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Applicant: LIBERTYVILLE SD 70

County: Lake

Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application[Consolidated District Plan](#) ▼

Project Number: 27-CDP-00-34-049-0700-02

[Printer-Friendly](#)
[Click to Return to Application Select](#)**Contact Information****1. Contact Information for Person Completing This Form**

Last Name*

Bongle

First Name*

Kerri

Middle
Initial

Phone*

847 362 9695

Extension

Email*

kbongle@d70schools.org

2. General Education Provisions Act (GEPA) Section 427 *

Section 427 of GEPA (20 U.S.C. 1228a) affects all applicants submitting proposals under this program. This section requires each applicant to include in its proposal a description of applicant proposes to take to ensure equitable access to, and participate in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc. from such access to, or participation in, the federal project or activity. The description of steps to be taken to overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to overcome those barriers that are applicable to its circumstances. In addition, the information may be provided in a single narration, or, if appropriate, may be discussed in connection with other information.

Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity issues that may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with requirements and its approved proposal, an applicant may request federal funds awarded to it to eliminate barriers it identifies.

Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs.

([count] of 2500 maximum characters used) The District continues to provide equitable access to programs and opportunities for all students and staff regardless of gender, race, national origin, age, instruction, interventions, and supports are designed to meet students' individual needs and promote growth for every learner.

District and school achievement targets remain in place for student groups that are not yet meeting expected levels of progress. To monitor student growth and achievement, the District continues benchmark assessments including STAR and AimsWeb Plus.

In addition, District 70 remains committed to fostering inclusive learning environments where all students feel supported, valued, and connected. Building on insights from the district's equity audit review practices, identify opportunities for growth, and strengthen areas of success to ensure all students have access to a high-quality educational experience.

3. Bilingual Director (Administrator overseeing EL Services) Assurance

Please take note of the following, which is determined by your district's English Learner (EL) count, shown below:

106

If the district has 1 or more EL students, the Bilingual Director (Administrator overseeing EL Services) must participate in the completion of the Bilingual Service Plan (BSP). The Bilingual Director (Administrator overseeing EL Services) must also participate in the completion of Title III sections, as applicable. Districts with 0 ELs do not need to complete the Bilingual Service Plan.

4. District Migrant Education Program Liaison

Last Name

Lepczynski

First Name

Dina

Middle Initial

Phone

847 362 9696

Extension

Email

dlepczynski@d70schools.org

The district individual above will be the contact person in the event that a migratory child is or migratory children are believed to have enrolled in the district. The District Migrant Education Liaison (ISBE at 312-814-3850 or Multilingual@isbe.net if they are aware that a child could be a potential or active agricultural migrant. ISBE may also contact the above individual if it has child resides in the district and is eligible for supplemental instructional and/or support services under the Elementary and Secondary Education Act of 1965 (Reauthorized under the Act of 2015) - Title I, Part C - Education of Migratory Children.

5. General Completion Instructions

Work through the tabs from left to right. Save each page before moving to the next tab.

Required fields on each page are dependent upon funding sources selected on the Needs Assessment and Programs tab.

Many pages have notes at the bottom indicating for which programs the page is required.

To determine if a page is required for the funding sources selected earlier in the application, save the page before completing and look for error messages. If none, the page is not required for the program(s) selected.

How to Complete Pages with Pre-populated Fields

Several pages have two boxes below the narrative questions - one has the response from the prior year plan and the other allows responses for the updated plan. Copy the response from the prior year plan and paste it into the updated plan box, revising the description as necessary. Be sure to save the page once this has been completed for all questions on the page.

*Required field, applicable for all funding sources

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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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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 2026-2027.* [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)

Libertyville District 70 will gather data and feedback to identify needs and resources that will be enhanced and monitored. Federal resources that Libertyville District 70 qualifies for will be spent to improve basic programs, school improvement, preparing and training of highly-qualified educators, student support and academic enrichment. More specifically, funds will be used to pay a teacher salary, a portion of transportation costs and provide instructional staff with materials and equipment aligned with Math and Reading Illinois Learning Standards to address math and reading achievement gaps.

Response from the approved prior year Consolidated District Plan.

Libertyville District 70 will gather data and feedback to identify needs and resources that will be enhanced and monitored. Federal resources that Libertyville District 70 qualifies for will be spent to improve basic programs, school improvement, preparing and training of highly-qualified educators, student support and academic enrichment. More specifically, funds will be used to pay a teacher salary, a portion of transportation costs and provide instructional staff with materials and equipment aligned with Math and Reading Illinois Learning Standards to address math and reading achievement gaps.

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)

Benchmark and state assessment results were reviewed and compared to identify areas of strength and areas of improvement for math and literacy for individual students and different subgroups of students. Results, growth, and teaching and learning strategies and resources were also reviewed.

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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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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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. Needs assessment results identified language arts, social-emotional learning (SEL), science and STEM as areas for continued enhancement and alignment with the Illinois Learning Standards. Increased focus on language arts and math instruction, professional learning, and collaborative discussions will help guide ongoing continuous improvement efforts across the district.

A slight reduction in science scores on the Illinois Science assessment was also noted this year, which can be partially attributed to changes in benchmark expectations and proficiency levels. Nonetheless, science remains an area of focus as the district continues working to strengthen instruction, student engagement, and achievement in STEM-related areas.

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 applicable.* Writing space appears if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that 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

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any development opportunities for teachers and principals, and nonpublic equitable share (if applicable)

The needs assessment results identified language arts, science and STEM as areas to enhance alignment with Illinois Learning Standards. Increased focus on language arts and math discussions and

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**

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any key professional development opportunities for teachers and principals, and nonpublic equitable share (if applicable).

District 70 conducts comprehensive needs assessments using student performance data, SEL assessments, climate surveys, and staff feedback. Results show a continued need to strengthen differentiated practices, support social-emotional growth, and increase student engagement across all classrooms. In response, the district has implemented programs and activities aligned to identified needs, including Restorative Academic Intervention Groups (SAIG) to support executive functioning and positive school culture. Instructional interventions in mathematics are being expanded through differentiated Restorative practices continue to be emphasized to build positive relationships and improve student outcomes. Professional development opportunities funded and supported under Title II are sustained include: Inclusive Practices training (True North) to expand equity and access for all learners. Math Fact Lab, Prodigy, and Magma Math training to strengthen differentiated instruction in mathematics. Restorative Practices training to promote student social-emotional growth and build positive school communities. Kagan Structures training to increase student engagement and collaboration across activities are classroom-focused and designed to improve teacher effectiveness and student achievement. By aligning Title II-supported professional development with assessed needs, District 70 employs strategies to close achievement gaps, support equitable access to high-quality instruction, and promote continuous improvement across the district.

G. Title III - LIEP**H. Title III - ISEP****I. Title IV, Part A - Student Support and Academic Enrichment**

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any rounded education, improving school conditions for student learning and improving the use of technology, and nonpublic equitable share (if applicable).

District 70 conducts a comprehensive needs assessment utilizing student achievement data, social-emotional learning (SEL) assessments, school climate surveys, behavioral data, and staff feedback

Analysis of these data sources indicates a need to strengthen differentiated instruction in mathematics, expand inclusive practices to better meet the needs of all learners, enhance social-emotional collaboration across grade levels. To address these identified needs, District 70 has implemented programs and professional learning opportunities aligned with the three priorities of Title IV, Part A: providing students with a well-rounded learning environments, and promoting the effective use of technology.

Under the Well-Rounded Education component, the district provides professional development in instructional practices and evidence-based resources, including Magma Math, Math Fact Lab, Prodigy, These initiatives support differentiated instruction, increase student engagement, strengthen mathematical fluency, and enhance critical thinking and problem-solving skills across content areas.

Under the Safe and Healthy Students component, District 70 continues to invest in the implementation of Second Step, PBIS, and Restorative Practices. Additionally, staff participate in Inclusive Practices Cooperative to ensure equitable access to learning opportunities and strengthen support systems for all students. These efforts promote positive school culture, student well-being, and a strong sense of community.

Under the Effective Use of Technology component, the district utilizes digital learning tools such as Magma Math, Math Fact Lab, and Prodigy to personalize instruction, provide timely feedback, monitor student progress, and address learning gaps. Professional development ensures educators can effectively integrate technology to enhance teaching and learning while increasing student engagement and achievement.

Through these targeted programs and professional learning opportunities, District 70 is building educator capacity, increasing equitable access to high-quality instruction, supporting student social-emotional learning environments. As a result, the district is making meaningful progress toward addressing identified needs, improving student outcomes, and ensuring all students have access to a well-rounded learning environments consistent with the goals and requirements of Title IV, Part A.

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

K. IDEA, Part B - Flow-Through [1]

The needs assessment centers on the instructional and behavioral needs of the students served with the grant funds. Areas under review were grouped in the broad domains of curriculum, technology, and classroom management. Identified in provision of classroom supports for students with more intensive needs. Classroom support is effectively provided through behavior consultant services, and paraeducators placed with students with the increasing population of students requiring occupational therapy and BCBA support. IDEA Funds will be planned for and documented by the Director of Student Services.

L. IDEA, Part B - Preschool

The needs assessment centers on the instructional and behavioral needs of the students served with the grant funds. Areas under review were grouped in the broad domains of curriculum, technology, and classroom management. Identified in provision of classroom supports for students with more intensive needs. Classroom support is effectively provided through behavior consultant services, and paraeducators placed with students with the increasing population of students requiring occupational therapy and BCBA support. IDEA Funds will be planned for and documented by the Director of Student Services.

Legislative Requirement:

[1] IDEA - 23 IAC Section 1.420(q)

*Required field, applicable for all funding sources selected

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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.

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 (1)
- 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.

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)

Input was sought from staff, administrators, parents, and community stakeholders to inform updates to school and district improvement plans, the Title I Plan, and the district's ongoing strategic plan implementation. Feedback was gathered throughout the school year through building and district leadership meetings, strategic plan review sessions, and action planning discussions focused on district priorities and continuous improvement efforts.

Administrator feedback was gathered during discussions of the Consolidated District Plan in May 2026. Additional stakeholder feedback was collected through the district's monthly Vision and Governance Council meetings, which include teacher leaders representing all District 70 schools. Staff input was also gathered during district and building Data Days, where teams reviewed student achievement, growth, attendance, behavioral, and climate data to identify areas of strength, determine needs, and develop action steps to support continuous improvement. Parent and community feedback has also been incorporated through the district's strategic planning process and ongoing engagement opportunities throughout the school year. District 70 remains committed to continuous stakeholder engagement and will continue to gather feedback from students, staff, families, administrators, and community members throughout the 2026-2027 school year as part of the ongoing implementation and evaluation of the district's strategic plan and school improvement efforts.

Response from the prior year Consolidated District Plan.

Input was sought from staff and administrators to update school and district improvement plans as well as the Title 1 Plan. Updates and feedback as also gathered as we created and finalized our strategic plan action plan during meetings in October and December of 2023 before finalizing the new five-year strategic plan. Prior parent feedback was also gathered for action planning on our 5 year plan, Strategic Plan and Strategic plan review with staff and administrators over the course of the school year. Additional feedback was gathered via a Parent Bilingual Committee in April 2024. Administrator feedback was gathered when the Consolidated Plan was discussed during a meeting in June 2025. Additional stakeholder feedback will be gathered in 2025-2026 as we continue to discuss progress on the ongoing strategic plan. Additional feedback was gathered during our monthly Vision and Governance Council that includes district teacher leaders from all D70 buildings.

3. Describe the approaches the district will use to include parents and family members in the development of LEA plans including the Title I Parent and Family Engagement Policy so that the plans and related activities represent the needs of varied and diverse populations. ** [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)

Parent input is sought through multiple avenues throughout the school year. Families have opportunities to provide feedback and engage in district initiatives through FAD70 (Family Associations of District 70) meetings, which are held five times annually, school-based family association meetings, parent presentations, community engagement events, and strategic planning discussions. Parents and family members are regularly invited into schools to participate in educational opportunities, celebrations, and activities that strengthen partnerships between home and school. The District provides ongoing communication, updates, training, and opportunities for input related to district initiatives, school improvement efforts, and implementation of the Strategic Plan. Families are encouraged to participate meaningfully in discussions regarding school improvement plans, student intervention plans, Section 504 plans, and Individualized Education Programs (IEPs). Parents and guardians of students with disabilities who are receiving or may be eligible to receive special education and related services are afforded rights protected by state and federal law. These rights are outlined in the document titled Notice of Procedural Safeguards for Parents/Guardians of Students with Disabilities, which is provided to families and explains the protections and opportunities for participation available throughout the special education process.

Response from the prior year Consolidated District Plan.

Parent input is also sought via "FAD 70" Family Association Meetings five times each year, during presentations with parents at schools, during family association meetings at each of the schools, and during special education and Multi-Lingual Learner parent education opportunities and celebrations. Parents and family are invited to the schools throughout the year to participate in educational opportunities and events. The District provides updates, seeks input and provides training to include parents in LEA plans, initiatives and Strategic Plan discussions. Parents have opportunities to meaningfully participate in discussions about the strategic plan, school improvement plans, student intervention plans, 504s and individualized education plans. Parents/guardians of a student with a disability who is receiving or may be eligible to receive special education and related services have rights which are safeguarded by state and federal law and explained in a document that they are given called, "NOTICE OF PROCEDURAL SAFEGUARDS FOR PARENTS/GUARDIANS OF STUDENTS WITH DISABILITIES."

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. Include Title I parent and family engagement required meetings and activities. Also include a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, 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 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)

Parent engagement guides many of the successes in Libertyville District 70 and continues to be an area we want to collaboratively enhance. Parents volunteer for science, art, reading, and other learning activities in the classroom and family association events throughout the school year at each of the schools are valued and well attended. Online communications on the website and via the district newsletters continue to update stakeholders and surveys gather feedback. Parent meetings and events engage stakeholders and empower two-way conversations. Parents have shared feedback via the 5essentials survey and trends were reviewed and discussed among administrators.

Response from the prior year Consolidated District Plan.

Parent engagement guides many of the successes in Libertyville District 70 and continues to be an area we want to collaboratively enhance. Parents volunteer for science, art, reading, and other learning activities in the classroom and family association events throughout the school year at each of the schools are valued and well attended. Online communications on the website and via the district newsletters continue to update stakeholders and surveys gather feedback. Parent meetings and events engage stakeholders and empower two-way conversations. Parents have shared feedback via the 5essentials survey and trends were reviewed and discussed among administrators.

Title I Requirement:

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

[ESEA section 1113\(c\)\(3\)\(A\)](#)

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

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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Parent and Family Engagement**ESEA Section 1116(a)(2)**

Each Local Educational Agency (LEA) that receives Title I funds shall develop jointly with, agree on with, and distribute to parents and family members of participating children: a writ be incorporated into the LEA's Consolidated District Plan, establish the LEA's expectations and objectives for meaningful parent and family involvement, and describe how the LEA will

- (A) Involve parents and family members in jointly developing the LEA Consolidated District Plan, and the development of support and improvement plans.
 - (B) Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and imple to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organi engaging parents and family members in education.
 - (C) Coordinate and integrate parent and family engagement strategies with other relevant federal, state and local laws and programs.
 - (D) Conduct an annual meeting and evaluate the content and effectiveness of the policy in improving the academic quality of Title I schools, including identifying barriers to gr and family members to assist with the learning of their children; and, strategies to support successful school and family interactions.
 - (E) Use the findings of the evaluation (D) to design evidence-based strategies for more effective (E) parental involvement, and to revise, if necessary the parent and family er
 - (F) Involve parents in the activities of the Title I schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group o represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.
- ☒ By checking this box, the applicant hereby certifies that they have read, understood, and will comply with the parent and family engagement policy requirements.

Resources:

[U.S. Department of Education-Parent and Family Engagement Non-Regulatory Guidance](#)
[Title Grants Administration Parent and Family Engagement Website](#)
[Parent and Family Engagement Policy Template](#)

Upload a PDF of the District's Parent and Family Engagement Policy. Please use the naming system as noted below.

- Convert all the necessary documentation into a single PDF.
- Label the document with the region-county-district-type code number of the applicant, followed by a hyphen, then the name of the applicant, followed by a hyphen, followed by PFE
- Example: ABC School District would name the upload as 01-234-5678-90-ABC-PFEPolicy

DO NOT USE ANY SPACES OR SPECIAL CHARACTERS BESIDES A HYPHEN IN THE NAME.

NOTE: The PDF file size may not exceed 10MB or the upload will fail.**How To Upload A File**

- Browse your files to locate the required document.
- Double-click to display it in the Browser window.
- Click on the Upload button.
- The name of the uploaded document will display in the area below.

Any uploaded files will appear below. Until the application is submitted to ISBE, an uploaded document may be deleted using the Delete button below. After submitting to ISBE, any n
Version number to the name.

[libertyville_70_policy_8_95.pdf](#)

- ☒ Check this box to confirm that the District's Parent and Family Engagement Policy has been uploaded.*

*Required field

[EGMS HOME](#)[ISBE HOME](#)[LOGOUT](#)

Consolidated District Plan

SESSION
TIMEOUT 19:57[Close Printer Friendly Page](#)

Private School Participation

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

The application has been approved. 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 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. Any additional newer schools can be added by selecting Create Additional Entries. See separate sections below for more detailed information on completing the table.

Consultation Requirements:

Title I: LEA is required to consult with private schools where LEA-residing students attend. Schools may be located within or outside of district boundaries.

Title II/ IV: LEA is required to consult with private schools located within the LEA boundary.

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
Beacon Academy	☐	☐ Yes ☒ No Number of Low-Income Student(s):	☐ Yes ☒ No Total Enrollment Number Student(s):	☐ Yes ☒ No Total Enrollment Number Student(s):	Choose File No...sen Delete File: ☐ Beacon Non Public Form.pdf
School of St. Marys	☐	☐ Yes ☒ No Number of Low-Income Student(s):	☐ Yes ☒ No Total Enrollment Number Student(s):	☐ Yes ☒ No Total Enrollment Number Student(s):	Choose File No...sen Delete File: ☐ Non-Public Email All Schools.pdf
Notre Dame College Prep	☐	☐ Yes ☒ No Number of Low-Income	☐ Yes ☒ No Total Enrollment Number	☐ Yes ☒ No Total Enrollment Number	Choose File No...sen Delete File: ☐ Non Public Response Notre

		Student(s): 	Student(s): 	Student(s): 	Dame.pdf
Montessori of Lake Forest	☐	☐ Yes ☒ No Number of Low-Income Student(s): 	☐ Yes ☒ No Total Enrollment Number Student(s): 	☐ Yes ☒ No Total Enrollment Number Student(s): 	Choose File No...sen Delete File: ☐ Non-Public Email All Schools.pdf
Lions Math and Science Academy	☐	☐ Yes ☒ No Number of Low-Income Student(s): 	☐ Yes ☒ No Total Enrollment Number Student(s): 	☐ Yes ☒ No Total Enrollment Number Student(s): 	Choose File No...sen Delete File: ☐ Non-Public Email All Schools.pdf
Lake Forest Country Day School	☐	☐ Yes ☒ No Number of Low-Income Student(s): 	☐ Yes ☒ No Total Enrollment Number Student(s): 	☐ Yes ☒ No Total Enrollment Number Student(s): 	Choose File No...sen Delete File: ☐ LFCDS-D70 Title I Grant Form.pdf
Lake Forest Academy	☐	☐ Yes ☒ No Number of Low-Income Student(s): 	☐ Yes ☒ No Total Enrollment Number Student(s): 	☐ Yes ☒ No Total Enrollment Number Student(s): 	Choose File No...sen Delete File: ☐ NonPublicResponse Lake Forest Academy.pdf
East Lake Academy	☐	☐ Yes ☒ No Number of Low-Income Student(s): 	☐ Yes ☒ No Total Enrollment Number Student(s): 	☐ Yes ☒ No Total Enrollment Number Student(s): 	Choose File No...sen Delete File: ☐ Non-Public Email All Schools.pdf
Country Meadows Montessori	☐	☐ Yes ☒ No Number of Low-Income Student(s): 	☐ Yes ☒ No Total Enrollment Number Student(s): 	☐ Yes ☒ No Total Enrollment Number Student(s): 	Choose File No...sen Delete File: ☐ Country Meadows Montessori Non-Public Form.pdf
Christian Heritage Academy	☐	☐ Yes ☒ No Number of Low-Income Student(s): 	☐ Yes ☒ No Total Enrollment Number Student(s): 	☐ Yes ☒ No Total Enrollment Number Student(s): 	Choose File No...sen Delete File: ☐ Christian heritage Non Public Email.pdf
Blooming Minds	☐	☐ Yes ☒ No Number of Low-Income Student(s): 	☐ Yes ☒ No Total Enrollment Number Student(s): 	☐ Yes ☒ No Total Enrollment Number Student(s): 	Choose File No...sen Delete File: ☐ Non-Public Email All Schools.pdf
Advocate Condell Day Center	☐	☐ Yes ☒ No Number of Low-Income Student(s): 	☐ Yes ☒ No Total Enrollment Number Student(s): 	☐ Yes ☒ No Total Enrollment Number Student(s): 	Choose File No...sen Delete File: ☐ Libertyville Schools Non public Form.pdf
St Johns Lutheran School	☐	☐ Yes ☒ No Number of Low-Income	☐ Yes ☒ No Total Enrollment	☐ Yes ☒ No Total Enrollment	Choose File No...sen Delete File: ☐ Libertyville Schools

		Student(s): 	Number Student(s): 	Number Student(s): 	Non public Form.pdf
St. Joseph's Catholic School	☐	☐ Yes ☒ No Number of Low-Income Student(s): 	☐ Yes ☒ No Total Enrollment Number Student(s): 	☐ Yes ☒ No Total Enrollment Number Student(s): 	Choose File No...sen Delete File: ☐ Libertyville Schools Non public Form.pdf
Condell Day Center Early Learning	☐	☐ Yes ☒ No Number of Low-Income Student(s): 	☐ Yes ☐ No Total Enrollment Number Student(s): 	☐ Yes ☒ No Total Enrollment Number Student(s): 	Choose File No...sen Delete File: ☐ Libertyville Schools Non public Form.pdf
Village Green Montessori	☐	☐ Yes ☒ No Number of Low-Income Student(s): 	☐ Yes ☒ No Total Enrollment Number Student(s): 	☐ Yes ☒ No Total Enrollment Number Student(s): 	Choose File No...sen Delete File: ☐ Libertyville Schools Non public Form.pdf

Comments:

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Applicant: LIBERTYVILLE SD 70

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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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 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 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 their needs.

District Goal(s):

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

Students attending the District Special Education EC preschool, and blended preschool program will demonstrate significant gains in academic and functional areas as measured by Teaching Stra assessments.

Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individ 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 r

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

No Preschool Programs

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 EC program is not funded with Title funds.

Response from the approved prior year Consolidated District Plan.

The EC program is not funded with Title 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

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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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 successful career and 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 and cultural needs of each 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 improve student learning.

District Goal(s):

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

Instruction, learning and growth for every student is guided by assessment and feedback. Students and staff benefit from recognizing benefits of continuous improvement and collaboration.

- 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 r
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 continues to strengthen curriculum alignment and instructional practices across grade levels to support student achievement and continuous improvement. During the 2026-2027 Bridges Math curriculum into 5th grade, creating a more unified and consistent instructional program across all Pre-K-5 buildings. This work is intended to support greater coherence in math instruction.

In addition, the District will begin implementing the OpenSciEd curriculum at the middle school level during the 2026-2027 school year to strengthen science instruction and provide students aligned to the Illinois Learning Standards and Next Generation Science Standards. This implementation reflects the district's continued focus on improving science achievement and expanding science instruction.

Response from the prior year Consolidated District Plan.

Students' progress on New Illinois Learning Standards are monitored via formative, grade level, STAR/Aimswest benchmark, and state assessments. Libertyville District 70 administrators and teachers, and professional development with the New Illinois Standards for Math, Language Arts, and Science. Recently purchased materials include K-8 ELA curriculum in 2024 and K-5 Science in 2020. Professional development has focused on best practices, differentiation, assessments, data, student growth, inquiry learning and problem-based learning. Enrichment, gifted, and language arts.

- 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, if 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 r
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 D70 we have a variety of ways to identify students at risk of failure. First we use AimswestPlus and STAR assessments to track growth over time. These assessments are given 3 times per year. We also use a platform called Branching Minds. This platform takes in student information for every D70 student. It looks at attendance, behavior and grades to give administrators a check in with. Our MTSS teams in each building look at academic and behavior patterns to determine our Tier 1, 2 and 3 support. Within this platform we can add in filters to look at our ML, I also look at our IAR scores each year to make sure we are meeting the needs of all our students based on their performance on the state-mandated assessments.

Response from the prior year Consolidated District Plan.

In D70 we have a variety of ways to identify students at risk of failure. First we use AimswestPlus and STAR assessments to track growth over time. These assessments are given 3 times per year. We also use a platform called Branching Minds. This platform takes in student information for every D70 student. It looks at attendance, behavior and grades to give administrators a check in with. Our MTSS teams in each building look at academic and behavior patterns to determine our Tier 1, 2 and 3 support. Within this platform we can add in filters to look at our ML, I also look at our IAR scores each year to make sure we are meeting the needs of all our students based on their performance on the state-mandated assessments.

- 3. Describe the additional and supplemental education assistance (resources and/or programming) to be provided to individual students needing additional language standards. This includes a description of any additional and supplemental instructional assistance designed to assist English learners and immigrants 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 r
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)

There are rigorous standards and differentiated instruction for students in the classroom. Additional supports include interventionist support for tier two support as well as English Language additional support.

Response from the prior year Consolidated District Plan.

There are rigorous standards and differentiated instruction for students in the classroom. Additional supports include interventionist support for tier two support as well as English Language additional support.

- 4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language programs for English learners.* [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 r
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)

Scaffolded supports are provided for reading, writing and math. Progress is monitored during interventions to guide support, encouragement, and progress. New language arts materials for K have enhanced focus on teaching and learning that aligns with the Science of Reading. We have also adopted new curriculum for our EL/ML population and are using a new tool for assessment.

Response from the prior year Consolidated District Plan.

Scaffolded supports are provided for reading, writing and math. Progress is monitored during interventions to guide support, encouragement, and progress. New language arts materials for K have enhanced focus on teaching and learning that aligns with the Science of Reading. We have also adopted new curriculum for our EL/ML population and are using a new tool for assessment.

- 5. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at high levels of rigor, or out-of-field teachers.**[5]**

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 r
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 D70 we have high qualifications for hiring, evaluating our staff regularly and provide regular professional development so that staff are relevant and in the know about best practice strategies. Background checks and look into their qualifications and credentials before hiring anyone in our district. Staff are put through five days of new teachers training to on board them into D70. This is by the building administrator. This evaluation consists of four formal/informal observations during the year. The evaluation cycle requires goal setting, pre-meeting before an observation, post observation and evaluator. New staff are also required to do observations with their mentor teacher 3x throughout the school year. Tenured teachers are evaluated every three years (as required by law) and set with their principal and reflect on those goals throughout the year. Building administrators also do walkthroughs of building regularly to ensure delivery of instruction, engagement, and

the district. Staff regularly attend staff institute days where relevant and engaging professional development occurs. We also offer all staff to attend out of district workshop/training/PD in the opportunities. All staff are highly qualified in the roles they are in.

Response from the prior year Consolidated District Plan.

In D70 we have high qualifications for hiring, evaluating our staff regularly and provide regular professional development so that staff are relevant and in the know about best practice strategy background checks and looks into their qualifications and credentials before hiring anyone in our district. Staff are put through five days of new teachers training to on board them into D70. It is by the building administrator. This evaluation consists of four formal/informal observations during the year. The evaluation cycle requires goal setting, pre-meeting before an observation, post observation teacher and evaluator. New staff are also required to do observations with their mentor teacher 3x throughout the school year. Tenured teachers are evaluated every three years (as required by the district). Staff regularly attend staff institute days where relevant and engaging professional development occurs. We also offer all staff to attend out of district workshop/training/PD in the opportunities. All staff are highly qualified in the roles they are in.

6. Describe the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop achievement. [6]**

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 requirements. *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)

Libertyville School District 70 supports the development of effective school library programs by ensuring students have equitable access to high-quality print and digital resources that enhance learning. Libraries are integrated into the curriculum through collaboration between library staff, classroom teachers, and instructional leaders to support research, inquiry, literacy, and content-area learning. The district provides students with opportunities to develop digital literacy skills through instruction in digital citizenship, online research, information evaluation, media literacy, ethical use of technology, and collaborative review state guidelines, reflect and summarize progress and goals. Documents are shared with administrators and the School Board in April (every other year). Learn more from CommonSense Media next year to all students in D70.

Response from the prior year Consolidated District Plan.

Learning Center Directors collaboratively review state guidelines, reflect and summarize progress and goals. Documents are shared with administrators and the School Board in April (every other year) Digital Citizenship from CommonSense Media next year to all students in D70.

7. Describe how the district will identify and serve gifted and talented students by using objective criteria. [7]**

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 requirements. *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)

Eligibility requirements were developed following a multi-year study by Libertyville District 70 administration and gifted education teachers, and define those requirements for initial identification group administered each February with subsequent individualized testing to follow, if warranted. Parents are notified as soon as results are available. Eligibility is based upon students' ability to receive gifted services and/or enrichment in reading/language arts and/or mathematics. Libertyville Elementary District 70 maintains a "Gifted Review Committee" to consider students' requests for review. Students may be referred for review by a building administrator, teacher or parent. Requests for review must be received in the Curriculum Office no later than May 1st. Parents should contact the gifted review.

Response from the prior year Consolidated District Plan.

Eligibility requirements were developed following a multi-year study by Libertyville District 70 administration and gifted education teachers, and define those requirements for initial identification group administered each February with subsequent individualized testing to follow, if warranted. Parents are notified as soon as results are available. Eligibility is based upon students' ability to receive gifted services and/or enrichment in reading/language arts and/or mathematics. Libertyville Elementary District 70 maintains a "Gifted Review Committee" to consider students' requests for review. Students may be referred for review by a building administrator, teacher or parent. Requests for review must be received in the Curriculum Office no later than May 1st. Parents should contact the gifted review.

Title I Requirements:

Ensure that all children receive a high-quality education.

Close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Legislative References:

- [1] Title I, Part A, Section 1112(b)(1)(A)
- [2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646
- [3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646
- [4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646
- [5] Title I, Part A, Section 1112(b)(2)
- [6] Title I, Part A, Section 1112(b)(13)(B)
- [7] Title I, Part A, Section 1112(b)(13)(A)

*Required if funding selected for Title I, Part A; Title I, Part 1003a; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

**Required field for only Title I, Part A

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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 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
- ☐ 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

District Goal(s):

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

[Focus on equitable and inclusive outcomes for students.](#)

1. Describe how the district will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education

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 ar

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 Pla
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 elementary and middle school staff and students collaborate with business partners and community members to learn career, technical, technological, problem solving and collabor. interests and skills and differentiate, support and motivate accordingly. Students participate in classes that challenge and prepare them to be college and career ready. Highland Middle Sch align expectations and placement recommendations for high school classes.

Response from the approved prior year Consolidated District Plan.

District elementary and middle school staff and students collaborate with business partners and community members to learn career, technical, technological, problem solving and collabor. interests and skills and differentiate, support and motivate accordingly. Students participate in classes that challenge and prepare them to be college and career ready. Highland Middle Sch align expectations and placement recommendations for high school classes.

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 opportunit demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integration with industry profession

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 Pla
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.

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

([count] of 7500 maximum characters used)

Currently schools provide coordinated instructional opportunities that include learning about science, social studies, technology, engineering, reading, writing, fine arts and math. Opportun problem solving with print and digital materials. Highland has Life Skills lessons for eighth grade students that refers to career choices and has STEAM classes. In latest strategic plan, we l and inclusive outcomes of success. Our 8th grade students also participate in a local offering from the ROE-Lake called Navig8 Lake that exposes student to over 100 different career paths

Response from the approved prior year Consolidated District Plan.

Currently schools provide coordinated instructional opportunities that include learning about science, social studies, technology, engineering, reading, writing, fine arts and math. Opportun problem solving with print and digital materials. Highland has Life Skills lessons for eighth grade students that refers to career choices and has STEAM classes. In latest strategic plan, we l and inclusive outcomes of success. Our 8th grade students also participate in a local offering from the ROE-Lake called Navig8 Lake that exposes student to over 100 different career paths

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

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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**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 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 meet the needs of the students they serve.

District Goal(s):

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

[Provide professional development that aligns with our strategic plan of having a focus on equitable and inclusive practices and authentic learning experiences for all.](#)

For each program for which funding is anticipated for the 2026-2027 school year, provide a brief description of professional development activities to be funded by**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 resubmit.

Program and Description**A. Title I, Part A - Improving Basic Programs**

[Funds will be used to pay a teacher salary, a portion of transportation costs, and provide instructional staff with materials and equipment aligned with math, reading, science and social studies learning standards to address achievement gaps. We are not providing PD with Title 1 this year.](#)

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**

[Funds will be used to pay for a portion of costs for PD and curriculum work aligned with math, reading, science and social studies learning standards to address achievement gaps.](#)

G. Title III - LIEP**H. Title III - ISEP****I. Title IV, Part A - Student Support and Academic Enrichment**

[Funds will be used for professional development, technology enhancements, and improving instruction and students engagement in math.](#)

J. Title V, Part B - Rural and Low Income Schools**K. IDEA, Part B - Flow-Through [2]**

[Funds will be used to facilitate improvement of instruction workshops and conferences for special education staff such as CPI, reading intervention, progress monitoring, life skills education and social skills training.](#)

L. IDEA, Part B - Preschool

[Funds will be used for literacy professional development.](#)

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

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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 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 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 their needs.

District Goal(s):

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

Establish and promote authentic connections through a culture of emotional safety. Also, create a physical environment that fosters social-emotional safety, promotes mindful practices and supp

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 be**
 - a. each major racial and ethnic group;
 - b. economically disadvantaged students as compared to students who are not economically disadvantaged;
 - c. children with disabilities as compared to children without disabilities;
 - d. English proficiency status;
 - e. gender; and
 - f. migrant status.

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 Pl
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)

School psychologists and social workers provide services for each school. The program focuses on the everyday developmental needs and problems that all children have while maturing. I addition to services designed to better help children know and understand themselves and to develop successful peer relationships. The social worker serves as a resource for the children Services include educational/vocational guidance; individual, family and group counseling; referral to outside agencies; crisis interventions; and advocacy. All issues will be held in the stri department at any time. Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the schi prevention are important goals of the school district. The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this informal the school district website. Information can also be obtained from the school office. Illinois School Code requires all schools in Illinois to conduct periodic safety drills throughout the school by the designated Emergency Response Team at individual school buildings. Specific instructions are available in classrooms. Bus evacuation drills will be held twice each school year at all January, 2002, the State of Illinois requires a school district to notify the parent or guardian of a child who uses aggressive behavior, including bullying, at school. School Board policy prof does physical or psychological harm to someone else and/or urges other students to engage in such conduct. Prohibited aggressive behavior includes, without limitation, the use of violence or other comparable conduct. Parents of students who reportedly violate this policy will be notified and appropriate disciplinary action will be taken. The Board of Education will provide a le requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment. Anyone who feels that he or she is the victim of sexual harassment, or any teacher or administrator who is made aware of an alleged incident of sexual harassment, should to established procedures. It will be a violation of Board Policy for any student to sexually harass other students or staff. Preventing Bullying, Intimidation, Teen Dating Violence & Harassmer ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning env the basis of actual or perceived race, color, national origin, immigration status, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender ident religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situation: activity. 2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctic information from a school computer, a school computer network, or other similar electronic school equipment. 4. Through the transmission of information from a computer that is accessed program or from the use of technology or an electronic device that is not owned, leased, or used by the school district or school if the bullying causes a substantial disruption to the educa includes cyber-bullying (bullying through the use of technology or any electronic communication) and means any severe or pervasive physical or verbal act or conduct, including communi student or students that has or can be reasonably predicted to have the effect of one or more of the following: 1. Placing the student or students in reasonable fear of harm to the student' detrimental effect on the student's or students' physical or mental health; 3. Substantially interfering with the student's or students' academic performance; or 4. Substantially interfering benefit from the services, activities, or privileges provided by a school. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psyc threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above. Students are encouraged t or in writing to the building principal, district complaint manager or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. Anyone, including staff members and parents/guardians, who has info report it to the district complaint manager or any staff member. Anonymous reports are also accepted by phone call or in writing.

Response from the prior year Consolidated District Plan.

School psychologists and social workers provide services for each school. The program focuses on the everyday developmental needs and problems that all children have while maturing. I addition to services designed to better help children know and understand themselves and to develop successful peer relationships. The social worker serves as a resource for the children Services include educational/vocational guidance; individual, family and group counseling; referral to outside agencies; crisis interventions; and advocacy. All issues will be held in the stri department at any time. Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the schi prevention are important goals of the school district. The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this informal the school district website. Information can also be obtained from the school office. Illinois School Code requires all schools in Illinois to conduct periodic safety drills throughout the school by the designated Emergency Response Team at individual school buildings. Specific instructions are available in classrooms. Bus evacuation drills will be held twice each school year at all January, 2002, the State of Illinois requires a school district to notify the parent or guardian of a child who uses aggressive behavior, including bullying, at school. School Board policy prof does physical or psychological harm to someone else and/or urges other students to engage in such conduct. Prohibited aggressive behavior includes, without limitation, the use of violence or other comparable conduct. Parents of students who reportedly violate this policy will be notified and appropriate disciplinary action will be taken. The Board of Education will provide a le requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment. Anyone who feels that he or she is the victim of sexual harassment, or any teacher or administrator who is made aware of an alleged incident of sexual harassment, should to established procedures. It will be a violation of Board Policy for any student to sexually harass other students or staff. Preventing Bullying, Intimidation, Teen Dating Violence & Harassmer ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning env the basis of actual or perceived race, color, national origin, immigration status, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender ident religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situation: activity. 2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctic information from a school computer, a school computer network, or other similar electronic school equipment. 4. Through the transmission of information from a computer that is accessed program or from the use of technology or an electronic device that is not owned, leased, or used by the school district or school if the bullying causes a substantial disruption to the educa includes cyber-bullying (bullying through the use of technology or any electronic communication) and means any severe or pervasive physical or verbal act or conduct, including communi student or students that has or can be reasonably predicted to have the effect of one or more of the following: 1. Placing the student or students in reasonable fear of harm to the student' detrimental effect on the student's or students' physical or mental health; 3. Substantially interfering with the student's or students' academic performance; or 4. Substantially interfering benefit from the services, activities, or privileges provided by a school. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psyc threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above. Students are encouraged t or in writing to the building principal, district complaint manager or any staff member with whom the student is

comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. Anyone, including staff members and parents/guardians, who has info report it to the district complaint manager or any staff member. Anonymous reports are also accepted by phone call or in writing.

2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success in school 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.).*

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.*

([count] of 7500 maximum characters used)

Under the McKinney-Vento Education for Homeless Children and Youth (EHCY) program, which is administered by the U.S. Department of Education's (the Department) Office of Elementary and Secondary Education (SEAs) must ensure that homeless children and youths have equal access to the same free, appropriate public education, including a public preschool education, as is provided to other children and youths. The SEA must review and revise any laws, regulations, practices, or policies that may act as barriers to the identification, enrollment, attendance, or success in school of homeless children and youths. The SEA must ensure that homeless children and youths are educated in the mainstream school environment on the basis of their homelessness. Homeless students must also have access to the education and other services that they need to meet the same challenges as other children and youths. (Section 721 of the McKinney-Vento Act, as amended by the ESSA).

Response from the prior year Consolidated District Plan.

Under the McKinney-Vento Education for Homeless Children and Youth (EHCY) program, which is administered by the U.S. Department of Education's (the Department) Office of Elementary and Secondary Education (SEAs) must ensure that homeless children and youths have equal access to the same free, appropriate public education, including a public preschool education, as is provided to other children and youths. The SEA must review and revise any laws, regulations, practices, or policies that may act as barriers to the identification, enrollment, attendance, or success in school of homeless children and youths. The SEA must ensure that homeless children and youths are educated in the mainstream school environment on the basis of their homelessness. Homeless students must also have access to the education and other services that they need to meet the same challenges as other children and youths. (Section 721 of the McKinney-Vento Act, as amended by the ESSA).

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

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

SESSION
TIMOUT 19:59[Close Printer Friendly Page](#)

Attendance Center Designation

[Instructions](#)

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

This page has been locked by the agency review. You must unlock it on the Page Control Tab if changes are needed.

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1005 - HIGHLAND MIDDLE SCHOOL	☐	☒	☐	☐	08/24/2026
2002 - BUTTERFIELD SCHOOL	☐	☐	☒	☐	
2004 - COPELAND MANOR ELEM SCHOOL	☐	☐	☒	☐	
2006 - ROCKLAND ELEM SCHOOL	☐	☐	☒	☐	
2007 - ADLER PARK SCHOOL	☐	☐	☒	☐	

Describe
anticipated
Reorganizations:

Consolidated District Plan

Applicant: LIBERTYVILLE SD 70

County: Lake

Application: 2026-2027 Consolidated District Plan - 00

Cycle: Original Application

Project Number: 27-CDP-00-34-049-0700-02

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

Overview	Contact Information	Amendments	Needs Assessment and Programs				Plan Specifics	Assurance Pages	Submit
Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
Title I Specific - Part One									Title I Specific

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 Title I funds, go to the 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 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.
- ☐ 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 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 meet the needs of all students.

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

- ☒ The District has established committees to support all aspects of the instructional improvement process. Grade level teams and/or departments are structured with common planning time. The middle school has a group of team leaders that meet at least twice a month led by the building principal. District committees have representation from all schools and strive to meet the needs of all students. Some district committees require a balanced group of participants made up of administrators and teachers per the union contract. Schools have Child Referral Teams that are in place to address student needs and School Improvement Plan Committees. Administrators meet twice a month in order to discuss professional development activities and the overall wellness of the district. The district allocates/reallocates resources to support school, staff, and instruction improvement by providing Interventionists, Special Education staff, coaches and coordinators and full-day professional development.

1. School Improvement 1003: Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted for improvement. (Section 111(d).*) (Section 1112(b)(3))

Section 111(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 requirements. 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

(38 of 7500 maximum characters used)

No schools identified under this part.

Response from the approved prior year Consolidated District Plan.

No schools identified under this part.

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, as 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 educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.* (Section 1114 and 1115)

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.**
(2353 of 7500 maximum characters used)

The District works closely with administrators and departments at Highland to support continuous improvement in teaching and learning. Curriculum is regularly reviewed and assessment options that provide more meaningful and actionable student performance data. Grade-level and departmental articulation, along with ongoing professional development and targeted intervention practices. Paraeducators, interventionists, special education staff, accelerated and gifted math and language arts teachers, and Multilingual Learner needs of all students. Instructional planning increasingly emphasizes the use of data to inform instruction and identify appropriate interventions for specific student groups, with Illinois Learning Standards.

The Instructional Leadership Team (ILT) uses student learning data and other sources to set the school's annual learning goals. Various data points are analyzed to determine Once goals are established, strategies are implemented to support progress, and goals are monitored and reviewed throughout the year to ensure ongoing growth and accountability.

Student Growth Goal:

Response from the approved prior year Consolidated District Plan.

The District works closely with administrators and departments at Highland. The District continues to modify curriculum and is investigating different assessment options that departmental articulations and professional development provide guided curriculum and intervention support. Specific future interventions will focus on data and intervention with New Illinois Standards. Para educators, Interventionists, Special education staff, accelerated and gifted math and language arts teachers and EL teachers provide differentiated for the school by the Leadership Team (ILT), utilizing student learning data. A variety of student data is analyzed to facilitate school needs and set goals. Once goals are established Goals are monitored and reviewed throughout the year. The Student Growth Goal for Highland is: This school year, 75% of Highland Middle School students will show 'typical' growth in areas of reading and math. The

School Improvement Goals for Highland are: 1) Staff will work with all students in developing a detailed and well-supported analysis with respect to argumentative writing, 2) constructing/describing geometrical figures and relationships between them. In addition, staff will work to develop students' skills in regards to solving real-world and mathematical geometric concepts, and 3) Staff will explore additional programming options for students who may not qualify for special educational services but require additional academic support.

5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, and parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.* (Section 1112(b)(9))

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 serve any schools identified as targeted assistance, enter Schoolwide Program Only

(1056 of 7500 maximum characters used)

Processes and criteria teachers use to identify eligible students most in need of services (i.e., students who are not meeting grade-level standards or are at risk of not meeting Identification of students begins with an analysis of STAR and Aimsweb data. Interventionists administer diagnostic assessments to students scoring at or below the 25th percentile and at or below the 25th percentile on STAR math and/or Aimsweb math assessments. Aimsweb assessments are used as diagnostic tools to help determine student needs at and first grade, AimswebPlus is used in place of STAR for benchmarking purposes. Students are recommended for tiered supports based on a combination of STAR and age-appropriate intervention eligibility is determined through analysis of assessment data and identified areas of need aligned to foundational math concepts and applied problem-solving skills.

Response from the approved prior year Consolidated District Plan.

Processes and criteria teachers use to identify the eligible students most in need of services (i.e., those students who are not meeting grade level standards or are at risk of not meeting

Identification for students begins with analysis of STAR and Aimsweb data. Interventionists give diagnostics to students that are AT or BELOW the 25% on STAR/Aimsweb reading math/Aimsweb. AIMSweb are used as our diagnostic tools. In kindergarten this year we used AimswebPlus instead of STAR for benchmarking. For KeyMath, students below 25% on Applied Problem Solving subtest qualify for tier 2 math intervention. Students at or below 10% on Basic Concepts AND Scaled Score of 6 or below on Applied Problem Solving

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 who are not

*Required field

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Applicant: LIBERTYVILLE SD 70

County: Lake

Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application

Consolidated District Plan ▼

Project Number: 27-CDP-00-34-049-0700-02

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
Title I Specific - Part One									Title I Specific

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 Title I funding, go to the 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 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, 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-emotional needs of each 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 improve student learning.

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

- ☒ The District has established committees to support all aspects of the instructional improvement process. Grade level teams and/or departments are structured with common planning time provided for participants made up of administrators and teachers per the union contract. Schools have Child Referral Teams that are involved in the problem solving process to address student needs and twice a month in order to discuss professional development activities and the overall wellness of the instructional programs. The District regularly allocates/reallocates resources to support school improvement efforts, including interventionists, special education staff, coaches and coordinators and full-day kindergarten. Built-in collaboration time for all certified staff and time for school level data days are provided. Further, the District provides additional planning, professional development, collaboration, and observation time. Flexibility in staff selection and assignment also builds capacity. There are regular opportunities for professional learning for all staff.

1. School Improvement 1003: Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under 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 requirements. **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)

No schools identified under this part.

Response from the approved prior year Consolidated District Plan.

No schools identified under this part.

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, 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 for neglected or delinquent children.* (Section 1114 and 1115)

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 requirements. **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 works closely with administrators and departments at Highland to support continuous improvement in teaching and learning. Curriculum is regularly reviewed and refined, and the District provides more meaningful and actionable student performance data. Grade-level and departmental articulation, along with ongoing professional development, support aligned curriculum implementation. Paraeducators, interventionists, special education staff, accelerated and gifted math and language arts teachers, and Multilingual Learner staff provide differentiated support to meet the needs of all students. The District emphasizes the use of data to inform instruction and identify appropriate interventions for specific student groups, with continued attention to alignment with the New Illinois Learning Standards.

The Instructional Leadership Team (ILT) uses student learning data and other sources to set the school's annual learning goals. Various data points are analyzed to determine school needs and to establish strategies to support progress, and goals are monitored and reviewed throughout the year to ensure ongoing growth and accountability.

Student Growth Goal:

By Spring 2026, Highland Middle School's overall Mean Student Growth Percentile (mSGP) on the Illinois Assessment of Readiness (IAR) will be at or above the state average (50th percentile).

School Improvement Goals:

By June 2026, Highland Middle School staff will develop a schoolwide, grade-level scope and sequence for "The Highland 9: Hornet Skills for Life." This framework will clearly define what student skills in a purposeful and developmentally appropriate progression. The finalized sequence will be ready for implementation in the following school year.

By June 2026, Highland Middle School will explore predictable "Devices Down" instructional blocks. These tech-free routines will be piloted in select classes and teams to improve student focus and stamina for handwriting, note-taking, and sustained engagement without digital devices.

Response from the approved prior year Consolidated District Plan.

The District works closely with administrators and departments at Highland. The District continues to modify curriculum and is investigating different assessment options that will provide instructional professional development provide guided curriculum and intervention support. Specific future interventions will focus on data and interventions for specific sub groups and curriculum closer to Interventionists, Special education staff, accelerated and gifted math and language arts teachers and EL teachers provide differentiated support for students. Yearly learning goals are set for each learning data. A variety of student data is analyzed to facilitate school needs and set goals. Once goals are established, strategies are put into place to meet each goal. Goals are monitored and reported on. Highland is: This school year, 75% of Highland Middle School students will show 'typical growth' (35-65 SGP) on local assessments (STAR) in the areas of reading and math. The School Improvement Goals for Highland are: 1) Staff will work with all students in developing a detailed and well-supported analysis with respect to argumentative writing, 2) Staff will work on geometrical figures and relationships between them. In addition, staff will work to develop students' skills in regards to solving real-world and mathematical problems with a better understanding of additional programming options for students who may not qualify for special educational services but require additional academic support.

5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, and the parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.* (Section 1112(b)(9))

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 for this 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.*

*If the district does not serve any schools identified as targeted assistance, enter **Schoolwide Program Only***

([count] of 7500 maximum characters used)

Processes and criteria teachers use to identify eligible students most in need of services (i.e., students who are not meeting grade-level standards or are at risk of not meeting grade-level standards). Identification of students begins with an analysis of STAR and Aimsweb data. Interventionists administer diagnostic assessments to students scoring at or below the 25th percentile on STAR math and/or Aimsweb math assessments. Aimsweb assessments are used as diagnostic tools to help determine student needs and appropriate intervention supports place of STAR for benchmarking purposes. Students are recommended for tiered supports based on a combination of STAR and age-appropriate subtests on Aimsweb assessments. Math intervention assessment data and identified areas of need aligned to foundational math concepts and applied problem-solving skills.

Response from the approved prior year Consolidated District Plan.

Processes and criteria teachers use to identify the eligible students most in need of services (i.e., those students who are not meeting grade level standards or are at risk of not meeting grade level standards).

Identification for students begins with analysis of STAR and Aimsweb data. Interventionists give diagnostics to students that are AT or BELOW the 25% on STAR/Aimsweb reading and AT or BELOW the 25th percentile on STAR math and/or Aimsweb math assessments. Aimsweb assessments are used as diagnostic tools to help determine student needs and appropriate intervention supports place of STAR for benchmarking purposes. Students are recommended for tiered supports based on a combination of STAR and age-appropriate subtests on Aimsweb assessments. Math intervention assessment data and identified areas of need aligned to foundational math concepts and applied problem-solving skills.

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 who are not.

*Required field

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Applicant: LIBERTYVILLE SD 70

County: Lake

Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application[Consolidated District Plan](#) ▼

Project Number: 27-CDP-00-34-049-0700-02

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title
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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, 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.
- ☒ 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 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 meet the needs of all students.

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

- ☒ Needs were identified in provision of classroom supports for students with more intensive academic and behavioral needs. Another continued area of need is the increasing population of students requiring occupational therapy and sensory regulation.

1. How was the comprehensive needs assessment information used for planning grant activities? * This section should include the comprehensive needs identified 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)

Needs were identified in provision of classroom supports for students with more intensive academic and behavioral needs. Another continued area of need is the increasing population of students requiring occupational therapy and sensory regulation, and behavioral support through BCBA consultant.

Response from the approved prior year Consolidated District Plan.

Needs were identified in provision of classroom supports for students with more intensive academic and behavioral needs. Another continued area of need is the increasing population of students requiring occupational therapy and sensory regulation, and behavioral support through BCBA consultant.

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)

Classroom support in the LRE is effectively provided by paraeducators placed with students. Another continued area of need is the increasing population of students requiring occupational therapy and sensory regulation.

Response from the approved prior year Consolidated District Plan.

Classroom support in the LRE is effectively provided by paraeducators placed with students. Another continued area of need is the increasing population of students requiring occupational therapy and sensory regulation.

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)

Classroom support in the LRE will be effectively provided by paraeducators placed with students. Another area identified is the increasing population of students requiring occupational therapy and sensory regulation.

Response from the approved prior year Consolidated District Plan.

Classroom support in the LRE will be effectively provided by paraeducators placed with students. Another area identified is the increasing population of students requiring occupational therapy and sensory regulation.

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.

<https://www.isbe.net/Pages/Special-Education-Programs.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)

Funds are utilized to provide support to assist students in their LRE (indicators 5 and 6) through leveraging BCBA consultation, training in behavior management, and use of paraeducators.

*Required field

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County: Lake

[Consolidated District Plan](#)

Application: 2026-2027 Consolidated District Plan - 00

Cycle: Original Application

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Project Number: 27-CDP-00-34-049-0700-02

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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 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 duration of the time a

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 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 sticker (Federal C the driver's side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.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 outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport in cc or group homes

NOTE: A school bus driver permit is REQUIRED for these options! IMPORTANT: All drivers transporting students (other than par transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) (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
5. Local funds

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I 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*
Donev	Zuica	Assistant Superintendent of Student Services	zdonev@d70sc
Phone*			
847	362	9695	

☐ 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*
Bachar	Chief School Business Officer	Chief School Business Officer	sbachar@d70sc
Phone*			
847	362	9695	

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

*Required field

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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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 student is in the district's care. This section is required for all students in the district's care.

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 the child's educational and social-emotional needs. 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 ensure that a child in the district's care is placed in the child's best interest. (ESEA section 1111(g)(1)(E)(i)). If a child's foster care placement changes, the school of origin would then be considered the school of origin for the child. The specific factors may vary depending on context, in order to make a holistic and well-informed determination, a variety of student-centered factors are considered. These factors considered in determining the child's best interest, as it relates to ensuring school stability includes:

- Preferences of the child;
- Preferences of the child's parent(s) or education decision maker(s);
- The child's attachment to the school, including meaningful relationships with staff and peers;
- Placement of the child's sibling(s);
- Influence of the school climate on the child, including safety;
- The availability and quality of the services in the school to meet the child's educational and social-emotional needs;
- History of school transfers and how they have impacted the child;
- How the length of the commute would impact the child, based on the child's developmental stage;
- Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education and related services in a school other than the school of origin; and
- Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

factors that were considered when developing the transportation procedures for a student 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.

When a student becomes a Youth in Care or experiences a change in residence while in care, Libertyville School District 70 convenes a collaborative best interest determination process to determine the child's best interest. The process is led by the District's Youth in Care Liaison (Asst. Superintendent of Student Services) and includes the building principal, school social worker, school counselor, and other stakeholders involved in the student's educational planning, such as a CASA volunteer. External stakeholders include the DCF caseworker, foster parent or caregiver, the student's legal guardian, and other individuals involved in the student's educational planning, such as a CASA volunteer. Student is also provided an opportunity to participate, when appropriate.

Response from the approved prior year Consolidated District Plan.

We ensure that a child in foster care enrolls or remains in his or her school of origin unless a determination is made that it is not in the child's best interest. (ESEA section 1111(g)(1)(E)(i)). If a child is placed in a school other than the school of origin, the school of origin would then be considered the school of origin for the child. The specific factors may vary depending on context, in order to make a holistic and well-informed determination, a variety of student-centered factors are considered. These factors considered in determining the child's best interest, as it relates to ensuring school stability includes:

- Preferences of the child;
- Preferences of the child's parent(s) or education decision maker(s);
- The child's attachment to the school, including meaningful relationships with staff and peers;
- Placement of the child's sibling(s);
- Influence of the school climate on the child, including safety;
- The availability and quality of the services in the school to meet the child's educational and social-emotional needs;
- History of school transfers and how they have impacted the child;
- How the length of the commute would impact the child, based on the child's developmental stage;
- Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education and related services in a school other than the school of origin; and
- Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

factors that were considered when developing the transportation procedures for a student 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.

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.

Libertyville School District 70 ensures that all placement and school stability decisions involving Youth in Care who are students with disabilities are made in accordance with the Individuals with Disabilities Education Act (IDEA) of 1973, the Every Student Succeeds Act (ESSA), and the Illinois Education for Children in Care Act.

When determining a student's best interest, the district considers both academic and programmatic factors in addition to the student's unique educational needs. Academic considerations include the student's response to intervention, and continuity of instruction aligned to the student's Individualized Education Program (IEP) or Section 504 Plan. Programmatic considerations include the availability and accommodations and modifications, implementation fidelity of the IEP or 504 Plan, availability of appropriately trained staff, and access to intervention and support programs designed to meet the student's needs.

The district ensures that all students continue to receive a free appropriate public education (FAPE) without interruption. If a school placement change is determined to be in the student's best interest, the district's caseworker, and other appropriate stakeholders to ensure timely transfer of records and seamless continuation of services and supports. The district also ensures that all procedural safeguards under Section 504 are upheld throughout the process, with the student's educational stability and access to appropriate services as the primary consideration.

Response from the approved prior year Consolidated District Plan.

Special considerations and legal requirements are taken into account for children with disabilities under IDEA and students with disabilities under Section 504 as needed.

3. Describe any special consideration and legal requirements taken into account for children who are English learners.*

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.

Libertyville School District 70 ensures that all children who are English learners (ELs), including those in foster care, receive equitable access to educational opportunities and language supports in accordance with the Illinois Education for Children in Care Act (IECCA) of 1974, and the Every Student Succeeds Act (ESSA).

The district identifies and assesses all potential English learners using the state-approved screening process and provides eligible students with a research-based language instruction educational program designed to ensure their academic success. English learners in foster care have the same rights and access to language services as all other EL students.

When making a best interest determination regarding school placement, the district considers both academic and programmatic factors, including the student's English language proficiency, access to qualified EL staff, availability of appropriate instructional supports, participation in core academic and intervention programs, and the potential impact of a school change on the student's educational progress. The district also considers the needs of the student's caseworker, caregivers, and other appropriate stakeholders to ensure that language services continue without interruption and that educational records, including EL program information, are maintained and accessible. The district ensures compliance with all federal and state requirements to provide meaningful access to educational programs for English learners.

Response from the approved prior year Consolidated District Plan.

Special considerations and legal requirements araise into account for children who are English learners as needed. We identify and assess all potential EL students, and provide all EL students, that is educationally sound and proven successful. When a best-interest determination is made for an EL student in foster care, the LEA must ensure that it complies with its obligations under Title available for providing transportation, certain Federal funds may be available to cover additional transportation costs to maintain children in foster care in their schools of origin. Title IV-E Federal children who are eligible for Title IV-E foster care maintenance payments (those children who meet the specific requirements set forth section 472 of the Social Security Act). This is the primary sc purpose, and in fiscal year 2015, more than half of youth in foster care were ineligible for Title IV-E foster care maintenance payments. Specifically, the cost of reasonable travel for a child in foster IV-E foster care maintenance payment. Child welfare agencies receiving Title IV-E funds have discretion in determining what is considered reasonable travel, and may take into account factors such the definition of foster care maintenance payments, the child welfare agency may decide which of the enumerated costs to include in a child's foster care maintenance payment. In addition, we un transport children in foster care to their schools of origin.

4. Describe the dispute resolution process should there be disagreement among education decision makers, and other stakeholders regarding the best interest determination.

Be sure to include the step-by-step process if one would want to initiate a dispute about the Best Interest Determination decision. NOTE: include that DCFS has the final decision. 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.

When there is disagreement among parents, educational decision-makers, DCFS, or other stakeholders regarding a Youth in Care student's best interest determination, Libertyville School District ; collaboration, consistency, and student-centered decision-making.

Step 1: Identification of Disagreement

A disagreement is identified after the initial best interest determination is shared with all stakeholders, including the District Youth in Care Liaison, building-level staff, caregivers, and DCFS represent

Step 2: Review of Initial Determination

The District Youth in Care Liaison convenes relevant stakeholders, including the building principal, school social worker, school counselor, special education staff (if applicable), caregivers, and DCF, examining academic, programmatic, transportation, and social-emotional considerations, as well as the student's educational needs and stability.

Step 3: Collaborative Discussion

Stakeholders engage in a structured discussion to share additional information, clarify concerns, and explore alternatives. The focus remains on determining the placement that best supports the s

Step 4: Attempt to Reach Consensus

The district facilitates continued dialogue among stakeholders in an effort to reach a mutually agreed-upon resolution. Additional data or input may be gathered if needed to support decision-making.

Step 5: Escalation to DCFS for Final Determination

If consensus cannot be reached, the matter is referred to the Department of Children and Family Services (DCFS), which makes the final determination regarding the student's school placement in

Step 6: Implementation and Continuity of Services

Once a final decision is made, the district promptly implements the placement determination and ensures the uninterrupted delivery of all educational services, including transportation arrangements, the process.

Throughout all steps, district staff collaborate with child welfare partners to ensure sensitivity to the needs of Youth in Care, including the impact of trauma on learning, and to ensure appropriate placement outcome.

Response from the approved prior year Consolidated District Plan.

The resolution process should there be disagreement among parents, education decision makers, and other stakeholders regarding the best interest determination includes reviewing the recommendation of the process by collaborating with child welfare and other relevant agencies to ensure that all school staff are sensitive to the complex needs of foster youth, are informed about the impact interventions and strategies are in place to support them to succeed in school. DCFS has the final say if a resolution cannot be determined.

5. Describe how the district/school will ensure that all appropriate school personnel are aware of the ESSA requirements for educational stability for students who

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.

Libertyville School District 70 ensures that all appropriate school personnel are aware of the ESSA requirements for educational stability for students identified as Youth in Care through a structure At the district level, the Youth in Care requirements under ESSA are reviewed annually with administrators, including principals, assistant principals, and student services staff, to ensure a shared determination, immediate enrollment, and transportation provisions. The District Youth in Care Liaison (Asst. Superintendent of Student Services) provides guidance on procedures and serves as the implementation.

At the building level, principals are responsible for sharing this information with school-based teams, including social workers, special education staff, and other relevant personnel. Guidance is included in the application across schools.

In addition, the district reinforces understanding through ongoing communication during administrative meetings, student services meetings, and when new Youth in Care cases are identified. Staff ensure immediate enrollment, maintenance of school stability when appropriate, and coordination of transportation and services.

*Required field

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
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 following factors were transportation procedures for a student in foster care: Safety Duration of the need for services The time/length of travel time for the student each day Time of placement change Type of transportation Division vehicle, etc.) Traffic patterns Flexibility in school schedule Impact of extracurricular activities on transportation options Maturity and behavioral capacity of student Options that will be considered include, but are not limited to: Pre-existing transportation route New transportation route Route-to-route hand-offs District-to-district boundary hand-offs Other services for which student is eligible, presented by DCFS worker Alternatives not directly provided by the district/school such as taxis, carpools, public transportation.

Response from the approved prior year Consolidated District Plan.

The following factors were considered when developing the transportation procedures for a student in foster care: Safety Duration of the need for services The time/length of travel time for the student transportation available (yellow school bus, taxi cab, First Division vehicle, etc.) Traffic patterns Flexibility in school schedule Impact of extracurricular activities on transportation options Maturity and will be considered when developing the transportation plan include, but are not limited to: Pre-existing transportation route New transportation route Route-to-route hand-offs District-to-district boundary transportation, etc.

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 per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

- ☐ h. Other - describe
- ☐ 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 fund option would be through Transportation Fund General Property Tax Levy.

Response from the approved prior year Consolidated District Plan.

The fund option would be through Transportation Fund General Property Tax Levy.

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

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.

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When Libertyville School District 70 and the Illinois Department of Children and Family Services (DCFS) are unable to reach agreement regarding transportation for a Youth in Care student, the dispute resolution process consistent with the Every Student Succeeds Act (ESSA) and Illinois Education for Children in Care requirements to ensure the student's educational stability is maintained without Step 1: Identification of Transportation Dispute

A transportation dispute is identified when the district and DCFS are unable to agree on responsibility, logistics, or feasibility for providing transportation to the student's school of origin or other appropriate Step 2: Immediate Collaboration and Review

The District Youth in Care Liaison initiates a review with the DCFS caseworker, district transportation personnel, and relevant school staff. The team reviews all relevant factors, including the student's considerations, scheduling needs, and any special education or programmatic requirements that may impact transportation needs.

Step 3: Joint Problem-Solving and Development of Options

The district and DCFS engage in collaborative problem-solving to identify feasible transportation options. This includes reviewing shared responsibility for transportation, potential route adjustment funding sources such as Title I, Title IV-E (when applicable), and other state or local resources designated to support transportation for Youth in Care.

Step 4: Attempt to Reach Mutual Agreement

Both parties work in good faith to reach an agreement that prioritizes the student's educational stability, timely school attendance, and continuity of services. The student remains enrolled in and a resolution efforts are ongoing, unless an alternative arrangement is mutually agreed upon.

Step 5: Escalation Process if Agreement Cannot Be Reached

If a resolution cannot be reached at the local level, the matter is elevated to appropriate supervisory personnel within both Libertyville School District 70 and DCFS for further review and determination. educational and child welfare systems are engaged in resolving the dispute in a timely manner.

Step 6: Implementation and Continuity of Transportation Services

Once an agreement is reached, the district implements the transportation plan immediately to ensure uninterrupted school attendance. If logistical arrangements are still being finalized, the district feasible to prevent disruption to the student's educational program.

Response from the approved prior year Consolidated District Plan.

The resolution process should there be disagreement among parents, education decision makers, and other stakeholders regarding the best interest determination includes reviewing the recommended

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.

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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.

Response from the approved prior year Consolidated District Plan.

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.

6. Describe how the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if they become aware of such services.*

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 the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if they become aware of a student who is eligible for such servi

Response from the approved prior year Consolidated District Plan.

The the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if they become aware of a student who is eligible for such servi

*Required field

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Applicant: LIBERTYVILLE SD 70

County: Lake

Consolidated District Plan ▼

Application: 2026-2027 Consolidated District Plan - 00
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Project Number: 27-CDP-00-34-049-0700-02

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific
BSP Overview									BSP Plan Specific

BSP Overview

Program Name: EL - Bilingual Service Plan

Purpose: The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code Bilingual Education. In addition, this data collection will help the Multilingual Department better support school districts in providing services for challenging academic standards as all children are expected to meet in Illinois.

Rules: [23 Ill. Admin. Code, Part 228.50](#)

Contact: Multilingual Department at 312-814-3850
multilingual@isbe.net

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Applicant: LIBERTYVILLE SD 70

County: Lake

[Consolidated District Plan](#) ▼Application: 2026-2027 Consolidated District Plan - 00
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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Titl I Specific
BSP Overview					BSP Plan Specific				
BSP Program Contact	Attendance Center Enrollment Information				BSP Professional Development			BSP TBE Requirements	

BSP Contact Information

106 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

Provide information below for the Bilingual Director (Administrator overseeing EL Services)

Last Name*

Donev

First Name*

Zuica

Middle
Initial

Phone*

847 362 9695

Email*

zdonev@d70schools.org

EL Program Director Requirements:

a. Administrative Endorsement



AND

b. ESL/Bilingual Endorsement



OR

Eight (8) Hours of Professional Development Related to EL Education ☐

*Required field