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Applicant: MENDOTA TWP HSD 280

County: La Salle

Consolidated District Plan ▼

Application: 2026-2027 Consolidated District Plan - 00

Cycle: Original Application

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Project Number: 27-CDP-00-35-050-2800-17

Overview

All entities seeking grant funding must have an "active" UEI registration in SAM.gov throughout the lifecycle of the grant.

PROGRAM: Consolidated District Plan

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

BOARD GOALS:

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

FY 2027 Title I, Part A - Improving Basic Programs

Included Title I, Part A - School Improvement Part 1003

Programs: Title I, Part D - Delinquent

Title I, Part D - Neglected

Title I, Part D - State Neglected/Delinquent

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

Title III - Language Instruction Educational Program (LIEP)

Title III - Immigrant Student Education Program (ISEP)

EL - Bilingual Service Plan (BSP)

Title IV, Part A - Student Support and Academic Enrichment

Title V, Part B - Rural and Low Income Schools

IDEA, Part B - Flow-Through

IDEA, Part B - Preschool

Foster Care Transportation Plan

LEGISLATION: [Every Student Succeeds Act \(ESSA\)](#)

[Individuals with Disabilities Education Act](#)

[Rehabilitation Act](#)

[Strengthening Career and Technical Education for the 21st Century Act](#)

[Workforce Innovation and Opportunity Act](#)

Head Start Act

McKinney-Vento Homeless Assistance Act

Adult Education and Family Literacy Act

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

23 Illinois Administrative Code 228 Transitional Bilingual Education

DUE DATE: District plans must be submitted to the Illinois State Board of Education and approved before any FY 2027 grant applications for included programs can be approved.

Submission by April 1 is recommended.

DURATION: The District Plan is submitted for the school year 2026-2027 and must be updated annually thereafter.

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

INSTRUCTIONS: **Instructions in PDF format**

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

- ABBREVIATIONS:** IDEA - Individuals with Disabilities Education Act
- ISBE - Illinois State Board of Education
- LEA - Local Educational Agency
- LIEP - Language Instruction Educational Program
- SEA - State Education Agency
- BSP - Bilingual Service Plan

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Contact Information

1. Contact Information for Person Completing This Form

Last Name* First Name* Middle Initial
Aughenbaugh Denise
Phone* Extension Email*
815 539 7446 daughenbaugh@mendotahs.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 need. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gen 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 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 pl 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 re application.

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 eq 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 applicar 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)Mendota High School strives to improve the performance of all teachers and students. Gender, race, national origin, disability, or age will not affect participation in program activities. Mendota High School has board policies in place to address any discrepancy in providing equitable participation.

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:

93

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 B (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

4. District Migrant Education Program Liaison

Last Name First Name Middle Initial
Aughenbaugh Denise D
Phone Extension Email
815 539 7446 500 daughenbaugh@mendotahs.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 I 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 th 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 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 respon 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.

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

Mendota High School will provide eligible students with a well-rounded education, provide instructional supports, non-instructional supports like behavior and mentoring supports, and social and emotional learning, and improve school quality. MHS will reserve some Title I funds for the following required activities: services for homeless children, which can include funding for the homeless liaison and transportation, services for children in local institutions for neglected children, and if appropriate, services for children in local institutions for delinquent children, and neglected or delinquent children in community day programs. Parent and family engagement activities are planned.

Response from the approved prior year Consolidated District Plan.

Mendota High School will provide eligible students with a well-rounded education, provide instructional supports, non-instructional supports like behavior and mentoring supports, and social and emotional learning, and improve school quality. MHS will reserve some Title I funds for the following required activities: services for homeless children, which can include funding for the homeless liaison and transportation, services for children in local institutions for neglected children, and if appropriate, services for children in local institutions for delinquent children, and neglected or delinquent children in community day programs. Parent and family engagement activities are planned.

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)

Local needs assessment data was taken from the school report card, five essentials survey, current recruitment and retention data, School Improvement plans, and staff surveys.

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.

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 local needs assessment used data from students, parents, faculty (IL 5 Essentials), and school report card data and grade analysis. The desired program results were analyzed and compared to properly assessed. The needs assessment included the concerns of the "service providers" (e.g. teachers, guidance counselors, and school principals-the people who have direct relationships with the availability of program services and personnel; level of program coordination; and access to appropriate facilities). There was an identified need to develop SAP program team to work with students i Assistance Program was identified to improve upon behavior, attendance, health issues, and academic for students. The school is also exploring MTSS and SEL programs to incorporate into the district continuation of the A.L.O.P. Advisors through ROE #35. There is also a need for additional services to be provided by the Youth Service Bureau. The needs assessment also revealed the need for imp resources. The School Guard App is a high priority resource for school safety. The current usage of the School Guard App is 65%, and it is the goal to improve its usage to 95%. The Bilingual Parent needs assessment as a group that is in need of funding to provide Professional speakers to engage parents. The needs assessment revealed the need for summer school remedial courses and teache extended summer school program needs appropriate curriculum and software. The needs assessment revealed the need for supplemental instruction, such as tutors in math, English, Reading, and A needs of students. Additional needs were identified in the areas of reading instruction. The ambitious instruction needs were identified in the IL 5 Essentials Survey. Grade distribution data reveals th math courses. There were an additional 10% of students who needed remediation in English and Science coursework. The needs assessment identified the need for additional software enhancement: NoRedInk Premium, Quizlet, and other research based software educational supports. Renaissance Learning for progress monitoring assessments, intervention lessons, and AR support. Audiobooks i presence of media specialist personnel were also a need identified. Students need additional health and medical support with the school and the necessary software to monitor student needs. There i services and parental support. The media specialist will contribute to the ambitious instruction of hte school by helping to engage students in their application of knowledge. The circulation data will i

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

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).

Achievement gaps will be closed by providing a collaborative teaching environment/opportunities that involve families in ambitious instruction. Mendota High School will improve the percentage of st the Illinois School Report Card data by 3 percent. Teachers and principals will continue to attend College Board training opportunities, in addition to the PACE Framework planning and implementation interventions will continue. The goal will be to implement another career readiness component to period 8 and incorporate additional family engagement nights in college and career readiness. Major career exploration software purchased for student use. Job fairs will be attended by the administration to hire and retain qualified teachers in the district. There is an identified teacher shortage in th pursue additional training to conduct more ambitious recruiting tools to maintain a highly qualified workforce. Recruitment and retention of effective teachers, particularly in high-need subjects is a g

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).

The need for Student Assistance Program and MTSS/SEL teams with A.L.O.P. mentors were identified in the needs assessment. Additional resources using MTSS have been identified. Teams will focus on academics for at-risk students and families. Counseling, school-based mental health programs, mentoring services and other strategies to improve students' nonacademic skills will be a need area. Intervention and identified ALOP students to provide early identification of students in a tiered response based on those needs. A School Guard app subscription will be purchased with the goal to increase safety with Zeptive monitoring apps and additional security cameras and software will provide better safety surveillance video capabilities. SmartPass Academic software is also explored as a way to bring in outside speakers to focus on career opportunities and college readiness.

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

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

Goals to properly meet the needs of identified special education students aged 15 to 21 in the high school district are present. Identifying children with special needs before they enter high school and providing individualized education programs that focus on improving education results through the general curriculum, educating children with disabilities with their nondisabled peers, setting higher expectations for schools, holding schools accountable, strengthening the role of parents and fostering partnerships between parents and schools, and an attempt to reduce unnecessary paperwork and other burdens. The R data points for identification and interventions.

L. IDEA, Part B - Preschool

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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Table with 10 columns: 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. Includes a sub-header 'Stakeholder Involvement' and an 'Instructions' button.

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...
Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments...
Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways...

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.
Create a high implementation goal to improve the school's graduation rate to close the gap to 91%.

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)

The Curriculum Committee is made up of MHS staff, parents, board members and students who meet to review and make recommendations regarding curriculum, instruction, assessment, and student learning. Meetings are held the first Wednesday of September until completion of agenda items. Math, English, special education teachers and administrators are members of the IVCC Bridging the Gap committee. Meetings are held quarterly on the IVCC campus to discuss stakeholder responsibilities in preparing college-ready students. IVCC has also worked with MHS on the PowerAct committees regarding math and English articulation. The BPAC committee is an advisory group with the purpose of encouraging and strengthening school and family relationships. The committee provides input from a parent/guardian perspective, with an emphasis on the Latino community needs, to members of MHS's administration and staff. Meetings are held quarterly or more frequently. The Student Handbook Advisory Committee/Discipline Committee meets with the purpose of reviewing the topics in the student handbook. This includes all discipline and attendance policies, including bullying. The membership is made up of school staff, parents, board of education representation, and students. Once the committee has met any changes are presented to the the Board of Education for review.

Response from the prior year Consolidated District Plan.

The Curriculum Committee is made up of MHS staff, parents, board members and students who meet to review and make recommendations regarding curriculum, instruction, assessment, and student learning. Meetings are held the first Wednesday of September until completion of agenda items. Math, English, special education teachers and administrators are members of the IVCC Bridging the Gap committee. Meetings are held quarterly on the IVCC campus to discuss stakeholder responsibilities in preparing college-ready students. IVCC has also worked with MHS on the PowerAct committees regarding math and English articulation. The BPAC committee is an advisory group with the purpose of encouraging and strengthening school and family relationships. The committee provides input from a parent/guardian perspective, with an emphasis on the Latino community needs, to members of MHS's administration and staff. Meetings are held quarterly or more frequently. The Student Handbook Advisory Committee/Discipline Committee meets with the purpose of reviewing the topics in the student handbook. This includes all discipline and attendance policies, including bullying. The membership is made up of school staff, parents, board of education representation, and students. Once the committee has met any changes are presented to the the Board of Education for review.

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]

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[[count] of 7500 maximum characters used)

MHS hosts annual incoming Freshman Open Houses and parent advisory committee meetings. These are well attended by our incoming freshman students and their parents as well as our LEP students and Bilingual parents. The counseling department conducts numerous parent breakfast workshops each year which brings in a large number of students and their parents eager to learn more about options for financing college, assessment, freshman year, NCAA, and other college and career information. All of our specialized programs host a parent informational meetings or communications so parents may have the opportunity to learn more about their children's education. The ELL Director meets regularly with parents to discuss topics and issues relevant to the bilingual program. Each spring, studnets and parents are invited to participate on a committee which reviews and updates the student handbook. Parent members sit on other committee opportunities such as the Curriculum Committee to keep current with MHS and provide input for improvement. These programs demonstrate a focus on involving parents in the educational process at MHS. The ISAC representative will be utilized more this year to incorporate PACE Framework goals for career readiness.

Response from the prior year Consolidated District Plan.

MHS hosts annual incoming Freshman Open Houses and parent advisory committee meetings. These are well attended by our incoming freshman students and their parents as well as our LEP students and Bilingual parents. The counseling department conducts numerous parent breakfast workshops each year which brings in a large number of students and their parents eager to learn more about options for financing college, assessment, freshman year, NCAA, and other college and career information. All of our specialized programs host a parent informational meetings or communications so parents may have the opportunity to learn more about their children's education. The ELL Director meets regularly with parents to discuss topics and issues relevant to the bilingual program. Each spring, studnets and parents are invited to participate on a committee which reviews and updates the student handbook. Parent members sit on other committee opportunities such as the Curriculum Committee to keep current with MHS and provide input for improvement. These programs demonstrate a focus on involving parents in the educational process at MHS. The ISAC representative will be utilized more this year to incorporate PACE Framework goals for career readiness.

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 Consoldated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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[[count] of 7500 maximum characters used)

Family and community engagement will be improved with the continuation of quarterly family engagement nights. Areas of topic for the family engagement nights will vary from bilingual family needs with parents and career and college readiness topics. Outside agencies and resources will be utilized. Additional use of social media and electronic correspondence will be utilized to promote more effective parent and family engagement. Finally, home visits will be increased by the Assistant Principal and School Resource Officer to improve family engagement. When families cannot come to MHS, then MHS will go to the families.

Response from the prior year Consolidated District Plan.

Family and community engagement will be improved with the continuation of quarterly family engagement nights. Areas of topic for the family engagement nights will vary from bilingual family needs with parents and career and college readiness topics. Outside agencies and resources will be utilized. Additional use of social media and electronic correspondence will be utilized to promote more effective parent and family engagement. Finally, home visits will be increased by the Assistant Principal and School Resource Officer to improve family engagement. When families cannot come to MHS, then MHS will go to the families.

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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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...

- (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...
(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 gi...
(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.

Choose File No file chosen

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 r...
Version number to the name.

Parent and Family Engagement 2026 Mendota Township High School District 280.docx

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

*Required field

Consolidated District Plan

SESSION TIMEOUT 19:56

Close Printer Friendly Page

Private School Participation

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

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

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

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

Using the latest available 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
St. Bede Academy	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="button" value="Choose File"/> No...sen Delete File: <input type="checkbox"/> Mendota High School Mail - Nonpublic School Consult St Bede.pdf
American School of Correspondenc	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="button" value="Choose File"/> No...sen Delete File: <input type="checkbox"/> American Academy43-20A-np-consult-participation.pdf

Comments:



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Applicant: MENDOTA TWP HSD 280
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Click to Return to Application Select

Table with 10 columns: 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

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...
Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments...
Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways...

District Goal(s):

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

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

No preschool programs.

Response from the approved prior year Consolidated District Plan.

No preschool programs.

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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Table with 10 columns: 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

Student Achievement and Timely Graduation

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success 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 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 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. 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)

MHS offers challenging academic content standards and aligned academic achievement standards in mathematics, reading/language arts, and science. The standards include a focus on both credit-bearing coursework in higher education and state CTE standards (if the state has CTE standards). MHS prepares for dual credit coursework with Illinois Valley Community College, SAT exam. CTE standards are reviewed and structured in accordance with the PACE Framework. MHS offers a broad range of knowledge and skills that students are expected to acquire by graduate foreign language acquisition, fine arts, CTE programs, and special services to assist their learning.

Response from the prior year Consolidated District Plan.

MHS offers challenging academic content standards and aligned academic achievement standards in mathematics, reading/language arts, and science. The standards include a focus on both credit-bearing coursework in higher education and state CTE standards (if the state has CTE standards). MHS prepares for dual credit coursework with Illinois Valley Community College, SAT exam. CTE standards are reviewed and structured in accordance with the PACE Framework. MHS offers a broad range of knowledge and skills that students are expected to acquire by graduate foreign language acquisition, fine arts, CTE programs, and special services to assist their learning.

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, 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)

To fully realize this vision, MHS will provide the conditions necessary for educators to provide a well-rounded and complete education, such as sufficient professional development that is differentiated includes multiple measures of achievement and that is based on student growth plus equitable opportunities through access to resources. MHS monitors the entire student body's grades weekly of response to intervention instruction. These students are at-risk of failure. Additional support is offered to students who are low-income, EL, special education, neglected, and delinquent Department, Transitional Program of Instruction/EL instructors, and social workers identify students at risk of failure. Their expertise provides additional supports during the school day and out

Response from the prior year Consolidated District Plan.

To fully realize this vision, MHS will provide the conditions necessary for educators to provide a well-rounded and complete education, such as sufficient professional development that is differentiated includes multiple measures of achievement and that is based on student growth plus equitable opportunities through access to resources. MHS monitors the entire student body's grades weekly of response to intervention instruction. These students are at-risk of failure. Additional support is offered to students who are low-income, EL, special education, neglected, and delinquent Department, Transitional Program of Instruction/EL instructors, and social workers identify students at risk of failure. Their expertise provides additional supports during the school day and out

3. Describe the additional and supplemental education assistance (resources and/or programming) to be provided to individual students needing additional help to 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)

To fully realize this vision, MHS must also provide the conditions necessary for educators to provide a well-rounded and complete education, such as sufficient professional development that includes that includes multiple measures of achievement and that is based on student growth plus equitable opportunities through access to resources. Teachers may provide additional support to students during summer school, and intensive, specialized coursework in the EL and Special Education professional practices. Outside resources, such as the ROE Truancy Officer, ROE ALOP Mentors, will also individual students with additional help to meet the challenging State academic standards.

Response from the prior year Consolidated District Plan.

To fully realize this vision, MHS must also provide the conditions necessary for educators to provide a well-rounded and complete education, such as sufficient professional development that includes that includes multiple measures of achievement and that is based on student growth plus equitable opportunities through access to resources. Teachers may provide additional support to students during summer school, and intensive, specialized coursework in the EL and Special Education professional practices. Outside resources, such as the ROE Truancy Officer, ROE ALOP Mentors, will also individual students with additional help to meet the challenging State academic standards.

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 applicable.* [4]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan 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 an effort for MHS to set high standards, goals, and interim targets for all students, we annually administer standards-aligned assessments. MHS also established differentiated accountability and continues disaggregated reporting. Using the data found here, MHS then reviews and strengthens academic and language programs to improve school conditions for student learning. The learning strategies beyond the regular school day. The school has also continued the efforts to modify curriculum to continuously meet the needs of students with Common Core Learning Standards opportunities have been expanded to improve school conditions and offer more college and career ready resources/opportunities.

Response from the prior year Consolidated District Plan.

In an effort for MHS to set high standards, goals, and interim targets for all students, we annually administer standards-aligned assessments. MHS also established differentiated accountability and continues disaggregated reporting. Using the data found here, MHS then reviews and strengthens academic and language programs to improve school conditions for student learning. The learning strategies beyond the regular school day. The school has also continued the efforts to modify curriculum to continuously meet the needs of students with Common Core Learning Standards opportunities have been expanded to improve school conditions and offer more college and career ready resources/opportunities.

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 higher rates than other students by ineffective, inexperienced, 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)

MHS will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field t

retention practices. Currently, all MHS teachers, of both at-risk and not at-risk students, are taught by highly qualified teachers. MHS does not currently have any emergency or provisional cc experiences.

Response from the prior year Consolidated District Plan.

MHS will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field retention practices. Currently, all MHS teachers, of both at-risk and not at-risk students, are taught by highly qualified teachers. MHS does not currently have any emergency or provisional cc experiences.

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 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)

Media specialists attend professional development opportunities annually to continue to develop effective school library programs. MHS media specialists collaborate with classroom teachers classroom teachers and school media specialists have high quality professional development on effective instruction and collaboration. The MHS media center is open daily and accessible to e school start) and closes at 3:45 (extended day from a regular 3:05 dismissal). The media center is the central location for the school's information technology (IT) office. Digital skills or digit digital technology, including computers and computer applications, tablets and smartphones, websites and other online platforms, and much, much more. The media specialists offer opportur provide assistance to students who need extra support learning and using digital literacy skills. The media center is a place for academic work and achievement.

Response from the prior year Consolidated District Plan.

Media specialists attend professional development opportunities annually to continue to develop effective school library programs. MHS media specialists collaborate with classroom teachers classroom teachers and school media specialists have high quality professional development on effective instruction and collaboration. The MHS media center is open daily and accessible to e school start) and closes at 3:45 (extended day from a regular 3:05 dismissal). The media center is the central location for the school's information technology (IT) office. Digital skills or digit digital technology, including computers and computer applications, tablets and smartphones, websites and other online platforms, and much, much more. The media specialists offer opportur provide assistance to students who need extra support learning and using digital literacy skills. The media center is a place for academic work and achievement.

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 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)

MHS identifies and serves gifted and talented students by using multiple facotrs and objective criteria. The gifted student is one who excels in the ability to think, reason, judge, invent and/o criteria are observable on standardized tests already currently administered with the school testing structure or are observable to qualified personnel through products or performances. The s shall be done by a committee of two or more of the following personnel: Teacher recommendations and/or placement in honors level coursework will be used for gifted identification. Personn director/principal, guidance counselor, department heads. Gifted and talented students will also be identified in all areas of learning by evidence of ability and through recommendation by qui (elementary, middle, or transferring school), portfolio with evidence of accomplishment audition, writer' notebook, leadership qualities, Presidential Physical Fitness Test. Further, nominations from the following group of people for the purpose of placements into the student pool self, and academic achievement. MHS offers additional curriculum to students who are gifted and talented through the Illinois Virtual High School.

Response from the prior year Consolidated District Plan.

MHS identifies and serves gifted and talented students by using multiple facotrs and objective criteria. The gifted student is one who excels in the ability to think, reason, judge, invent and/o criteria are observable on standardized tests already currently administered with the school testing structure or are observable to qualified personnel through products or performances. The s shall be done by a committee of two or more of the following personnel: Teacher recommendations and/or placement in honors level coursework will be used for gifted identification. Personn director/principal, guidance counselor, department heads. Gifted and talented students will also be identified in all areas of learning by evidence of ability and through recommendation by qui (elementary, middle, or transferring school), portfolio with evidence of accomplishment audition, writer' notebook, leadership qualities, Presidential Physical Fitness Test. Further, nominations from the following group of people for the purpose of placements into the student pool self, and academic achievement. MHS offers additional curriculum to students who are gifted and talented through the Illinois Virtual High School.

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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Table with 10 columns: 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

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...
Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments...
Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways...

District Goal(s):

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

- 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)

In order to facilitate the effective transition from high school to post secondary, MHS 1. Increased the number of remedial math courses available to students as well as dual-credit course MHS courses. 3. Create opportunities for Tier 2 interventions that address core content deficits. 4. Link students and business partners for volunteer and interning opportunities. 5. Analyze selection. 6. Analyze the current master schedule to determine how to provide students more access to intellectually challenging career/technical studies with an emphasis on higher-level with students' counselors, social worker, and parents to complete a course of study plan and choose an area of concentration. Students are also scheduled with IVCC counselor meetings th both Power Act math and soon English articulated coursework to transfer students seamlessly into college level coursework. 9. Developing and implementing PACE Framework district goal:

MHS employs a multi-faceted approach, including structured transition programs, early communication and collaboration between middle and high school staff, and opportunities for stude teachers and high school teachers will collaborate to ensure that the curriculum in both settings is aligned, so students are prepared for the challenges of high school.

Response from the approved prior year Consolidated District Plan.

In order to facilitate the effective transition from high school to post secondary, MHS 1. Increased the number of remedial math courses available to students as well as dual-credit course MHS courses. 3. Create opportunities for Tier 2 interventions that address core content deficits. 4. Link students and business partners for volunteer and interning opportunities. 5. Analyze selection. 6. Analyze the current master schedule to determine how to provide students more access to intellectually challenging career/technical studies with an emphasis on higher-level with students' counselors, social worker, and parents to complete a course of study plan and choose an area of concentration. Students are also scheduled with IVCC counselor meetings th both Power Act math and soon English articulated coursework to transfer students seamlessly into college level coursework. 9. Developing and implementing PACE Framework district goal:

MHS employs a multi-faceted approach, including structured transition programs, early communication and collaboration between middle and high school staff, and opportunities for stude teachers and high school teachers will collaborate to ensure that the curriculum in both settings is aligned, so students are prepared for the challenges of high school.

- 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)

MHS is a member of the Area Career Center. The area career center provides all students the opportunity to take a variety of hand-on courses in the career and technical education areas. COE program and also the CHOICES program. MHS offers on campus introductory level career and technical education courses in Industrial Arts and Agriculture that are closely aligned to program is aligned with Junior Achievements. The counselors arrange multiple job-shadowing opportunities and internships for students as their interest arises. The district is also coordina

Response from the approved prior year Consolidated District Plan.

MHS is a member of the Area Career Center. The area career center provides all students the opportunity to take a variety of hand-on courses in the career and technical education areas. COE program and also the CHOICES program. MHS offers on campus introductory level career and technical education courses in Industrial Arts and Agriculture that are closely aligned to program is aligned with Junior Achievements. The counselors arrange multiple job-shadowing opportunities and internships for students as their interest arises. The district is also coordina

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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Applicant: MENDOTA TWP HSD 280

County: La Salle

Consolidated District Plan

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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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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 acac 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 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.

The core goal is to foster substantial academic growth in all students each year using rigorous instruction and qualified staff. The initiative aims to ensure that all students, regardless of backgro education. All students will have the ability to experience the same educational opportunities.

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,

Program and Description

A. Title I, Part A - Improving Basic Programs

not budgeting for professional development out of Title I

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

Teacher stipends for out of school time, summer school improvement, teacher mentoring program instructional coach, professional development study groups, and curriculum work. Annu Frontline software for use to collect and to manage teacher evaluation documentation and data. Software also enables teachers to create learning plans to enhance instructional strategies tutorials for professionals development for teaching and learning. Software is aligned to the State approved Danielson Framework.

G. Title III - LIEP

H. Title III - ISEP

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

not providing

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

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

Professional development for team teaching, Special Education Director's Conference, Life Skills Conference, and other workshops provide by our local special education cooperative. Addit data monitoring and interventions, along with MTSS data monitoring and tiered interventions.

L. IDEA, Part B - Preschool

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

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 Pages	IDEA Specific Requirements	Youth in Care Stability Plan	S
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Safe and Healthy Learning Environment

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. 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 [4];
- iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below [2]:

- 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.

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([count] of 7500 maximum characters used)

MHS will strive to improve school conditions as a means of improving academic achievement. MHS plans to ensure all students are healthy and feel safe and supported. MHS monitors the incidents of bullying and harassment and has a goal to reduce the incidents completely. A school-wide reporting system called "MHS Cares" is used to encourage safe reporting by students of perceived threats or incidents of bullying and harassment. The addition of a School Resource Officer will also help to reduce incidences of bullying and harassment. The Assistant Principal and Dean of Students have implemented additional steps, such as a restricted lunch, to prevent the overuse of discipline practices. Administrators are also increasing the number of home visits and family contacts to help in this reduction. MHS does not recommend the use of aversion behavioral interventions that compromise student health and safety. Any teachers or staff that may use a physical restraint are highly qualified in CPI. Trained practices with policy in place to inform parents and document any needed restraints. Staff members are retrained annually. There will be an annual review of data of students who were physically restrained to analyze the effectiveness of interventions applied. MHS prohibits the use of seclusion, chemical restraints, or mechanical restraints in school and has established criteria for when physical restraints may be imposed based upon a student's Individualized Education Plan only. There are significant goals to reduce the use of aversion behavioral interventions for each racial and ethnic group, economically disadvantaged students, English Learners, males/females/non-binary, and migrant students. The school shares with parents what interventions have been tried, and how their child has responded to those interventions. Parents have the right to meet with the school to discuss additional, less intrusive interventions that may be available to support the specific needs of their child.

Response from the prior year Consolidated District Plan.

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- 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 of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]

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

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([count] of 7500 maximum characters used)

All homeless children and youth have a right to the same free and appropriate public education as other children and youth. MHS has a Homeless Liaison who identifies homeless students and provides additional supports and resources to the child and family. The Homeless Liaison may contact agencies to help with attendance and success of the homeless student. The Homeless Liaison coordinates services with outside agencies as well as within the district for the student. Homeless students are served at MHS as part of a comprehensive and coordinated homeless education program. Ultimately, the success of any homeless education program requires coordinated action by many individuals, and is measured by whether all homeless students are identified, enrolled, and educated appropriately. It is the goal of MHS to enroll and identify all homeless students within the district to offer the supports and education needed.

Response from the prior year Consolidated District Plan.

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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 who are not meeting such standards

Legislative Requirements:

[1] Title I, Part A, Section 1112(b)(11)

[2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(6)

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

Consolidated District Plan

Close Printer Friendly Page

Instructions

Attendance Center Designation

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

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - MENDOTA TWP HIGH SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3/16/2026

Describe anticipated Reorganizations:

Consolidated District Plan

County: La Salle

Applicant: MENDOTA TWP HSD 280
 Application: 2026-2027 Consolidated District Plan - 00
 Cycle: Original Application
 Project Number: 27-COP-00-35-050-2800-17

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

Overview	Contact Information	Amendments	Needs Assessment and Programs	Plan Specifics	Assurance Pages	Submit	Application History	Page Lock Control	Applic
Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	College and Career	Safe Learning Environment	I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Pl
						Title I Specific - Part One	Title I Specific - Part Two		

Title I Specific Requirements - Part Two

Instructions

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, return to the Needs Assessment and Programs page and select Title I, save the page, and return to this page.

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal 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. School Improvement 1003: Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d). * (Section 1112(b)(3))

Section 1111(d)

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

No schools identified under this part

(1711 of 7500 maximum characters used)

MHS was not identified as needing comprehensive or targeted support services. MHS employs a team-based approach for identifying students most in need of services. Students are identified through several methods: incoming freshman performance and needs, an analysis of test scores and middle school recommendations will impact course design and selection and additional assistance programs (academic, behavioral, and/or social emotional). During the school year, students' grades, attendance, and discipline are monitored in order to identify students who may need extra help. Additionally, students with IEPs will receive support as defined in the plan. Student demographic information is also studied in order to determine if a pattern exists among these students in the district. MHS places great value on guaranteeing 100% of the staff is highly qualified. The administration works very closely with the La Salle County Regional Office of Education in the careful review of all transcripts and credentials of prospective and current employees. MHS provides on-going professional development on the ELIS system in order to ensure that all staff understands their roles and responsibilities in documenting their professional development. MHS is an approved provider for clock hours and offers a wide-range of professional growth opportunities for staff. MHS partners with IVCC for staff to work on continued professional development in successfully transitioning all to college-ready coursework and avoiding remedial courses. Significant staff development dollars are allocated to ensure that staff has opportunities to grow professionally, as well as to assist in the compliance with the ESSA requirements.

Response from the approved prior year Consolidated District Plan.

MHS was not identified as needing comprehensive or targeted support services. MHS employs a team-based approach for identifying students most in need of services. Students are identified through several methods: incoming freshman performance and needs, an analysis of test scores and middle school recommendations will impact course design and selection and additional assistance programs (academic, behavioral, and/or social emotional). During the school year, students' grades, attendance, and discipline are monitored in order to identify students who may need extra help. Additionally, students with IEPs will receive support as defined in the plan. Student demographic information is also studied in order to determine if a pattern exists among these students in the district. MHS places great value on guaranteeing 100% of the staff is highly qualified. The administration works very closely with the La Salle County Regional Office of Education in the careful review of all transcripts and credentials of prospective and current employees. MHS provides on-going professional development on the ELIS system in order to ensure that all staff understands their roles and responsibilities in documenting their professional development. MHS is an approved provider for clock hours and offers a wide-range of professional growth opportunities for staff. MHS partners with IVCC for staff to work on continued professional development in successfully transitioning all to college-ready coursework and avoiding remedial courses. Significant staff development dollars are allocated to ensure that staff has opportunities to grow professionally, as well as to assist in the compliance with the ESSA requirements.

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? * (Section 1112(b)(5))

- 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 number of children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA.* (Section 1112(b)(4))

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

School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.).

TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,

Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program, and/or

Direct Certification.

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

Section 1114 and 1115

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(2522 of 7500 maximum characters used)

MHS offers several on-campus programs designed to provide educational services for schoolwide students. Students who require intensive reading support are offered a Literacy Skills support class. Students are also offered intensive reading support in the Basic English courses taught by a Reading Teacher. Students have the ability to take English classes by a certified English and Reading teacher in all of these supports. The district is planning to incorporate Renaissance products to help identify more students with needs and provide structured systems of support using data and intensive lessons. Incoming freshman who have been identified as having deficits or difficulty with basic 9th grade math and Algebraic concepts are assigned to the Pre-Algebra class where they will receive individualized and intensive support on concepts to assist them in being successful in math. Students take Pre-Algebra in conjunction with Period 8 math interventions. Students who are identified as chronic truants and/or have dropped out are identified to complete their high school diploma on the campus of IVCC in a Truancy Alternative program. Teen mothers receive SEL and academic support through a Parent Advocacy Program called Mendota Small Steps with mentoring and tutoring. The tutoring program serves as another intervention approach. Summer Program opportunities are offered in Algebra I, Algebra II, Geometry, English I, English II, American Literature III, English IV Grammar and Composition, Biology and Chemistry. The Summer Program is designed to provide remediation and credit retrieval to help students graduate within 4-years. MHS also partners with several outside agencies that provide support for students in a more self-contained environment that is off-campus. The Safe School's Program is operated through the LaSalle County Regional Office of Education and provides an education for students whose behavior on campus has precluded a successful experience. Circuit Breaker School serves students with emotional and behavioral delays. The key components of the CBS program include the following: a highly structured learning environment, small ratio of students to staff members, multiple opportunities for the development of social, behavioral, academic, and home and community skills. Individual student behavior management plans are used. MHS partners with CBS through

Response from the approved prior year Consolidated District Plan.

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

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

(29 of 7500 maximum characters used)
MHS is a schoolwide district.

Response from the approved prior year Consolidated District Plan.

MHS is a schoolwide district.

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 who are not meeting such standards.

*Required field

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(980 of 7500 maximum characters used)

Special Education teachers and paraprofessionals will benefit from professional development activities focused on team teaching which will enhance the educational opportunities that we are able to offer our students. Staff will also attend the special education director's conference and a life skills conference. Students and staff will have the instructional staff to help them reach their educational goals. No eligible students currently attend the non-public school; therefore no proportionate share expense is budgeted in the FY 27 grant. Students' academic progress will be monitored during resource periods as well as during the intervention period. Staff will have the resources and skills to work collaboratively to disaggregate achievement data to further identify learning gaps and provide scaffolded instruction to close learning gaps. Professional development on providing remote learning activities and instruction will be incorporated to better serve students.

Response from the approved prior year Consolidated District Plan.

Special Education teachers and paraprofessionals will benefit from professional development activities focused on team teaching which will enhance the educational opportunities that we are able to offer our students. Staff will also attend the special education director's conference and a life skills conference. Students and staff will have the instructional staff to help them reach their educational goals. No eligible students currently attend the non-public school; therefore no proportionate share expense is budgeted in the FY 26 grant. Students' academic progress will be monitored during resource periods as well as during the intervention period. Staff will have the resources and skills to work collaboratively to disaggregate achievement data to further identify learning gaps and provide scaffolded instruction to close learning gaps. Professional development on providing remote learning activities and instruction will be incorporated to better serve students.

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

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(358 of 7500 maximum characters used)

Students' achievement and learning gaps will be further studied and identified. The services needed to incorporate better methods to assess current learning gaps in students and develop instructional plans to close identified gaps is necessary. Teachers will need to utilize additional technology teaching and learning strategies to reach individual students.

Response from the approved prior year Consolidated District Plan.

Students' achievement and learning gaps will be further studied and identified. The services needed to incorporate better methods to assess current learning gaps in students and develop instructional plans to close identified gaps is necessary. Teachers will need to utilize additional technology teaching and learning strategies to reach individual students.

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 that's applicable. For a listing of State Performance Plan (SPP) Indicators, please click on the hyperlink below.

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

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(1292 of 7500 maximum characters used)

The SPP is developed as a six-year plan that is comprised of Compliance Indicators including Disproportionality, Early Childhood Transition, Secondary Transition, and General Supervision, as well as Results Indicators, including graduation, drop out, assessment and educational environments. MHS will strive to improve the rate of students with disabilities graduating with a regular high school diploma and decrease the dropout rate of students with disabilities. MHS will budget to fund supplemental services that support IEP students to graduate with a regular high school diploma. MHS will also improve the participation and performance of students with IEPs in reading and math on state assessments. Funds will be used to provide additional support to IEP students who are testing on the ACT assessment. The goal of Indicator 4 is to examine data disaggregated by race and ethnicity to determine if significant discrepancies are occurring at MHS in the rate of long-term suspensions and expulsions of students with IEPs, and to determine whether our policies, procedures, or practices are contributing to the significant discrepancy. The administrative team will work collaboratively with the ROE and SEL teams to review policies and offer additional support and services to IEP students.

Have questions or need help? Contact our Call Center (217)558-3600 between 7:00am - 5:00pm CST, Monday - Friday or Click here to Contact Us

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Consolidated District Plan

County: La Salle

Consolidated Distri

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Applicant: MENDOTA TWP HSD 280
 Application: 2026-2027 Consolidated District Plan - 00
 Cycle: Original Application
 Project Number: 27-CDP-00-35-050-2800-17

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

Overview	Contact Information	Amendments	Needs Assessment and Programs	Plan Specifics	Assurance Pages	Submit	Application History	Page Lock Control	Appli
Needs Assessment Impact	Stakeholders and Family Engagement	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	IDEA Specific Requirements
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts		Best Interest Determination Plan		Youth in Care Transportation Plan		Appli

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 clear written procedures governing how transportation to maintain students who are Youth in Care in the school of origin when in their best interests will be provided, arranged, and funded for the duration of the time as Youth in Care.

DEFINITION AND REFERENCES

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total. First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburbans. The manufacturer sticker (Federal Certification Label) located on the inside of the driver's side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 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 contracts with licensed child placing agencies or group homes

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

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 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

Consolidated District Plan

Applicant: MENDOTA TWP HSD 280
 Application: 2026-2027 Consolidated District Plan - 00
 Cycle: Original Application
 Project Number: 27-CDP-00-35-050-2800-17

County: La Salle

Consolidated District

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in Care Stability Plan Requirements	in Care Stability Plan Contacts	in Care Stability Plan Contacts	in Care Stability Plan Contacts	Best Interest Determination Plan	Best Interest Determination Plan	In Care Transportation Plan	In Care Transportation 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:

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

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

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

Last Name* First Name* Position/Title* Email*

Phone*

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*

Phone*

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

*Required field

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Consolidated District Plan

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Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts		Best Interest Determination Plan		Youth in Care Transportation Plan		

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 they are a Youth in Care. Include the positions of all id personnel and other stakeholders involved.*

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

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 district social worker, counselor, and principal are involved in determining the best interest for placement. Consultations with outside agencies are also used.

Mendota High School will assure that children in foster care enroll or remain in school of origin unless there is a determination that it is not in their best interest to attend the school of origin. The best interest determination must be based the relevant factors, including the following: appropriateness of the current educational setting; and, proximity to the school in which the child is enrolled at the time of placement.

School of origin is the school that the child was enrolled at the time of initial placement. If the child's foster care placement changes, the school of origin would then be the school in which the child is enrolled at the time of the placement c If it is determined to be in their best interest, children have the right to remain in their school of origin for the duration of their time in foster care. We are encouraged to continue to prioritize educational stability once child exits foster care

MHS and DCFS follow state established uniform guidelines for local agencies. MHS and DCFS collaborate to develop a joint process for making best interest determinations. Both consider multiple student-centered factors. Transportation is not a factor. MHS and the outside agency should consult child, if appropriate, and adults who have meaningful relationships with the child. We develop mechanism for where and when best interest determination will occur. If parties car come to agreement, then the ultimate decision should reside with DCFS.

Response from the approved prior year Consolidated District Plan.

The district social worker, counselor, and principal are involved in determining the best interest for the affect child for placement. Consultations with outside agencies are also used.

Mendota High School will assure that children in foster care enroll or remain in school of origin unless there is a determination that it is not in their best interest to attend the school of origin. The best interest determination must be based the relevant factors, including the following: appropriateness of the current educational setting; and, proximity to the school in which the child is enrolled at the time of placement.

School of origin is the school that the child was enrolled at the time of initial placement. If the child's foster care placement changes, the school of origin would then be the school in which the child is enrolled at the time of the placement c If it is determined to be in their best interest, children have the right to remain in their school of origin for the duration of their time in foster care. We are encouraged to continue to prioritize educational stability once child exits foster care

MHS and DCFS follow state established uniform guidelines for local agencies. MHS and DCFS collaborate to develop a joint process for making best interest determinations. Both consider multiple student-centered factors. Transportation is not a factor. MHS and the outside agency should consult child, if appropriate, and adults who have meaningful relationships with the child. We develop mechanism for where and when best interest determination will occur. If parties car come to agreement, then the ultimate decision should reside with DCFS.

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.

Services are provided for all students with disabilities under IDEA and students with disabilities under Section 504. For students with disabilities, the responsibility for placement determination will also include federal regulations under IDEA student's Individualized Education Program (IEP) team will participate in the decision. The student's free appropriate public education (FAPE) will be maintained. A child who receives services under a 504 Plan will have the 504 Team involvement to also maintain FAPE. The child's placement will consider federal disability law to protect students' rights and provide FAPE. As is true under the IDEA, Section 504 also requires that, to the maximum extent appropriate, students with disabilities be educated in the regular educational environment, unless they cannot be educated satisfactorily in that environment with the use of supplementary aids and services.

Response from the approved prior year Consolidated District Plan.

Services are provided for all students with disabilities under IDEA and students with disabilities under Section 504. For students with disabilities, the responsibility for placement determination will also include federal regulations under IDEA student's Individualized Education Program (IEP) team will participate in the decision. The student's free appropriate public education (FAPE) will be maintained. A child who receives services under a 504 Plan will have the 504 Team involvement to also maintain FAPE. The child's placement will consider federal disability law to protect students' rights and provide FAPE. As is true under the IDEA, Section 504 also requires that, to the maximum extent appropriate, students with disabilities be educated in the regular educational environment, unless they cannot be educated satisfactorily in that environment with the use of supplementary aids and services.

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.

All services are provided for students who are English Learners. MHS will ensure that all EL students, including EL students in foster care, can participate meaningfully and equally in educational programs. MHS will identify and assess all EL students in a timely, valid, and reliable manner. Provide EL students with a language assistance program that is educationally sound and proven successful. Sufficiently staff and support the language assistance programs for EL students. Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities. Avoid unnecessary segregation of EL students. Ensure that EL students with disabilities are evaluated in a timely and appropriate manner for special education and disability-related services and that their language needs are considered in these evaluations and delivery of services. Meet the needs of EL students who opt out of language assistance programs and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level core content, exit EL students from language assistance programs when they are proficient, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied. Evaluate the effectiveness of the district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program was reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time. Ensure meaningful communication with limited English proficient (LEP) parents.

Response from the approved prior year Consolidated District Plan.

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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 say if a resolution cannot be determined.*

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.

A dispute resolution follows the process to include the school social worker, counselor, principal, and applicable outside agencies. Outside agencies may involve one or more of the following: Mendota Police Department or appropriate court sheriff, Youth Service Bureau, and Department of Children and Family Services (DCFS). Meetings are scheduled to resolve the dispute in the best interest of the child. If a resolution cannot be determined, then DCFS has the final say and a resolution decision.

Response from the approved prior year Consolidated District Plan.

A dispute resolution follows the process to include the school social worker, counselor, principal, and applicable outside agencies. Outside agencies may involve one or more of the following: Mendota Police Department or appropriate court sheriff, Youth Service Bureau, and Department of Children and Family Services (DCFS). Meetings are scheduled to resolve the dispute in the best interest of the child. If a resolution cannot be determined, then DCFS has the final say and a resolution decision.

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 are identified as Youth in Care.

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.

All appropriate school personnel will receive workshop and trainings on ESSA requirements for educational stability for students who are identified as Youth in Care.

*Required field

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Consolidated District Plan

County: Le Salle

Applicants: MENDOTA TWP HSD 280
 Application: 2026-2027 Consolidated District Plan - 00
 Cycle: Original Application
 Project Number: 27-COP-00-35-050-2800-17

Consolidated Distri
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Overview	Contact Information	Amendments	Needs Assessment and Programs	Plan Specifics	Assurance Pages	Submit	Application History	Page Lock Control	Applic
Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	College and Career Development	Safe Learning Environment	I Specific Pages	IDEA Specific Requirements	Youth In Care	Stability Plan
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts		Best Interest Determination Plan		Youth In Care Transportation 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 School Social Worker will determine with counselor consultation if a student needs transportation. They will inform the transportation director and principal.

Some children in foster care will need transportation to remain in their school of origin when it is in their best interest. To facilitate transportation for these children, MHS will collaborate with DCFS to ensure that transportation for children in foster care is provided, arranged, and funded. MHS will ensure the adequate provision of transportation for children in foster care, as part of our overall responsibilities to provide educational stability for these children. MHS will collaborate with DCFS to develop and implement clear written procedures governing how transportation to maintain children in foster care in their schools of origin, when in their best interest, will be provided, arranged, and funded for the duration of the child's time in foster care. These procedures ensure that- Children in foster care needing transportation to their schools of origin will promptly

Response from the approved prior year Consolidated District Plan.

The School Social Worker will determine with counselor consultation if a student needs transportation. They will inform the transportation director and principal. Some children in foster care will need transportation to remain in their school of origin when it is in their best interest. To facilitate transportation for these children, MHS will collaborate with DCFS to ensure that transportation for children in foster care is provided, arranged, and funded. MHS will ensure the adequate provision of transportation for children in foster care, as part of our overall responsibilities to provide educational stability for these children. MHS will collaborate with DCFS to develop and implement clear written procedures governing how transportation to maintain children in foster care in their schools of origin, when in their best interest, will be provided, arranged, and funded for the duration of the child's time in foster care. These procedures ensure that- Children in foster care needing transportation to their schools of origin will promptly

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

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

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

h. Other - describe

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.*

Funding will be provided by the high school district. If there are any reimbursement options from another agency or another district or available grants, then those funds will be used to reimburse district funds. The following funding options will be considered when developing the transportation procedures and plan for a foster care student: Title IV, Title I, IDEA funds if the student has an IEP that includes provisions for specialized transportation, state special education funds if the student has an IEP, and finally local funds. A student will not be denied transportation to and from school.

Response from the approved prior year Consolidated District Plan.

Funding will be provided by the high school district. If there are any reimbursement options from another agency or another district or available grants, then those funds will be used to reimburse district funds. The following funding options will be considered when developing the transportation procedures and plan for a foster care student: Title IV, Title I, IDEA funds if the student has an IEP that includes provisions for specialized transportation, state special education funds if the student has an IEP, and finally local funds. A student will not be denied transportation to and from school.

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 particular student in need.*

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

Phone conferences and/or meetings will be scheduled to try and resolve the transportation issue. If there is not a resolution, then MHS will provide the necessary transportation at the district expense. It is recognized that both MHS and DCFS will act with the best interests of children in mind; however, since both parties are approaching this issue from different perspectives, disputes will naturally sometimes occur. In the event of a dispute regarding the transportation of a child in foster care the following will be followed: The district will provide transportation until such time as the dispute is resolved (ESEA 1 | 12(c)(5)(B)(i)); The district policy regarding McKinney-Vento disputes will be followed (Policy 4004(TV)(C)).

Response from the approved prior year Consolidated District Plan.

Phone conferences and/or meetings will be scheduled to try and resolve the transportation issue. If there is not a resolution, then MHS will provide the necessary transportation at the district expense. It is recognized that both MHS and DCFS will act with the best interests of children in mind; however, since both parties are approaching this issue from different perspectives, disputes will naturally sometimes occur. In the event of a dispute regarding the transportation of a child in foster care the following will be followed: The district will provide transportation until such time as the dispute is resolved (ESEA 1 | 12(c)(5)(B)(i)); The district policy regarding McKinney-Vento disputes will be followed (Policy 4004(TV)(C)).

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

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

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

The SOO transportation will be secured by district vehicles as a primary goal. If that is not possible, then the district will investigate modes of rental transportation to safely transport the student. The School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved

Response from the approved prior year Consolidated District Plan.

The SOO transportation will be secured by district vehicles as a primary goal. If that is not possible, then the district will investigate modes of rental transportation to safely transport the student. The School Of Origin [SOO] is responsible for the transportation while all 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 a student who is eligible for 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 district plan is shared with staff in the Employee Handbook. MHS will work in collaboration with parents, guardians, concerned adults, students, and the local Department of Children and Family Services (DCFS), Child Welfare Office to ensure equitable access to a child in foster care's school of origin as defined by the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). Children in foster care will always be allowed to enroll in their school of origin or school of residence as required under both federal and state law. Identification -- The MHS point-of-contact (POC) will identify children in foster care, who are in need of transportation assistance, by contacting the MHS POC. The MHS POC is identified as the Director of Federal Programs or Superintendent. Transportation for children in foster care will be provided by the foster family, DCFS, or MHS utilizing the most cost effective means to do so (475(4)(A) of

Response from the approved prior year Consolidated District Plan.

The district plan is shared with staff in the Employee Handbook. MHS will work in collaboration with parents, guardians, concerned adults, students, and the local Department of Children and Family Services (DCFS), Child Welfare Office to ensure equitable access to a child in foster care's school of origin as defined by the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). Children in foster care will always be allowed to enroll in their school of origin or school of residence as required under both federal and state law. Identification -- The MHS point-of-contact (POC) will identify children in foster care, who are in need of transportation assistance, by contacting the MHS POC. The MHS POC is identified as the Director of Federal Programs or Superintendent. Transportation for children in foster care will be provided by the foster family, DCFS, or MHS utilizing the most cost effective means to do so (475(4)(A) of

*Required field

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Consolidated District Plan

Applicant: MENDOTA TWP HSD 280 County: La Salle

Application: 2026-2027 Consolidated District Plan - 00
 Cycler: Original Application
 Project Number: 27-CDP-00-35-050-2800-17

Click to Return to App

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

Overview	Contact Information	Amendments	Needs Assessment and Programs	Plan Specifics	Assurance Pages	Submit	Application History	Page Lock Control	Apply
Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	College and Career	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth In Care Stability Plan	Pr
BSP Overview									

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 Article 14C and 23 IL Administrative Code Part 228 Trans Bilingual Education. In addition, this data collection will help the Multilingual Department better support school districts in providing services for English learners to attain English proficiency and meet the 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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Consolidated District Plan

County: La Salle

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 Cycle: Original Application
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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Student Achievement / College and Career Development	Safe Learning Environment	I Specific Pages	IDEA Specific Requirements	Youth In Care Stability Plan	Pr	
BSP Overview										
BSP Program Contact			BSP Attendance Center Enrollment Information			BSP IBE Requirements			BSP Parent Advisory Committee	

BSP Contact Information

93 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*
 Phone*
 First Name*
 Email*
 Middle Initial

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

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Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Student Achievement	College and Career	Professional Development	Safe Learning Environment	IDEA Specific Requirements	Youth in Care Stability Plan
BSP Overview			BSP Professional Development		BSP TBE Requirements		BSP Parent Advisory Committee		

Attendance Center Enrollment Information

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

Types of Instructional Design Offered in Your District (Mark all that apply.)

- Dual Language One-Way
- Dual Language Two-Way
- Transitional Bilingual Education Program
- Transitional Program of Instruction

Staffing Levels in Your District (Mark all that apply.)

- We have sufficient ESL-certified staff to provide services.
- We have sufficient bilingual-endorsed staff to provide services.
- We do not have sufficient staff and are working to increase the number of bilingual/ESL-endorsed staff to meet district needs.

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Consolidated District Plan

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Needs Assessment Impact	Stakeholders and Family Engagement	Parent and Family Engagement	Private Schools Participation	Student Achievement and Career	College and Career Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan
BSP Overview									
BSP Program Contact	Attendance Center Enrollment Information	BSP Professional Development		BSP TBE Requirements	BSP Parent Advisory Committee				

BSP Professional Development

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

PROFESSIONAL DEVELOPMENT ACTIVITIES

Professional development activities must be provided to all staff working with EL students at least twice yearly. If your district has a full-time TBE Spanish program, Spanish language arts PD must be offered annually to the TBE Spanish instr staff.

*The required professional development will be provided.

- Yes
- No

If the district has any additional comments or explanations they would like to provide, please do so here: (Optional)

*Required field

Instructions

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Consolidated District Plan

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BSP Overview									
BSP Program Contact			BSP Attendance Center Enrollment Information		BSP Professional Development		BSP TBE Requirements		
BSP Parent Advisory Committee									

BSP TBE Requirements

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

PROGRAM ENROLLMENT

Does your district offer a TBE program? Yes No

Indicate if the district is placing students in part-time TBE based on the criteria found in Section 228.30(c)(3). Yes No

Does your district have a full-time TBE Spanish program? Yes No

Does your district use Spanish Language Arts Standards? Yes No

*Required field

[Instructions](#)

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Consolidated District Plan

County: La Salle

Applicant: MENDOTA TWP HSD 280

Application: 2026-2027 Consolidated District Plan - 00

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Consolidated District

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BSP Overview									
BSP Program Contact			Attendance Center Enrollment Information		BSP Professional Development		BSP TBE Requirements		BSP Parent Advisory Committee

TBE Parent Advisory Committee

Instructions

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

Does your district offer a TBE program?

- Yes
- No

Please check all that apply to the district's Bilingual Parent Advisory Committee (BPAC).

The district attests that:

- The BPAC meets at least 4 times a year.
- The BPAC minutes, bylaws, and attendance information is maintained by the district.
- The BPAC reviews the bilingual service plan and EL-EBF plan annually.
- The BPAC is composed of a majority of TBE parents.

If the district has any additional comments or explanations they would like to provide, please do so here: (Optional)

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Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances				

Board Approval, Certification, and Assurances

By checking this box, the applicant hereby certifies that he or she has read, understood, and will comply with the assurances listed below, as applicable to the planning requirements of all included programs as applicable.

Provide the date on which the District Board approved the Consolidated District Plan.

03/16/2026

Each district plan shall provide assurances that the district will, as applicable based on grant award(s):

1. Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. Coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. Collaborate with the State or local child welfare agency to—
 - A. Designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
 - B. By not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be

Instructions

- provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
- i. Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - ii. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
 - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - b. The local educational agency agrees to pay for the cost of such transportation; or
 - c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
6. Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. In the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8. Each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. The eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. The eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. In the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
14. In the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.
15. The district further assures that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools as set forth in the Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools on the U.S. Department of Education website.

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Consolidated District Plan

County: La Salle

Consolidated District Plan

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Applicant: MENDOTA TWP HSD 280
 Application: 2026-2027 Consolidated District Plan - 00
 Cycle: Original Application
 Project Number: 27-CDP-00-35-050-2800-17

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

Overview	Contact Information	Amendments	Needs Assessment and Programs	Plan Specifics	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances				

Grant Application Certifications and Assurances

- By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires) hereby certifies and assures the Illinois State Board of Education that:
 - The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

The undersigned representative affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information, and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

DEFINITIONS

"Applicant" means an individual, entity, or entities for which grant funds may be available and who has made application to the Illinois State Board of Education for an award of such grant funds.

"Grant" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms "grant," "award," "program," and "project" may be used interchangeably.

"Grantee" means the person, entity, or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"Project" means the activities to be performed for which grant funds are being sought by the applicant. The terms "project" and "program" may be used interchangeably.

The capitalized word "Term" means the period of time from the project beginning date through the project ending date.

[Instructions](#)

Termination means the ending of a grant, whether in whole or in part, at any time prior to the end of the grant Term, as stated in the Grant Agreement.

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

The applicant acknowledges and agrees that this grant is subject to the provisions of:

2 CFR Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

<https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200?toc=1>

Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.

<https://www.ilga.gov/Legislation/ILCS/Articles?ActID=3559&ChapterID=Z>

Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

<https://ilga.gov/agencies/JCAR/Sections?PartID=04407000>

NO BINDING OBLIGATION

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.
3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
4. Funding in the subsequent years beyond the Term of the grant will be contingent upon compliance with federal and state law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent Term.

PROJECT

5. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the "project." In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
6. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.
7. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

FUNDING

8. All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant.
9. The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.
10. The applicant will maintain records for three years following completion of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.334.

11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structure. If personal property is so provided, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such.
12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
13. The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200
14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules. Expenditures claimed in relation to an award are subject to cost allowability standards, as defined by the grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned.
15. Adequacy tier designation under Evidence-Based Funding will be utilized by ISBE at its discretion pursuant to applicable law and agency policy (105 ILCS 5/18-8.15).

INVOLUNTARY TERMINATION

16. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, terms and conditions of the award, and amendments thereto.
17. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

GENERAL CERTIFICATIONS AND ASSURANCES

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.

23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state, and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

28. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.
29. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
- a) Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
 - b) Maintain separate accounts and ledgers for the project;
 - c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project;
 - d) Properly post all expenditures made on behalf of the project;
 - e) Be responsible for the accountability, documentation, and cash management of the project; the approval and payment of all expenses, obligations, and contracts; and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
 - f) Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);
 - g) Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/grantees on actual expenditures/obligations that occur within project beginning and ending dates;
 - h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
 - i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education; and

j) Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

DRUG-FREE WORKPLACE CERTIFICATION

30. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the state unless that grantee or contractor has certified to the state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.

For the purpose of this certification, "applicant," "grantee," or "contractor" means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the state

The applicant certifies and agrees that it will provide a drug-free workplace by:

- a) Publishing a statement:
 - i) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantee's or contractor's workplace.
 - ii) Specifying the actions that will be taken against employees for violations of such prohibition.
 - iii) Notifying the employee that, as a condition of employment on such contract or grant, the employee will:
 - 1) Abide by the terms of the statement; and
 - 2) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
- b) Establishing a drug-free awareness program to inform employees about:
 - i) The dangers of drug abuse in the workplace;
 - ii) The grantee's or contractor's policy of maintaining a drug-free workplace;
 - iii) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - iv) The penalties that may be imposed upon an employee for drug violations.
- c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
- d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
- e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
- f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
- g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.

31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

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Consolidated District Plan

County: La Salle

Consolidated District Plan

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Applicant: MENDOTA TWP HSD 280
 Application: 2026-2027 Consolidated District Plan - 00
 Cycle: Original Application
 Project Number: 27-CDP-00-35-050-2800-17

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

Overview	Contact Information	Amendments	Needs Assessment and Programs	Plan Specifics	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Plan Assurances	State Assurances	Debarment	Lobbying	Assurances	GEPA 442				

Instructions

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Lower Tier Covered Transactions

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR part 180). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

Before completing this certification, read instructions below.

CERTIFICATION

By checking this box, the prospective lower tier participant certifies that:

1. Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency;
2. It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
3. It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
4. It will include the clause titled 'Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions,' without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions; and
5. The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

Instructions for Certification

1. By checking the box above and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.

3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms 'covered transaction,' 'debarred,' 'suspended,' 'ineligible,' 'lower tier covered transaction,' 'participant,' 'person,' 'primary covered transaction,' 'principal,' 'proposal,' and 'voluntarily excluded,' as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the 'GSA Government-Wide System for Award Management Exclusions' (SAM Exclusions) at:
www.sam.gov
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

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Consolidated District Plan

County: La Salle

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Certification Regarding Lobbying

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by 31 U.S.C. 1352. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

- By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:
 - (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.
 - (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit ISBE 85-37 "Disclosure of Lobbying Activities," in accordance with its instructions.
 - (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

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Consolidated District Plan

County: La Salle Consolidated District Plan

Applicant: MENDOTA TWP HSD 280

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GEPA 442 Assurances

[Instructions](#)

By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

- The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

"APPLICANT" means an individual, entity, or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"LEA" means the local educational agency.

"AWARD RECIPIENT" means the person, entity, or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award. The terms "grant," "award," and "project" may be used interchangeably.

"PROGRAM" means any applicable program under which federal funds are made available to the applicant.

"PROJECT" means the activities to be performed for which grant funds are being sought by the applicant.

"SECRETARY" means the Secretary of Education.

PROJECT

- The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
- The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;

4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State Board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan, or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

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Consolidated District Plan

County: La Salle

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Assurances

Instructions

GRANT AGREEMENT: The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the "Budget Detail" tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process or otherwise by the approval of the Illinois State Board of Education. By hitting "Submit" on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood, and will comply with all of the provisions of the following certifications, and assurances.

The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so.

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete, and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil, or administrative penalties, in accordance with applicable federal and state law, including, but not limited to, 18 U.S.C. 101, the federal False Claims Act

(31 U.S.C. 3729 et seq.), and the Illinois False Claims Act (740 ILCS 175/). The list of certifications and assurances is included below and/or incorporated into the Uniform Grant Agreement contained herein.

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

- Assurances for all covered programs
- Grant Application Certifications and Assurances (State Assurances)
- Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion; see the Overview page for instructions
- Certification Regarding Lobbying
- GEPA 442 Assurances

v.02.17.2026

DENISE DIANE. AUGHENB.

Signature of School District Superintendent / Agency Administrator

Agreed to on this Date: 03/16/2026

Signature of Board-Certified Delegated Authority for the School District Superintendent

RCDT when agreed to: 35-050-2800-17

Have questions or need help? Contact our Call Center (217)558-3600 between 7:00am - 5:00pm CST, Monday - Friday or Click here to Contact Us
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Consolidated District Plan

County: La Salle

Consolidated District Plan

Printer-Friendly

Click to Return to Application Select

Applicant: MENDOTA TWP HSD 280

Application: 2026-2027 Consolidated District Plan - 00

Cycle: Original Application

Project Number: 27-CDP-00-35-050-2800-17

- [Overview](#)
- [Contact Information](#)
- [Amendments](#)
- [Needs Assessment and Programs](#)
- [Plan Specifics](#)
- [Assurance Pages](#)
- [Submit](#)
- [Application History](#)
- [Page Lock Control](#)
- [Application Print](#)
- [Instructions](#)

The application has been submitted for review.

- [Consistency Check](#)
- [Lock Application](#)
- [Unlock Application](#)

Application was created on:

Assurances were agreed to on:

Consistency Check was run on:

District Administrator submitted to ISBE on:

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3

ISBE Program Administrator #4

ISBE Program Administrator #5

3/8/2026

3/16/2026

3/16/2026

3/16/2026

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Consolidated District Plan

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SESSION
TIMEOUT 19:49

County: La Salle

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Applicant: MENDOTA TWP HSD 280
Application: 2026-2027 Consolidated District Plan - 00
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Application History(Read Only)

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Status Change	UserId	Action Date
Submitted to ISBE	deaugthenbaugh	03-16-2026 10:49 AM
Consistency Check	deaugthenbaugh	03-16-2026 10:49 AM

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