

SPECIAL EDUCATION DEPARTMENT

COVER SHEET

DISTRICT NAME		
CONTACT PERSON'S NAME	POSITION	
ADDRESS (Include City, Street, and ZIP Code)		
EMAIL	PHONE (Include Area Code)	FAX (Include Area Code)

SCHOOL YEAR	RACE	DISABILITY	RATIO
2023-2024			
2024-2025			
2025-2026			

Information may be copied from Indicator 9/10 notification letter dated May 2026

INSTRUCTIONS: To complete the Indicator 9 and 10 File Review, LEAs will review IEPs for each student selected by ISBE. Each IEP chosen for file review, by ISBE, is:

- Representative of the race and disability category identified with disproportionality,
- An initial evaluation or re-evaluation, and
- Dated from one of the following years: SY24, SY25, or SY26.

Do not submit copies of the IEP with this document. In each IEP, verify that each IDEA evaluation requirement was followed and check yes/no. Provide any additional comments or notes for any question marked 'No' in the given box if applicable.

Any IDEA evaluation requirement that was not met will result in an IEP file review by ISBE. Confirmation of an unmet requirement may result in a finding of non-compliance.

Complete the additional review located at the bottom of the form **ONLY** if identified for disproportionality under Indicator 9 (all disabilities) and/or under Indicator 10 for SLD and/or intellectual disability.

FOCUS AREA	SIS #	SIS #	SIS #
Focus Area I: Initial Evaluation and Re-Evaluation			
<p>1. In responding to a request for evaluation, the district:</p> <p>a. Utilizes screening data and conducts preliminary procedures (e.g., observation of child, assessment for instructional purposes, consultation with the teacher or other requestor, conference with child) to determine if evaluation is required. (23 IAC 226.110(c)(2))</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
NOTES:			
<p>2. Conduct of Evaluation</p> <p>a. Before a child is evaluated, the district ensures compliance with the requirements of Section 14-8.02 of the School Code by determining the primary language of the child's home, general cultural identification, and mode of communication. (23 IAC 226.140)</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
NOTES:			

FOCUS AREA	SIS #	SIS #	SIS #
b. The districts uses a variety of assessment tools, no <i>single</i> measure or assessment is used as the sole criterion for determining if a child has a disability and to determine the appropriate educational program. (34 CFR 300.304(b))	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
NOTES:			
c. The district uses technically sound instruments used to assess relative contribution of cognitive and behavioral factors . (34 CFR 300.304(b)(3))	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
NOTES:			

FOCUS AREA	SIS #	SIS #	SIS #
<p>d. The district ensures assessments and other evaluation materials:</p> <ul style="list-style-type: none"> i. Are selected and administered to be nondiscriminatory with respect to language, culture, race and gender, ii. Are provided and administered in the child's native language or other mode of communication and in a form most likely to yield accurate information on what the child knows and can do, iii. Are used for the purposes for which they are valid and reliable, iv. Are administered by trained, knowledgeable and qualified personnel <i>and</i> v. Include those tailored to assess specific areas of educational need (34 CFR 300.304(c); 23 IAC 226.150 and 23 IAC 226.840). 	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
<p>NOTES:</p>			
<p>e. The district ensures each child is assessed in a areas related to the suspected disability. (34 CFR 300.304(c))</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
<p>NOTES:</p>			

FOCUS AREA	SIS #	SIS #	SIS #
f. Evidence of the consideration of data-based documentation of repeated assessments (classroom based, local or State assessments and classroom-based observations) of achievement at reasonable intervals, reflecting the formal assessment of student progress during instruction is utilized in recommending the need for specific assessments to be utilized for an initial evaluation.	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
<p style="text-align: center;">NOTES:</p>			
3. Review of Existing Evaluation Data a. The evaluation or reevaluation includes a review of existing evaluation data , including: i) parent-provided evaluations and information, ii) current classroom-based, local or State assessments and classroom observations, and iii) observations made by teachers. (34 CFR 300.305(a)(1))	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
<p style="text-align: center;">NOTES:</p>			

FOCUS AREA	SIS #	SIS #	SIS #
<p>b. Using the review of existing data and input from the child's parents, it is determined what additional data, if any, are needed to determine: i) if the child has or continues to have a disability and the educational needs of the child, ii) the present levels of academic achievement and related developmental needs and iii) whether the child needs or continues to need special education and related services. (34 CFR 300.305(a)(2))</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
<p style="text-align: center;">NOTES:</p>			
<p>c. If the IEP team determines that no additional data are needed, the district notifies the parents of that determination and the reasons for it and the parent's right to request further assessment. (34 CFR 300.305(d)(1))</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
<p style="text-align: center;">NOTES:</p>			

FOCUS AREA	SIS #	SIS #	SIS #
<p>4. A re-evaluation of each child with a disability is conducted:</p> <p>a. If the public agency determines [<i>based on student progress and performance data</i>] that the child's needs, including improved academic achievement and functional performance, warrant re-evaluation. (34 CFR 300.303(a)(1))</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
<p style="text-align: center;">NOTES:</p>			
<p>b. If the child's parent or teacher requests a re-evaluation. (34 CFR 300.303(a)(2))</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
<p style="text-align: center;">NOTES:</p>			
<p>c. Not more than once a year unless the parent and district agree otherwise and at least once every 3 years, unless the parent and the district agree it is unnecessary. (34 CFR 300.303(b))</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
<p style="text-align: center;">NOTES:</p>			

FOCUS AREA	SIS #	SIS #	SIS #
5. The results of parentally-obtained (at public or private expense) independent evaluations that meet district criteria are considered in determining eligibility. (34 CFR 300.502(c)(1))	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
NOTES:			
Focus Area II: Eligibility Determination			
1. The district provides parents with 10 days' notice prior to a meeting and takes necessary action to facilitate parent understanding and participation, including providing an interpreter for those parents who are deaf or whose native language is other than English. (23 IAC 226.530)	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
NOTES:			
2. A team of qualified individuals, including the child's parent(s) , makes the determination of whether a child has a disability and the educational needs of the child. (34 CFR 300.306(a)(1))	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
NOTES:			

FOCUS AREA	SIS #	SIS #	SIS #
<p>3. The team uses data to rule out the following factors as the primary reason(s) the child is experiencing difficulty:</p> <p>a. Lack of appropriate instruction in reading and math and</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
<p>NOTES:</p>			
<p>b. Limited English proficiency. (34 CFR 00.306(b)(1))</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
<p>NOTES:</p>			
<p>4. The team consistently applies the established eligibility criteria for the suspected disability category. (34 CFR 300.306(b)(2))</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
<p>NOTES:</p>			

FOCUS AREA	SIS #	SIS #	SIS #
5. When interpreting evaluation data, the team carefully considers information from a variety of sources. (34 CFR 300.306(c))	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
NOTES:			

NOTE: Complete Item 1 (a-c) ONLY if identified for disproportionality under Indicator 9 (all disabilities) and/or under Indicator 10 for SLD.			
1. The team consistently applies the established eligibility criteria for the suspected disability category. (34 CFR 300.306(b)(2))			
a. To ensure underachievement is not the result of lack of appropriate instruction in reading or math, the evaluation includes consideration of:	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
i. Data demonstrating that the child was provided with appropriate instruction in general education settings , delivered by qualified personnel and			
ii. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. (34 CFR 300.309(b))	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
NOTES:			

FOCUS AREA	SIS #	SIS #	SIS #
b. Prior to or during the evaluation process, an observation of the child is completed in his/her learning environment, including the regular classroom setting, to document his/her academic performance and behavior in the area(s) of difficulty. (34 CFR 300.310)	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
NOTES:			
c. The district uses a process that determines how a child responds to scientific, research-based interventions , and the evaluation includes a review of instructional strategies used with student-centered data . (34 CFR 300.311(a))	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
NOTES:			

FOCUS AREA	SIS #	SIS #	SIS #
<p>NOTE: Complete Item 2 ONLY if identified for disproportionality under Indicator 9 (all disabilities) and/or under Indicator 10 for intellectual disability.</p>			
<p>2. For a child suspected of or having an intellectual disability, a psychological evaluation is conducted and a recommendation for eligibility is made by a school psychologist. (23 IAC 226.135)</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
<p>NOTES:</p>			
<p>NOTE: Complete Items 3-5 ONLY if identified under Indicator 9 (all disabilities) and/or Indicator 10 for SLD</p>			
<p>3. The group that determines eligibility of a child suspected of having a SLD includes the child's general education teacher and a person qualified to conduct individual diagnostic examinations of children (e.g., school psychologist, SLP). (34 CFR 300.308)</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
<p>NOTES:</p>			

FOCUS AREA	SIS #	SIS #	SIS #
<p>4. In determining that a child has a SLD, the team establishes that the child does not achieve adequately for his/her age or to meet State-approved grade-level standards in one or more of the following eight areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, mathematics problem solving. (34 CFR 300.309(a)(1))</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
<p>NOTES:</p>			
<p>5. The group determines that the child's learning difficulties are not primarily the result of a visual, hearing or motor disability, cognitive disability, emotional disturbance, cultural factors, environmental or economic disadvantage, or limited English proficiency. (34 CFR 300.309(a)(3))</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
<p>NOTES:</p>			

SCHOOL DISTRICT ADMINISTRATION CONTACT INFORMATION	
DISTRICT NAME	ADDRESS (Include City, Street, and ZIP Code)
SUPERINTENDENT	
SPECIAL EDUCATION DIRECTOR	
CONTACT EMAIL ADDRESS	CONTACT PHONE NUMBER

TEAM MEMBERS WHO PARTICIPATED IN THE COMPLIANCE REVIEW PROCESS

A team of stakeholders selected by the district must participate in the compliance process. This team should include general educators, special educators, administrators, school psychologists, and other members who participate in the evaluation process.

SUMMARY OF VERIFICATION OF ACCURACY

The Superintendent is required to certify the information prior to submission.

I verify that the information submitted in this report is accurate and is based upon the findings from the Compliance Review of District Policies, Procedures, and Practices.

Digital or Original Signature from
SUPERINTENDENT

DATE