



Programs & Services

Prospect Heights School District 23

November 13, 2025

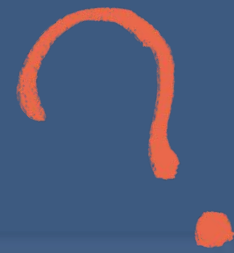
Today's Agenda



- ✓ Multi-Tiered Systems of Support (MTSS) ✕
- ✓ Early Childhood (EC) Programming
- ✓ Student Services - Specialized Programming
- ✓ Multilingual (ML) Programming
- ✓ Coaching Services

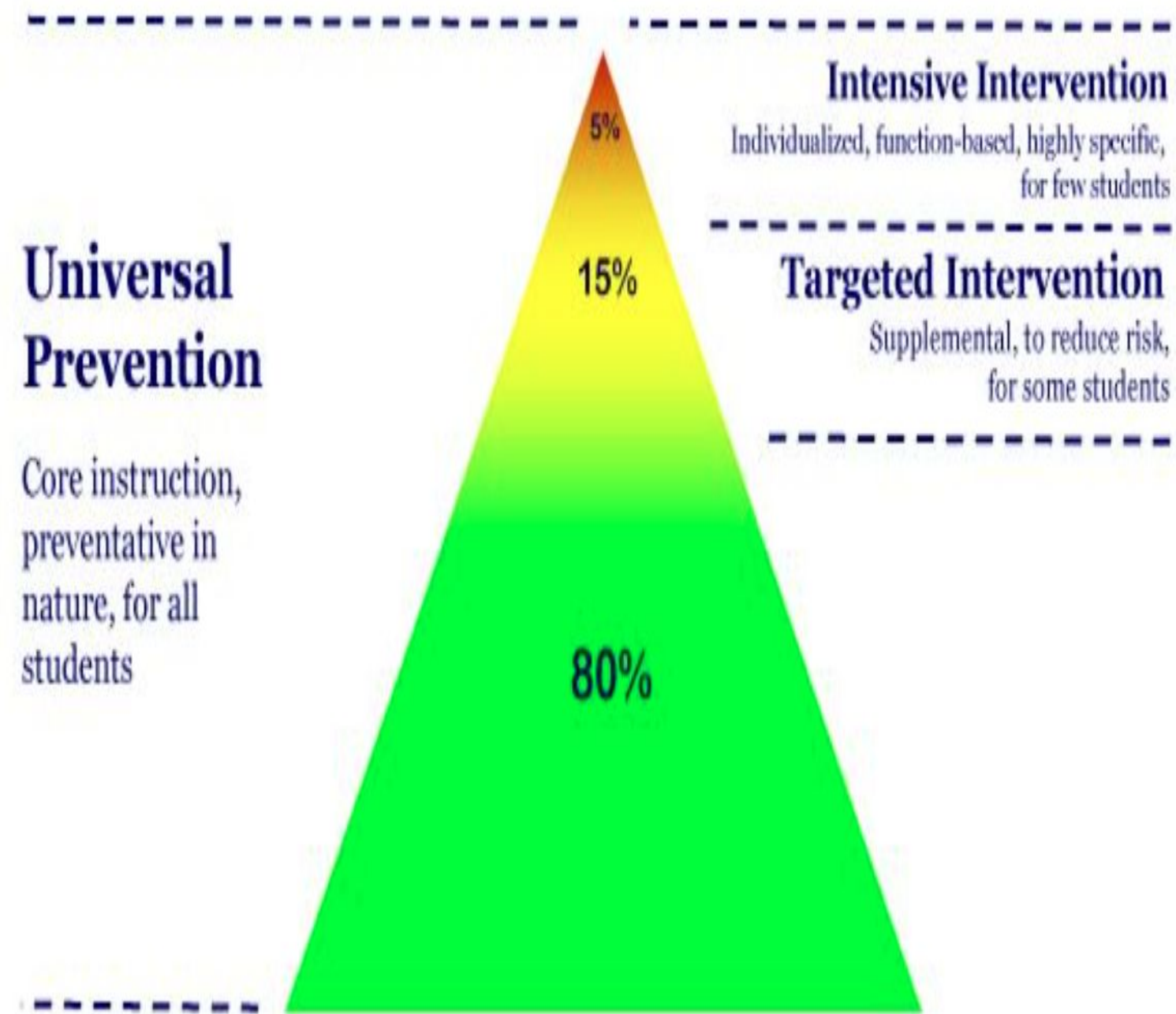
MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)





What is MTSS?

School-Wide Support Systems for Student Success



MTSS is a process designed to help schools focus on and provide high-quality and rigorous instruction, interventions, and/or enrichment to all students. Use of an MTSS process can help avoid a “wait to fail” situation because students get help promptly within the general education environment.



MTSS Committee Timeline

PBIS Reboot

2018-2020

- Focus on positive behaviors, rewards, teaching expectations, and celebrations (Foundations)

MTSS Procedures

2020-2022

- Aligning procedures in district
- Created District 23 MTSS Handbook
- Shift to SEL Needs

SEL Focus

2022-2026

- SEL Curriculum Adoption
- SAFe Framework
- Schoolwide Behavior Plan



This Year with MTSS...

01

Continue
Building-Based
Implementation

02

Review & Implement
the New ECRA
Platform

03

Review & Adopt a New
SEL Curriculum; Finalize
T2 & T3 Interventions





EARLY CHILDHOOD PROGRAMMING



Early Childhood Services

- District 23 provides the following:
 - Early Childhood Special Education
 - Early Childhood Preschool for All
- Early Childhood Preschool for All
 - **Grant funded at-risk** program where students must qualify through a screening process
- Early Childhood Special Education
 - Referred through the screening process or Early Intervention
 - **Identified** through an evaluation process



? Early Childhood Services ?

- Early Childhood Preschool for All:
 - 60 spaces available for students who qualify (40-half day; 20-full day)
 - These 60 spaces are for at-risk students; there are an additional 40-half day spaces available for students with Special Education needs.
 - Currently only 5 full-day spots are left for this school year; half-day spots are full
 - Served in a Blended Classroom
 - Partnership with ECDEC



Early Childhood Services

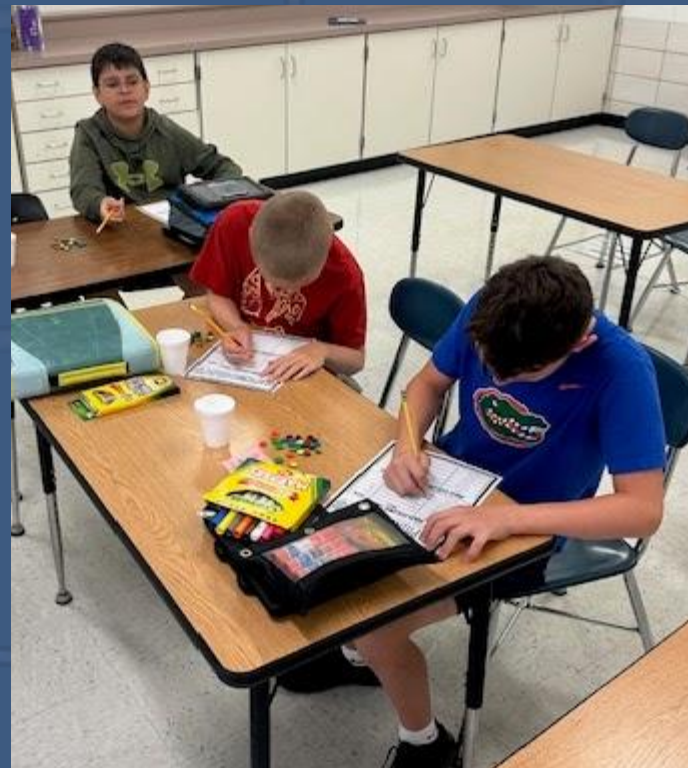
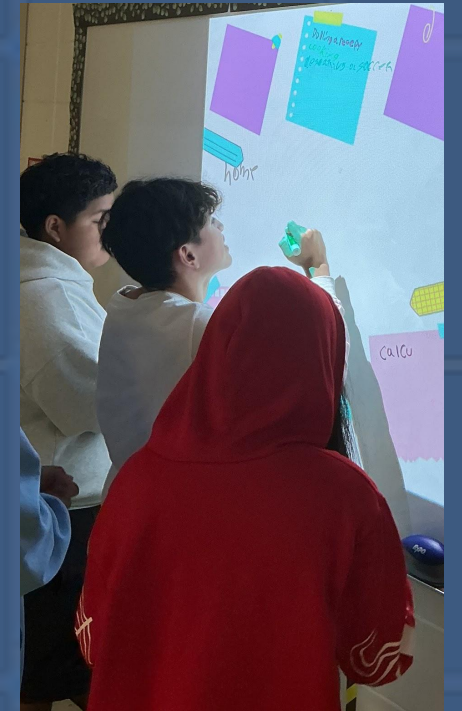
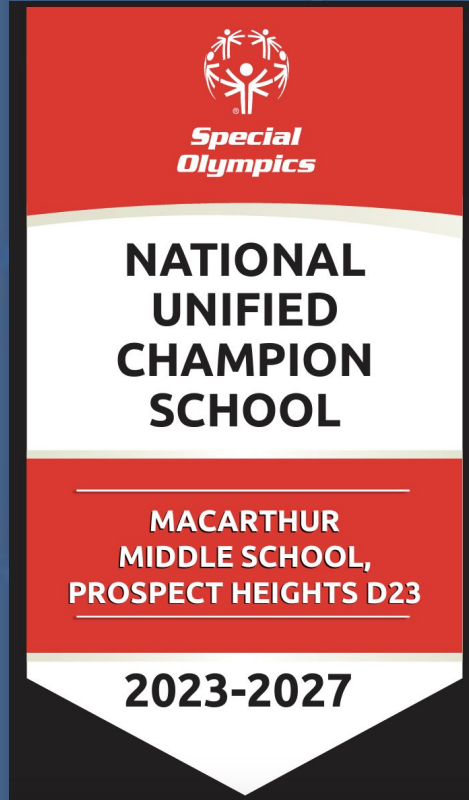
- Early Childhood Special Education:
 - Identified through an evaluation process
 - Most services delivered through Blended or Instructional Classroom
 - Currently serving 27 IEP students; will likely end the year with 55 IEP students
 - Students transitioning from Early Intervention who qualify for services as they turn 3 years old, anytime during the school year

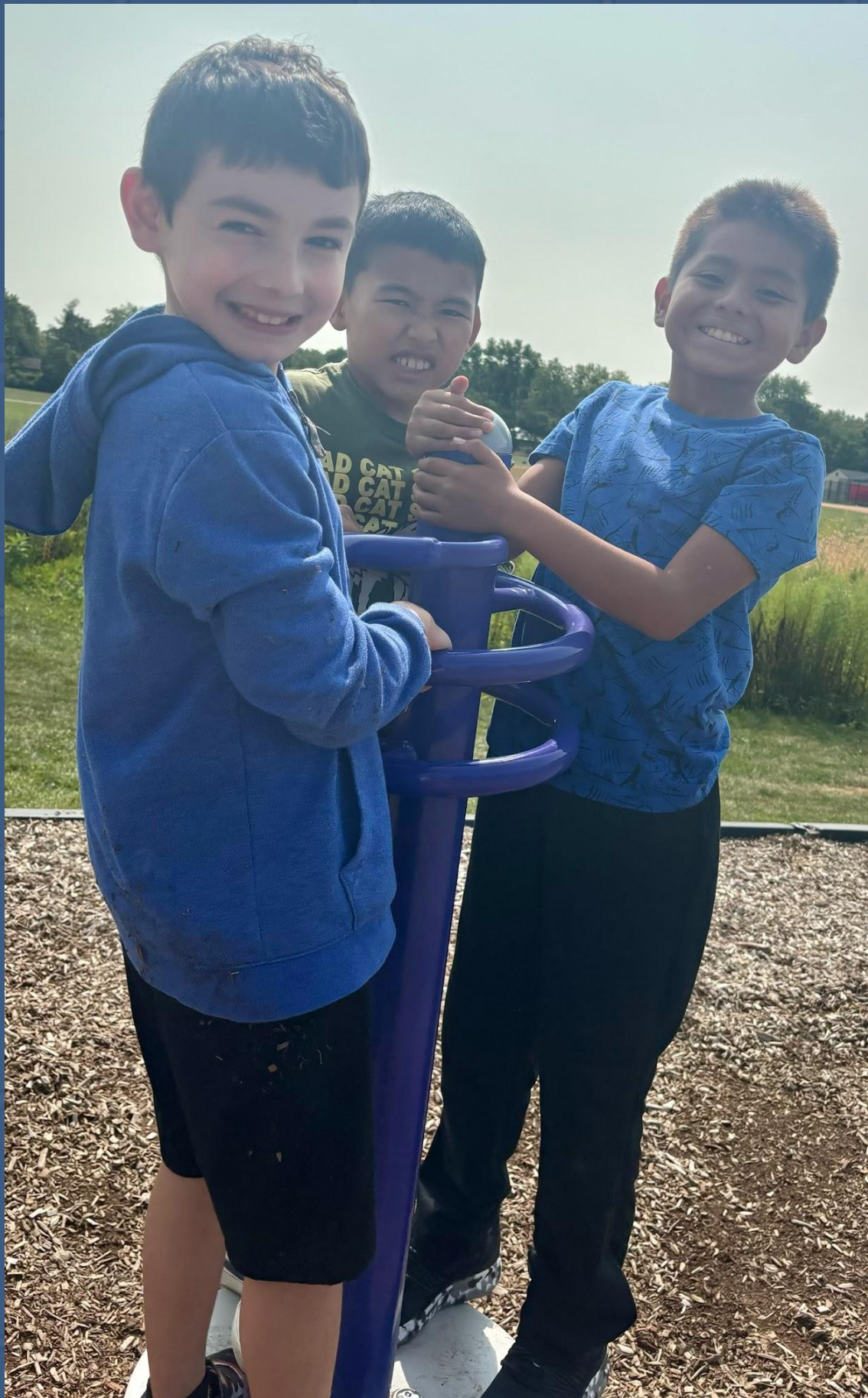
? This Year in Early Childhood ?

- Implementation of our new assessment tool, TS Gold, which aligns with the Creative Curriculum Cloud
- Support the instruction and engagement of students with complex disabilities through coaching and VB-MAPP
- Developing Early Childhood inclusion guidance document to support students with special needs to have more opportunities to learn in the blended classroom



STUDENT SERVICES





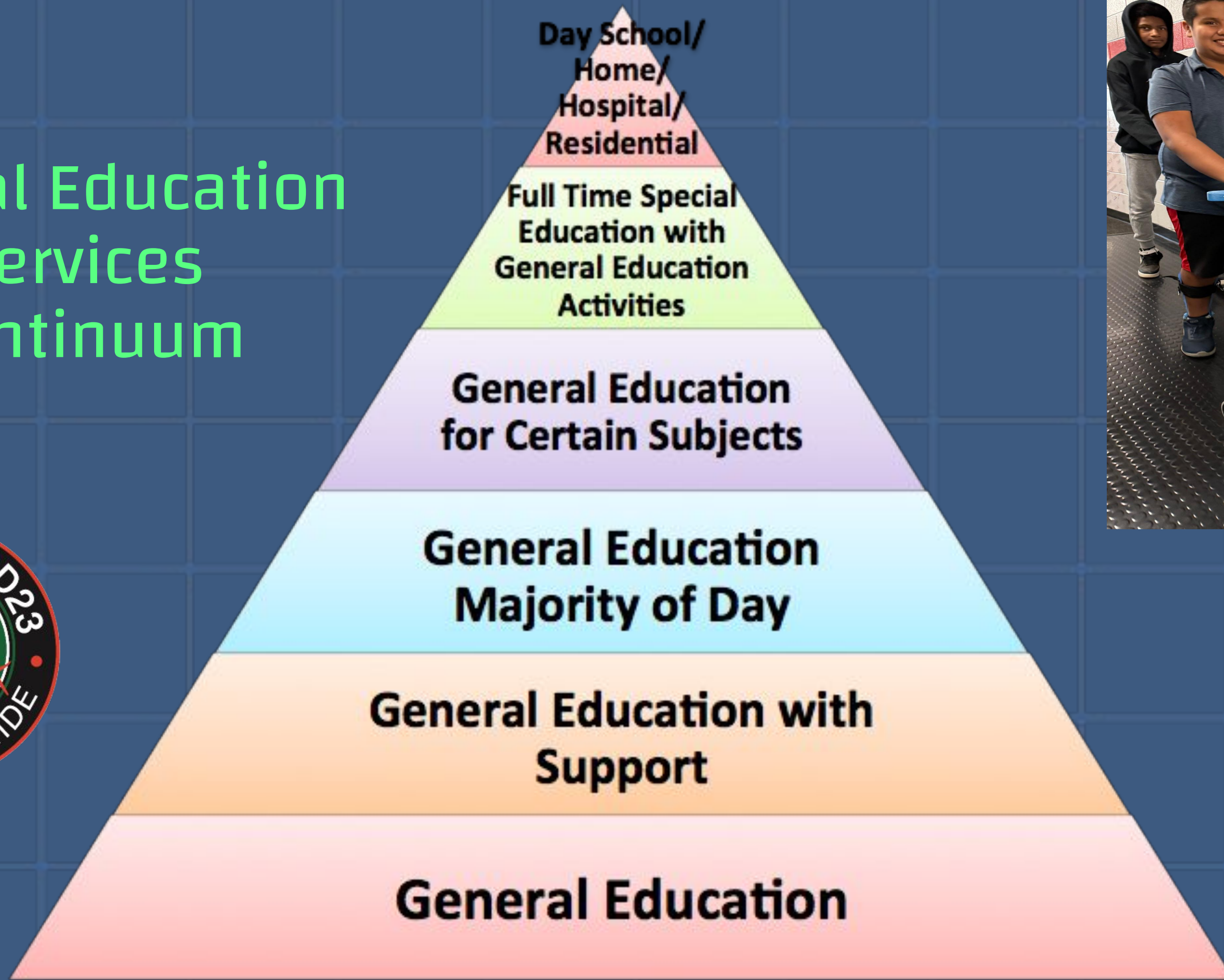
Child Find

- District's obligation to locate and identify children who might be entitled to special education services

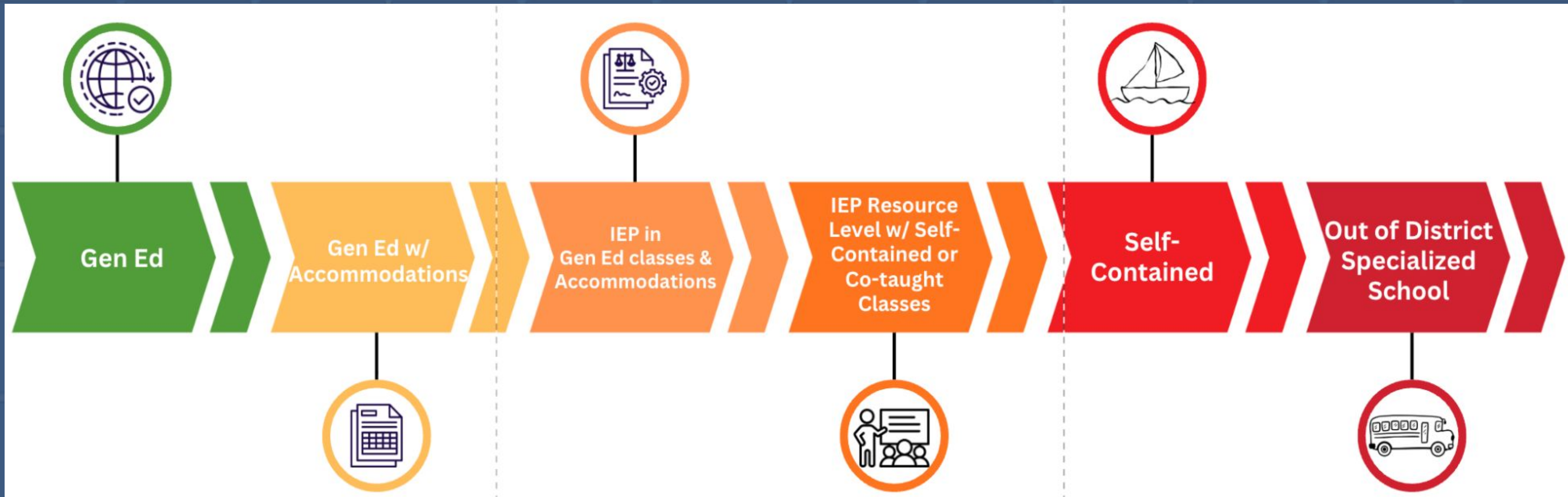
- ✓ Preschool screenings
- ✓ MTSS Process
- ✓ Universal Screenings
- ✓ Notification in Parent Handbook



Special Education Services Continuum



Special Education Services Continuum



Special Education Programming



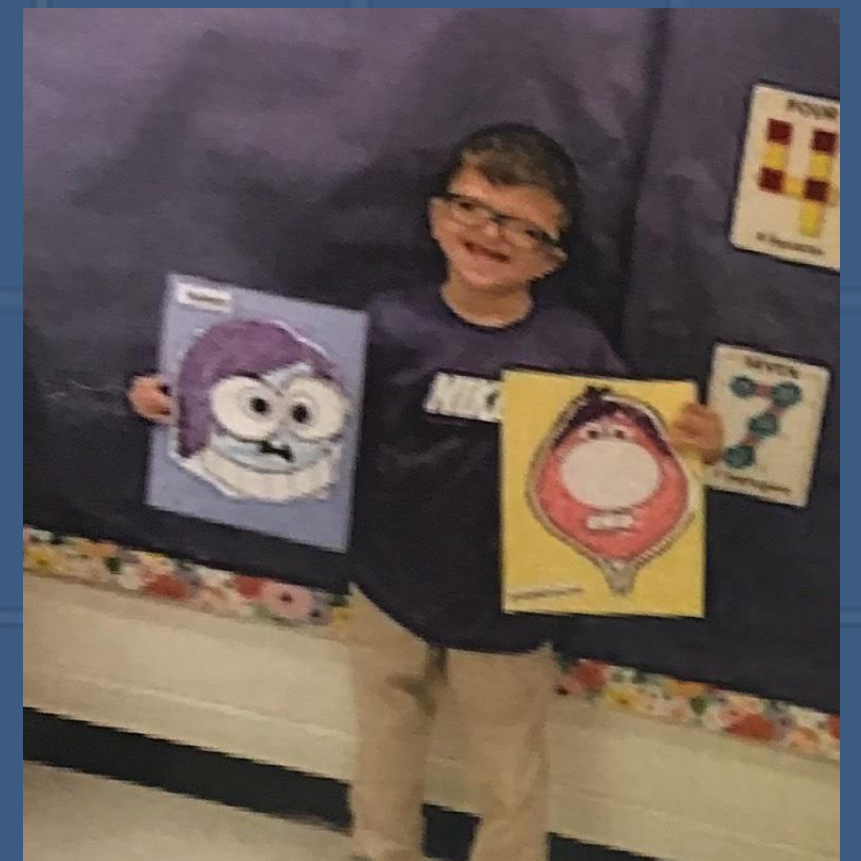
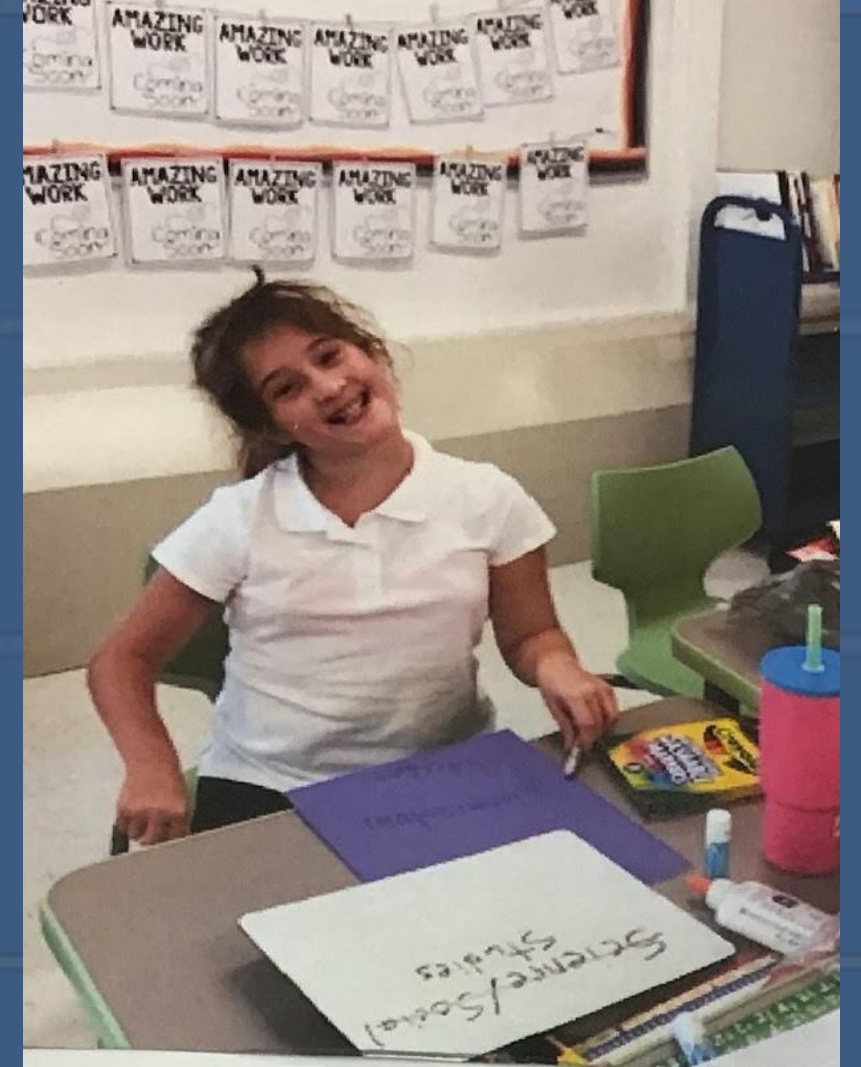
01 Special Education in
General Education

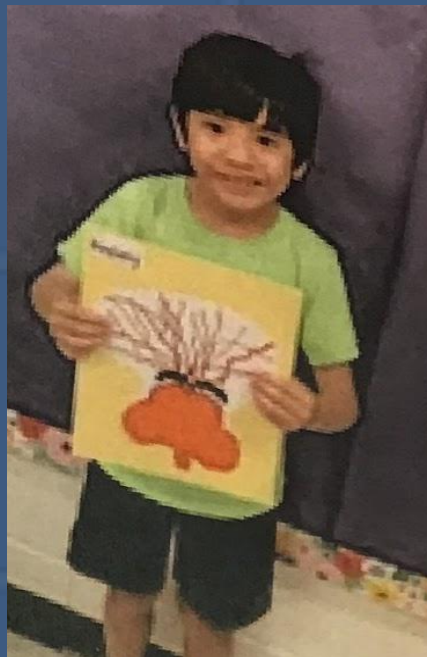
02 Special Education
Outside of General Ed.

03 Programs Outside of
District 23

Special Education within the General Education Setting

- A majority of students in District 23 are serviced through this level of support
- Students participate for most of their day with their same-age peers in the general education classroom
- Related services are provided within their classroom or in a small group outside of the classroom.
- These students have a variety of needs including speech and language delays, ADHD, learning disabilities, and others.





Special Education Outside of the General Education Setting

S.A.I.L.

- Structured Adapted Individualized Learning Program
- 1 SAIL Classroom per building
- Students require the structure of a small classroom, high level of adult support, and often an alternate, life-skills based curriculum. Students have opportunities to push into the general education classroom, usually starting with specials classes and lunch and recess.
- Currently serving 28 students.

STRIVE

- Social Emotional Learning Program
- The vision for the students in this program is for them to be empowered to grow as successful, independent learners in the D23 community by cultivating healthy relationships, gaining self-regulation strategies, and strengthening responsible decision-making skills.
- Students maintain grade-level academics at their pace and access the general education classroom when able.
- 5 students accessing this program



Special Education Programming ? Outside of District 23 ?

Currently District 23 has 11 students attending therapeutic day school programs including:

- NSSEO Timber Ridge School
- NSSEO Miner School
- NSSEO D/HH Program at Riley Elem & MacArthur Middle School
- Cove School
- True North- North Shore Academy



This Year in Special Education... ?

- Beginning to explore Special Education service delivery models.
- Supporting the instruction and engagement of students with complex disabilities in our self-contained programs through professional development and coaching.
- Continuing to foster student voice in student-led IEP meetings and transition meetings.
- Developing ESP Mentoring Program to support professional learning needs and consistency across buildings.
- Refining the Key2Ed Facilitated IEP process to support increased parent partnership.

Congratulations, MacArthur Middle School!



**Special
Olympics**

**NATIONAL
UNIFIED
CHAMPION
SCHOOL**

**MACARTHUR
MIDDLE SCHOOL,
PROSPECT HEIGHTS D23**

2023-2027

Section 504

- * Students with identified disabilities (mental, physical, medical) who require accommodations to access their school day
- * Section 504 students do not require specialized instruction like a special education student
- * Accommodations vary but can include extended time for work, breaks during the day, check-in with the social worker, specialized equipment
- * Currently there are about 80 students with Section 504 plans in the district (EC-8th Grade)



Homebound/Hospital Instruction



- Services for students who are either hospitalized or medically unable to attend school
- Homebound services require a medical authorization form from a doctor
- When students are hospitalized for an extended period of time, tutoring gets provided through the hospital for which the school district is required to pay
- When students are restricted medically to their home, the school district provides access to school through tutoring and virtual learning

McKinney-Vento Services

McKinney-Vento eligible children are those who lack a fixed, regular, and adequate nighttime abode.

- Doubled-up Children
- Children in Shelters
- Children Living in Motels
- Migratory Children
- Runaways*
- Lockouts*

We currently have **14** students who qualify for MV services.



MULTILINGUAL PROGRAMMING



The facts about ML students in D23

- While total enrollment decreased by 2%, the district's percentage of multilingual (ML) students sits steady at 31.3%.
- The number of newcomers in the district has stayed relatively consistent, despite the enrollment decrease. Currently, we sit at 79 total newcomers.



- There are 47 different languages spoken within District 23 homes.
- Over 55% of our students have a language other than English spoken in their home.
- The languages spoken most in D23 (other than English) are Spanish, Polish, Russian, and Ukrainian.

How many multilingual learners are in D23?

	2021-22	2022-23	2023-24	2024-25	2025-26
Total Students	1,542	1,533	1,539	1,528	1,496
Total Multilingual Students	448 (29.1%)	451 (29.4%)	490 (31.8%)	477 (31.2%)	468 (31.3%)
Total Newcomer	24	69	86	80	79+

What is a multilingual learner?

A multilingual learner (ML) is a student who is developing proficiency in more than one language. This is an inclusive term that recognizes the entirety of a student and what they know. It's based on the belief that students have valuable resources to use to support their own and others' learning.

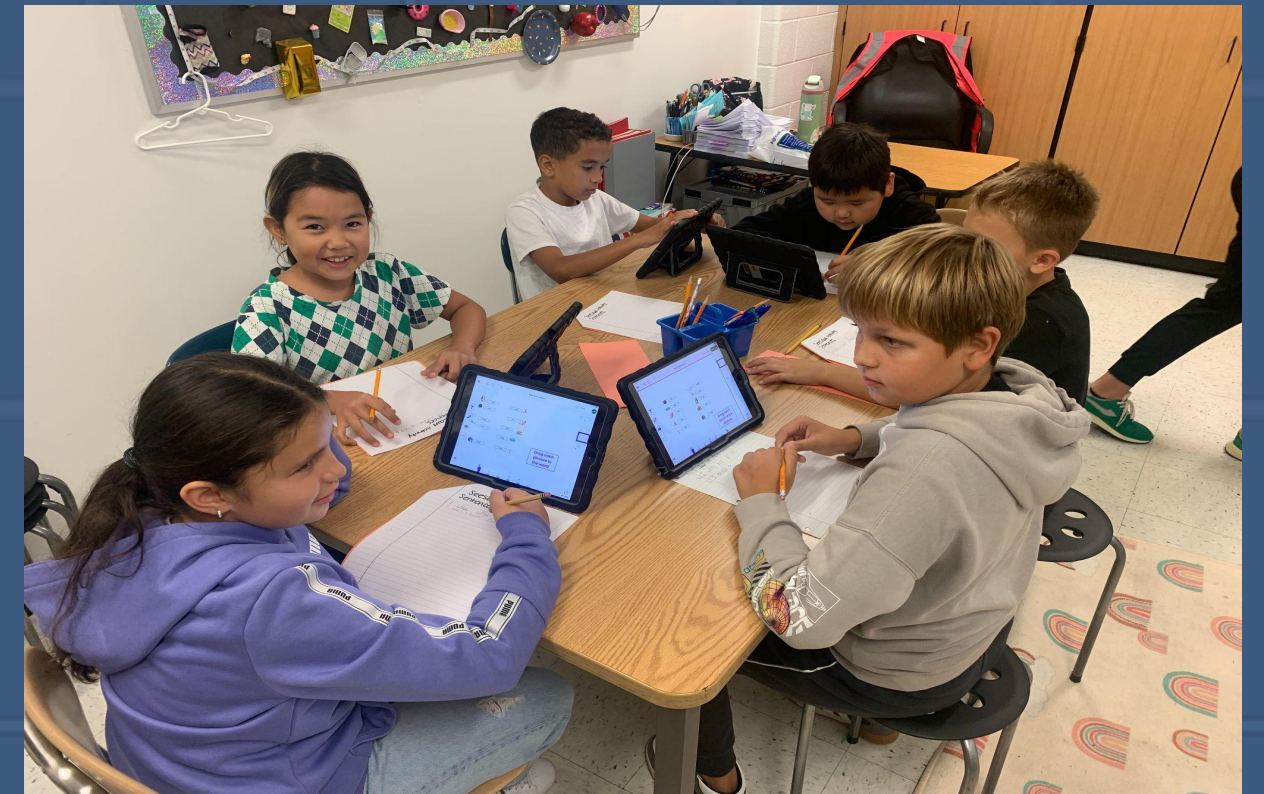
Goals for multilingual students include:

- helping students and their families preserve their native language and cultural heritage
- assisting students in becoming English proficient in Listening, Reading, Speaking, and Writing.

What is a newcomer?

A newcomer is a student who has recently arrived in the United States from another country and is still learning aspects of the English culture. The term newcomer is used to describe a multilingual student in their first three years in the U.S. Because many newcomers face challenges such as unfamiliarity with the U.S. school system, discomfort with communication, and trauma from leaving their home country, it's important for schools to:

- create a safe and inclusive environment
- provide specialized academic programming
- provide tailored enrollment services
- support educators' understanding of newcomers and their families' diverse needs



How do we support multilingual students?

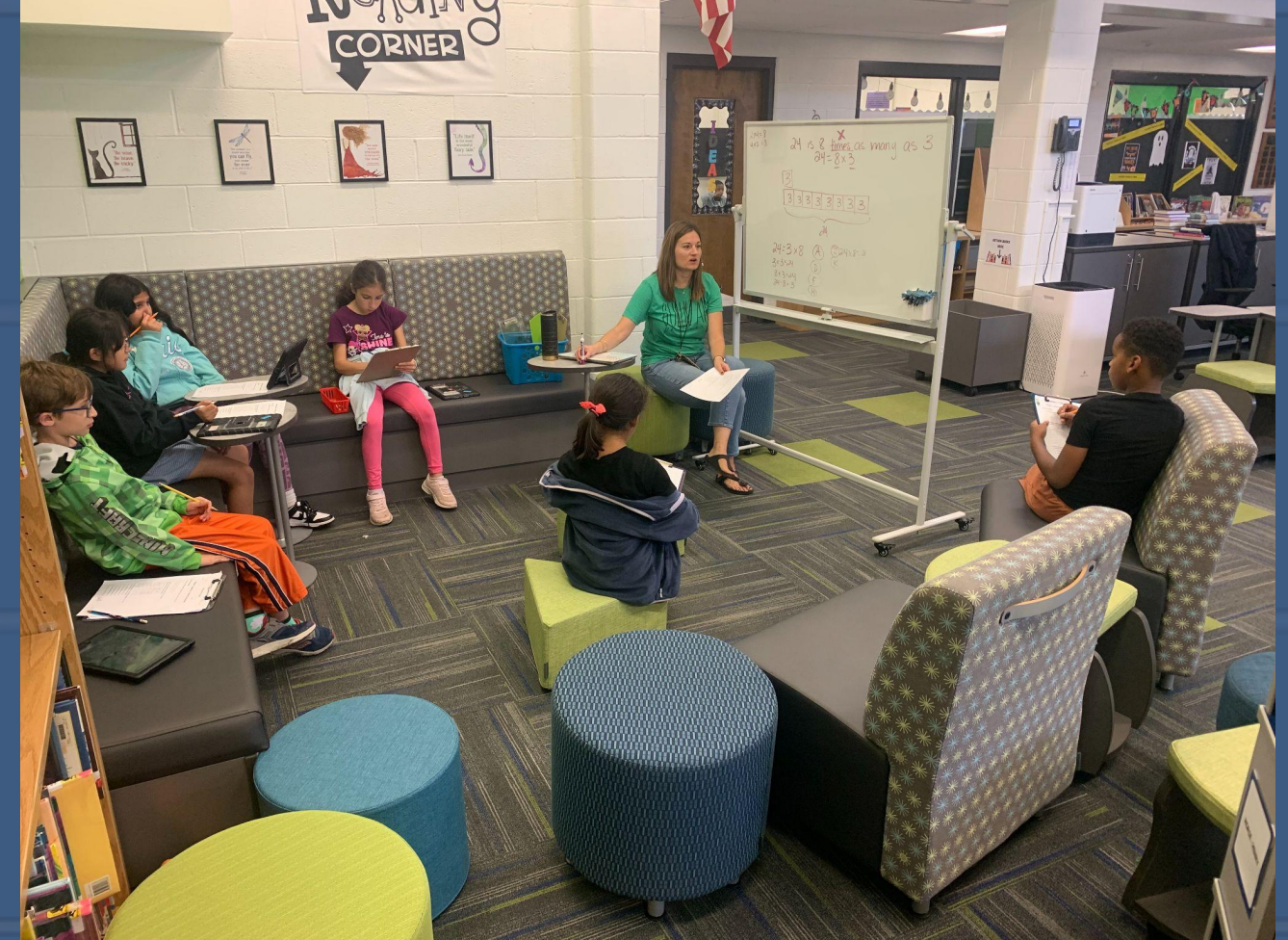
Transitional Bilingual Program (TBE)

- Required when 20 or more students share the same home language in a school building*
- May be offered when fewer than 20 students share the same home language*

Transitional Program of Instruction (TPI)

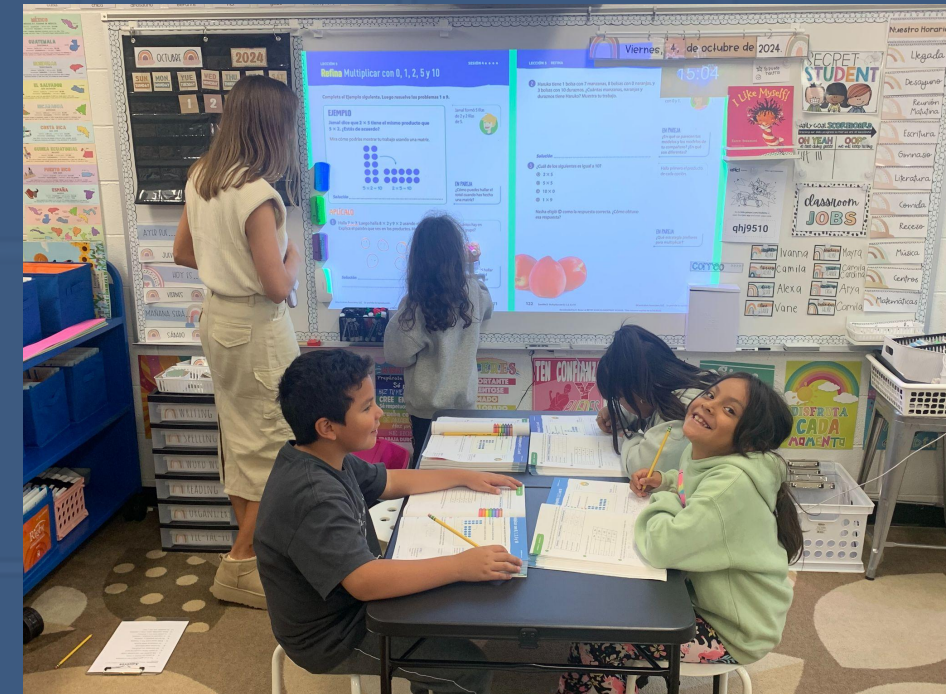
- May be offered instead of TBE when 19 or fewer students share the same home language in a school building*

All MLs are also required to take the ACCESS assessment.



What's new with our ML programming?

- Instructing all newcomers with new curriculum (Grades 1-8) to jumpstart their language development journey
- Developing a progress monitoring tool to determine ongoing growth of ML students across the district
- Continuing improvements with the newcomer liaison process and procedures focusing on empathy, relationships, and community resources
- Facilitating the presentation of immigration resources for staff and families in times of need



COACHING SERVICES



District ML Teachers

Newcomer Support
ML Instruction
Assessment



District-Level Coaches

Technology Integration
Special Ed Curriculum & Assessment
Special Ed Engagement & Behavior
Coaching & Professional Learning



Building-Level Coaches

Differentiation Strategies
Multilingual Supports
Coaching & Professional Learning

District ML Teachers

**MULTILINGUAL
LIAISONS**

We are here
to help your
family become
comfortable with
the district and
community.
How can we help?

Nina Espinos
nespinos@d23.org

Denisse Valladares
dvalladares@d23.org

The graphic is set against a dark green chalkboard background with a yellow border. At the top, the words "MULTILINGUAL" and "LIAISONS" are written in large, yellow, outlined letters. To the left of the text are three hand-drawn icons: a sun, a bird, and a raccoon. To the right is a hand-drawn sun. Below the text, there are two framed portraits of teachers. The left portrait is of Nina Espinos, a woman with brown hair, wearing a blue shirt and a necklace. Below her portrait is a small yellow box with her name and email address. The right portrait is of Denisse Valladares, a woman with dark hair, wearing a blue patterned shirt. Below her portrait is a small yellow box with her name and email address. In the center, between the portraits, is a piece of torn white paper with the text "We are here to help your family become comfortable with the district and community. How can we help?". To the left of the portraits are three circular icons: a bird, a bulldog, and a panther. To the right of the portraits are two circular icons: a raccoon and a pair of white chalk.

District ML Teachers

Nina Espinos & Denisse Valladares
(District ML Teachers)

- Student education
- Student assessment
- Enriches family partnerships through liaison opportunities
- State data compliance
- Coaching educators



District-Level Coaches



Abbey Cisneros

(SAIL Program/Behavior Coach)

- Supports SAIL classrooms
- Supports staff implementation of instructional strategies, curriculum, differentiation, and classroom management
- Supports staff with FBA/BIP implementation



Carly Sullivan

(Special Education Specialist)

- Works with staff to provide supports for communication, learning access, reading, and writing
- Coaches staff on how to implement Assistive Tech in the classroom
- Trains students and staff on AT tools
- Coaches Early Childhood Team
- Provides PD to SpEd Dept.
- VB-MAPP Facilitation



Erin Lim

(Special Education Specialist)

- Tier 3 Behavior Supports & Problem Solving
- STRIVE classroom & program support
- FBA/BIP Process Support & Implementation
- IEP Goal & Data Collection
- Autism Evaluation Support & Consultation
- Key2Ed/IEP facilitation prep
- Bilingual & ML Evaluation Consult

District-Level Coaches



Derin Mosak
(Adapted PE Coach)

- Collaborates with PE teachers to adapt curriculum and support students with gross motor needs in PE
- Targets student's Adapted PE IEP goals.
- Teaches Unified PE classes for students in the SAIL program



Hannah Sutter
(Technology Coach)

- Technology integration
- Introduces and models how to use new technology tools
- Collaborates with teachers on Student Engagement and Classroom Management strategies
- Co-teaching projects
- Embeds STEM concepts

Building-Level Coaches



LISA SCHMIDT
INSTRUCTIONAL COACH AT IKE



LESLIE JASPER
INSTRUCTIONAL COACH AT ROSS



KELLY BROCKWAY
INSTRUCTIONAL COACH AT MACARTHUR



HANNAH SUTTER
DISTRICT TECHNOLOGY COACH

Building-Level Coaches

- Plan & Implement Strategies/Instructional Practices for Student Success
- Student Data Review
- Thought Partner
- Plan/Implement Classroom Management
- Goal Setting
- Modeling Curriculum/Strategies
- Co-Teaching Lessons



This Year with Coaching



ML Progress Monitoring

Student
Engagement

ML Liaison
Resources

Building
Leadership

Verbal
Behavior-MAPP
Assessment &
Instruction

Tony Frontier:
Teaching with Clarity

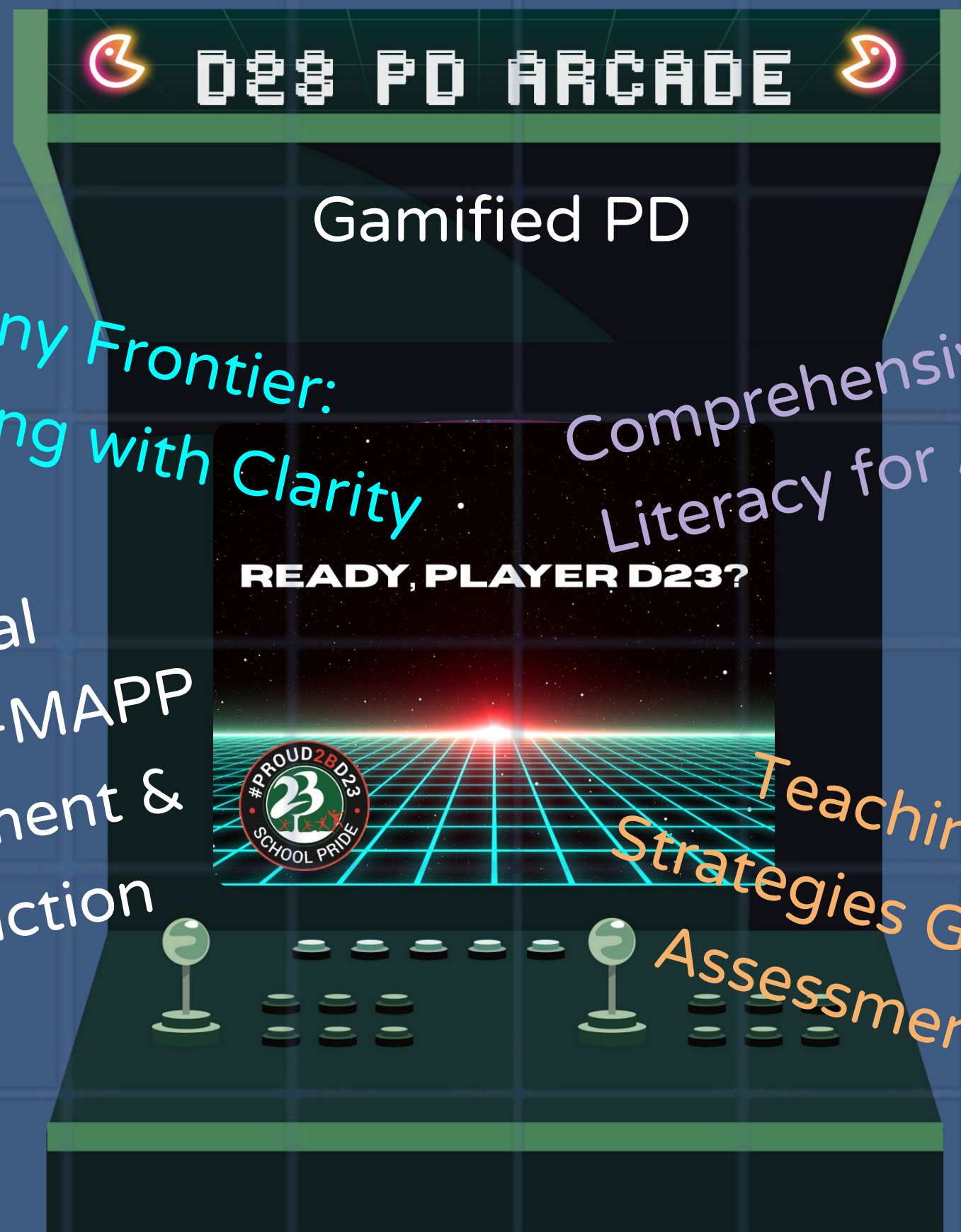
Comprehensive
Literacy for All

Standards-Based
Practices PD

Key2Ed Facilitated
IEP

Behavior
Intervention Plan
Implementation

Immigration Resources



Teaching
Strategies GOLD
Assessment

**Thank you for
supporting
our programs
& services!**

