport home-to-school or school-to-home [625 ILCS 5/1-148.3a-5]**

**C. The following funding options should be considered when developing the transportation procedures for a student that is Youth in Care/in foster care:**

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)
3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
4. State special education transportation funds, if the student has an IEP



Applicant: PROSPECT HEIGHTS SD 23

County: Cook

Consolidated District Plan ▼

Application: 2025-2026 Consolidated District Plan - 00  
Cycle: Original Application[Printer-Friendly](#)  
[Click to Return to Application Select](#)

Project Number: 26-CDP-00-05-016-0230-02

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	Specific
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			

**Contact Information****\*Note: This page is not required for the Department of Juvenile Justice.**

As part of the Youth in Care Stability Plan development process, several stakeholders should be involved. These may include, but are not limited to:

- Local educational agency (LEA) point of contact for Youth in Care/Foster Care students (LEA-POC)
- LEA transportation director
- Child welfare agency point of contact
- LEA Department of Children and Family Services (DCFS) liaison as permitted by 105 ILCS 5/10-20.58, if applicable
- Title I director
- School social worker
- Guidance counselor
- Special education personnel

**Provide contact information for all personnel included in the development of the plan. The LEA-POC and transportation director are required as applicable.**

## 1. Youth in Care/Foster Care LEA-POC - required\*

Last Name*	First Name*	Position/Title*	Email*
Dominique	Guza	Director of Student Services	dguza@d23.org

☐ Click here to add information for an additional Youth in Care/Foster Care LEA-POC.

## 2. LEA Transportation Director - required\*

Last Name*	First Name*	Position/Title*	Email*
McPartlin	Amy	Assistant Superintendent for Finance & Operations	amcpartlin@d23.org

☒ Click here to add information for other personnel involved in the plan development.

## 3. Other personnel

Last Name	First Name	Position/Title	Email
Curtis	Craig	Assistant Superintendent for Teaching & Learning	ccurtis@d23.org

☐ Click here to add information for additional other personnel.

\*Required field

Applicant: PROSPECT HEIGHTS SD 23  
 Application: 2025-2026 Consolidated District Plan - 00  
 Cycle: Original Application  
 Project Number: 26-CDP-00-05-016-0230-02

County: Cook

Consolidated District Plan ▼

[Printer-Friendly](#)  
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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
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### Best Interest Determination as it relates to School Stability

**\*Note: This page is not required for the Department of Juvenile Justice.**

**NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.**

#### 1. Describe the process for determining the best interest of the affected student's placement if the student becomes a Youth in Care or changes residences while the positions of all district personnel and other stakeholders involved.\*

*Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in their best interest, as it relates to ensuring*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

**DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.** District 23 will provide a students in Foster Care. We will provide the same rigorous standards-based curriculum and support that we would with any other students. In addition, District 23 will provide transportation service needed for access to the District 23 curriculum and programming. Training for school staff regarding legal issues and rights of families in transition will also continue to be provided. District personnel would be the Assistant Superintendent of Curriculum and Instruction, Chief School Business Official in charge of Transportation, the school principal, the school social worker, and teachers.

Some of the factors considered in the Best Interest Determination include:

The wishes of the child (if old enough to capably express a reasonable preference);  
 The mental and physical health of the parents;  
 Any special needs a child may have and how each parent takes care of those needs;  
 Religious and/or cultural considerations;  
 The need for continuation of a stable home environment;  
 Other children whose custody is relevant to this child's custody arrangement;  
 Support and opportunity for interaction with members of the extended family of either parent (such as grandparents);  
 Interactions and interrelationships with other members of the household;  
 Adjustments to school and community;  
 The age and sex of the child;  
 Whether there is a pattern of domestic violence in the home;  
 Parental use of excessive discipline or emotional abuse; and  
 Evidence of parental drug, alcohol, or child/sex abuse. Youth in Care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.

The superintendent will designate at least one person to serve as the Foster Care Point of Contact (POC). The POC may also be the homeless student coordinator. If additional staff members are needed, additional assignments will be made as necessary. The POC will work in the best interest of the student to ensure that all educational requirements are being met.

The POC will work with the child welfare agency to:

Coordinate with the corresponding child welfare agency to implement Title I provisions;  
 Lead the development of a process for making the best interest determinations;  
 Document the best interest determination;  
 Facilitate the transfer of records and immediate enrollment;  
 Facilitate data sharing with the child welfare agencies, consistent with FERPA and other privacy protocols;  
 Develop and coordinate local transportation procedures; and,  
 Manage best interest determinations and transportation cost disputes.

#### Response from the approved prior year Consolidated District Plan.

District 23 will provide a supportive student environment for our students in Foster Care. We will provide the same rigorous standards-based curriculum and support that we would with any other students in transportation services; school supplies, and any materials needed for access to the District 23 curriculum and programming. Training for school staff regarding legal issues and rights of families in transition will also continue to be provided. District personnel involved in the best interest determination would be the Assistant Superintendent of Curriculum and Instruction, Chief School Business Official in charge of Transportation, the school principal, the school social worker, and teachers.

Some of the factors considered in the Best Interest Determination include:

The wishes of the child (if old enough to capably express a reasonable preference);  
 The mental and physical health of the parents;  
 Any special needs a child may have and how each parent takes care of those needs;  
 Religious and/or cultural considerations;  
 The need for continuation of a stable home environment;  
 Other children whose custody is relevant to this child's custody arrangement;  
 Support and opportunity for interaction with members of the extended family of either parent (such as grandparents);  
 Interactions and interrelationships with other members of the household;  
 Adjustments to school and community;  
 The age and sex of the child;  
 Whether there is a pattern of domestic violence in the home;  
 Parental use of excessive discipline or emotional abuse; and  
 Evidence of parental drug, alcohol, or child/sex abuse. Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.

The superintendent will designate at least one person to serve as the Foster Care Point of Contact (POC). The POC may also be the homeless student coordinator. If additional staff members are needed, additional assignments will be made as necessary. The POC will work in the best interest of the student to ensure that all educational requirements are being met.

The POC will work with the child welfare agency to:

Coordinate with the corresponding child welfare agency to implement Title I provisions;  
 Lead the development of a process for making the best interest determinations;  
 Document the best interest determination;  
 Facilitate the transfer of records and immediate enrollment;  
 Facilitate data sharing with the child welfare agencies, consistent with FERPA and other privacy protocols;  
 Develop and coordinate local transportation procedures; and,  
 Manage best interest determinations and transportation cost disputes.

#### 2. Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Section 504.

[See IDEA legislation here](#) [See Section 504 here](#)

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

**DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.**

District 23 will provide a supportive student environment to our Youth in Care children. We will take extra precautions for these students who have disabilities and 504 plans. Students who have a disability under IDEA and students with a disability under Section 504 and are in foster care will be entitled to transportation services in the same manner as all other student transportation routes, the District will collaborate with the child welfare agency when transportation is required to maintain children placed in foster care in a school of origin outside their usual attendance area of the student. The POC will invite appropriate District staff, the child welfare agencies, and appropriate staff from other districts to promptly arrange cost-effective transportation for the student given by our special education cooperative (NSSEO) plus additional district surveys were used to identify activities that meet the needs of our students with disabilities.

#### Response from the approved prior year Consolidated District Plan.

District 23 will provide a supportive student environment to our students in Foster Care children. We will take extra precautions for these students who have disabilities and 504 plans. Students who have a disability under IDEA and students with a disability under Section 504 and are in foster care will be entitled to transportation services in the same manner as all other student transportation routes, the District will collaborate with the child welfare agency when transportation is required to maintain children placed in foster care in a school of origin outside their usual attendance area of the student.



Applicant: PROSPECT HEIGHTS SD 23  
 Application: 2025-2026 Consolidated District Plan - 00  
 Cycle: Original Application  
 Project Number: 26-CDP-00-05-016-0230-02

County: Cook

Consolidated District Plan

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			

## Youth in Care Stability Plan Development

**\*Note: This plan section is not required for the Department of Juvenile Justice.**

**NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.**

**1. Describe the process for determining how transportation will be provided to students who qualify, including the position of all individuals involved in the process**

*Be sure to include the factors that should be considered when developing the transportation procedures for a student who is Youth in Care.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

**DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.** The Assistant Superintendent Learning, The Assistant Superintendent for Finance and Operations in charge of transportation, the school administration, and legal guardians will meet to provide a plan for any student placed in foster care or changes residence while in foster care, the child welfare agency staff member assigned to the student shall notify the student's current school. If the student moves to a new residence in the same district, the foster care POC is notified and invited to participate in a Best Interest Determination meeting.

Response from the approved prior year Consolidated District Plan.

The Assistant Superintendent for Curriculum and Instruction, The Chief School Business Official in charge of transportation, the school administration, and legal guardians will meet to provide a plan for any student placed in Foster Care. This is to ensure the best interest determination in terms of transportation for the child to and from the Foster Care home and school. We aim to have the least disruptive process for the student. When a student is placed in foster care or changes residence while in foster care, the child welfare agency staff member assigned to the student shall notify the student's current school. If the student moves to a new residence in the same district, the foster care POC is notified and invited to participate in a Best Interest Determination meeting.

**2. Indicate which options will be considered when developing the transportation plan. Check all that apply.\***

- ☒ a. Pre-existing transportation route
- ☒ b. New transportation route
- ☒ c. Route-to-route hand-offs
- ☒ d. District-to-district boundary hand-offs
- ☒ e. Other services for which student is eligible, such as IDEA transportation options
- ☒ f. Options presented by DCFS worker
- ☒ g. Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.

**IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.**

- ☒ h. Other - describe  
The District utilizes taxis through approved providers if it is warranted for the student's educational plan or other agreed-upon circumstances. Public transportation is also provided if it is within the student's residential area.
- ☐ i. Other - describe
- ☐ j. Other - describe

**3. Describe how all funding options selected above will be considered and coordinated when developing the transportation plan.\***

*Be sure to include the funding options that should be considered when developing the transportation procedures for a student who is Youth in Care.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

**DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.**

The team would coordinate with the Assistant Superintendent for Finance and Operations to coordinate the funding for the child's transportation plan. Transportation within the district utilizing the regular transportation routes will be funded through local funds. Title I funds may be used if transportation is not comparable to that provided for homebound instruction. If a student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Education (FAPE).

Response from the approved prior year Consolidated District Plan.

The team would coordinate with the Chief School Business Official to coordinate the funding for the child's transportation plan.

Transportation within the district utilizing the regular transportation routes will be funded through local funds. Title I funds may be used if transportation is not comparable to that provided for homebound instruction. If a student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Education (FAPE).

**4. Describe the dispute resolution process to be utilized if the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a student in need.\***

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

**DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.**

We would do our very best to come to an agreement based on the best interest of a child in Foster Care. In the rare event that there would be a dispute, we would hire an outside mediator. It is recognized that both the District and the child welfare agency will act with the best interests of the student in mind. However, since both parties are approaching the issue from different perspectives, sometimes occur.

If a dispute over transportation expenses arises, the school district must provide transportation services while payment disputes are being resolved. Every effort must be made to collaborate with Supervising Agency and the aggrieved parties to resolve the complaint or dispute at the local level before it is sent to DCFS.

Response from the approved prior year Consolidated District Plan.

We would do our very best to come to an agreement based on the best interest of a child in Foster Care. If in the rare event that there would be a dispute, we would hire an outside mediator.

It is recognized that both the District and the child welfare agency will act with the best interests of the student in mind. However, since both parties are approaching the issue from different perspectives, sometimes occur.

If a dispute over transportation expenses arises, the school district must provide transportation services while payment disputes are being resolved. Every effort must be made to collaborate with Supervising Agency and the aggrieved parties to resolve the complaint or dispute at the local level before it is sent to DCFS.

**5. Describe how the district/school will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.**

**NOTE: Include that the School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved.**

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

**DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.**

We would continue to provide or arrange the current transportation arrangement while the disputes are being resolved. If we are considered the School Of Origin [SOO], we would be responsible for the transportation while all disputes are being resolved.

The District of the school of origin will be responsible for the transportation while all disputes are being resolved. The student must remain in his/her school of origin while any dispute regarding transportation is being resolved per the Illinois School Board of Education.

Response from the approved prior year Consolidated District Plan.

We would continue to provide or arrange the current transportation arrangement while the disputes are being resolved. If we are considered the School Of Origin [SOO], we would be responsible for the transportation while all disputes are being resolved.

<b>Program Name:</b>	EL - Bilingual Service Plan
<b>Purpose:</b>	The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code A Part 228 Transitional Bilingual Education. In addition, this data collection will help the Multilingual Department better support school districts in providing English proficiency and meet the same challenging academic standards as all children are expected to meet in Illinois.
<b>Rules:</b>	<a href="#"><u>23 Ill. Admin. Code, Part 228.50</u></a>
<b>Contact:</b>	Multilingual Department at 312-814-3850 <a href="mailto:multilingual@isbe.net"><u>multilingual@isbe.net</u></a>



Applicant: PROSPECT HEIGHTS SD 23

County: Cook

Consolidated District Plan 

Application: 2025-2026 Consolidated District Plan - 00

Cycle: Original Application

[Printer-Friendly](#)[Click to Return to Application Select](#)

Project Number: 26-CDP-00-05-016-0230-02

<u>Needs</u>	<u>Stakeholders</u>	<u>Private</u>	<u>Preschool</u>	<u>Student</u>	<u>College</u>	<u>Professional</u>	<u>Safe</u>	<u>Title</u>	<u>IDEA</u>
<u>Assessment Impact</u>		<u>Schools Participation</u>	<u>Coordination</u>	<u>Achievement</u>	<u>and Career</u>	<u>Development</u>	<u>Learning Environment</u>	<u>I Specific Pages</u>	<u>Specific Requirem</u>
<u>BSP</u>					<u>BSP</u>				
<u>Overview</u>					<u>Plan Specifics</u>				
<u>BSP</u>	<u>Attendance</u>			<u>BSP</u>		<u>BSP</u>			
<u>Program Contact</u>	<u>Center Enrollment Information</u>			<u>Professional Development</u>		<u>TBE Requirements</u>			

**BSP Contact Information**

481 English Learners (ELs) are in the district

**Provide information below for the Director/Bilingual Director/Administrator overseeing EL Services**

Last Name\*

Curtis

First Name\*

Craig

Middle  
Initial

M

Phone\*

847 870 5551

Email\*

ccurtis@d23.org

**EL Program Director Requirements:**

Administrative Endorsement



ESL/Bilingual Endorsement

**Administrator Requirements**

If the above requirements are not checked, provide an action plan describing how the district will meet the administrative requirements. Program Director does not meet the requirements of having ESL certification. The program director will take 8 hours of PD related to ELs until the ESL endorsement is earned. However, this school year, we have also hired 2 district ML Teachers to provide additional services to ML students across the district. As part of their services, they have acted as consultants in our district-wide plan. Together, we ensure our plan is sound and we meet the needs of our diverse learners across the district. In addition, I am planning to seek an ESL endorsement in the future to meet the requirement.

\*Required field

**Applicant:** PROSPECT HEIGHTS SD 23  
**Application:** 2025-2026 Consolidated District Plan - 00  
**Cycle:** Original Application  
**Project Number:** 26-CDP-00-05-016-0230-02

**The application has been submitted. No more updates will be saved for the application.**

Overview	Contact Information	Amendments	Needs Assessment and Programs				Plan Specifics	Assurance Pages	
Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment		I Sp
BSP Overview									
BSP Program Contact	Attendance Center Enrollment Information				BSP Professional Development				Tr

481 English Learners (ELs) are in the district

Key: Types of Instructional Design

1. Dual Language - Two Way (Self-contained)
2. Dual Language - One Way (Self-contained)
3. Transitional Bilingual Program (Self-contained)
4. Transitional Bilingual Program (Collaboration)
5. Transitional Program in English (Self-contained)
6. Transitional Program in English (Collaboration)

[illegible]

If one or more attendance centers do not align with Illinois and federal requirements (programming and staffing), then describe how the district will ensure that services/monitoring (refusals/reclassification) from properly endorsed ESL/Bilingual teachers and a plan to obtain/secure/hire an appropriately certified teacher.



Applicant: PROSPECT HEIGHTS SD 23

County: Cook

Consolidated District Plan 

Application: 2025-2026 Consolidated District Plan - 00

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Project Number: 26-CDP-00-05-016-0230-02

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
BSP Overview					BSP Plan Specifics				
BSP Program Contact	Attendance Center Enrollment Information				BSP Professional Development		BSP TBE Requirements		

**BSP Professional Development**

481 English Learners (ELs) are in the district

**PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES**

Describe the professional development activities proposed to be developed and implemented for staff involved in the education of English Learners and immigrant students. Such training helping staff attain the qualifications, knowledge, and skills needed to increase EL and immigrant students' academic performance. These activities must also meet requirements set forth in the TBE/TPI program.

**TBE/TPI Staff Inservice Plan - Indicate at least two Professional Development Activities**

Inservice activities must be provided to ALL staff working with EL students at least twice yearly. If your district has a full-time TBE Spanish program, Spanish language arts PD must be provided to instructional staff. Select the professional development that will be offered in your district for the upcoming fiscal year from the list below.


Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected
<input checked="" type="checkbox"/> Current Research in the Teaching of EL Students	01/06/2026	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Language Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States	01/06/2026	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to EL Students with Disabilities		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Program Standards		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> District Identification Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Program Design	01/06/2026	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students	01/06/2026	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Spanish Language Arts	01/06/2026	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Others (Specify):		<input type="checkbox"/>	<input type="checkbox"/>	

**Comments:**

\*Required field

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirem
BSP Overview					BSP Plan Specifics				
BSP Program Contact	Attendance Center Enrollment Information				BSP Professional Development		BSP TBE Requirements		

BSP TBE Requirements

English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Does your district offer a TBE program?

Yes ☐ No ☐

Comments:

\*Required field



Applicant: PROSPECT HEIGHTS SD 23

County: Cook

Consolidated District Plan 

Application: 2025-2026 Consolidated District Plan - 00

Cycle: Original Application

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
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**TBE Parent Advisory Committee**

481 English Learners (ELs) are in the district

**Does your district offer a TBE program?**Yes ☒No ☐**Verification of Plan Review by Bilingual Parent Advisory Committee for TBE Programs**

Parent and Community Participation - Each district or cooperative with a TBE program shall establish a parent advisory committee consisting of the following: parents, legal guardians, counselors, and community leaders. A majority of its members must be parents of students enrolled in the TBE program. This committee shall:

1. Meet at least four times per year;
2. Maintain on file with the school district, minutes of these meetings; and
3. Review the district's annual Bilingual Service Plan and EL-EBF Spending Plan that was submitted to ISBE for the upcoming fiscal year. (Required activities can be listed on separate BSP must occur after the release of the CDP/BSP and prior to the submission of the CDP/BSP. EL-EBF must be reviewed prior to Oct. 31 of the upcoming fiscal year.)

Identify all members of the Bilingual Parent Advisory Committee. Indicate their role (P-parent, G-guardian, T-teacher, C-counselor, CM-community member) and complete all other

Committee Chairperson	Dr. Craig Curtis	Role	Asst. Supt.	Language(s)	English
Street	700 N. Schoenbeck Rd.	City	Prospect Heights	State	IL
Committee Member	Mrs. Stacy Balla	Role	Teacher	Language(s)	Spanish, English
Street	700 N. Schoenbeck Rd.	City	Prospect Heights	State	IL
Committee Member	Mrs. Alice Johnson	Role	Librarian	Language(s)	English
Street	12 N. Elm St.	City	Prospect Heights	State	IL
Committee Member	Mrs. Dulce Cortez	Role	Parent	Language(s)	Spanish
Street	1212 S Forums Court Apt 2A	City	Wheeling	State	IL
Committee Member	Mrs. Arisbet Figueroa	Role	Parent	Language(s)	Spanish, English
Street	1196 Russetwood Court	City	Wheeling	State	IL
Committee Member		Role		Language(s)	
Street		City		State	
Committee Member		Role		Language(s)	
Street		City		State	
Committee Member		Role		Language(s)	
Street		City		State	
Committee Member		Role		Language(s)	
Street		City		State	
Committee Member		Role		Language(s)	
Street		City		State	

☒ The district certifies that the Bilingual Parent Advisory Committee has had an opportunity to review the Bilingual Service Plan for the upcoming fiscal year prior to submission of

Name of Committee Chairperson:

Dr. Craig Curtis

Date: 03/25/2025

☒ The district certifies that the Bilingual Parent Advisory Committee will have an opportunity to review the EL-EBF Spending Plan as required by 23 Ill. Admin. Code Part 228.30, S