

SPECIAL EDUCATION DEPARTMENT

DISTRICT NAME	DISTRICT NUMBER
CONTACT PERSON NAME	POSITION
TELEPHONE (Include Area Code)	EMAIL

School Year	Race	Disability	Ratio
2023-2024			
2024-2025			
2025-2026			

Instructions: Districts identified as having disproportionate representation per SPP/APR Indicators 9 and/or 10 (risk ratio of 3.0 or greater for three consecutive years) must complete this compliance review and submit it, along with any samples of key supporting documentation, to the ISBE contact person specified in the district's notification letter **no later than July 1, 2026**.

Districts identified for disproportionality under Indicator 9 (all disabilities) and/or under Indicator 10 for SLD or Intellectual Disability will complete an additional section at the end of the form.

Evidence Reviewed for Verification: List the evidence for verification to ensure policies and procedures do not exist that could lead to disproportionate representation. Please provide documents and/or links to evidence to review. Evidence could include but is not limited to copies of policies and procedures, written referrals, copies of Child Find notices/publications, MTSS plan, eligibility reports, IEPs and other student records.

Special Note: Although districts that belong to the same special education joint agreement often follow the written policies and procedures developed at the joint agreement level, each completed self-assessment should delineate practices/activities that are specific to how the district implements those policies and procedures. **Districts that submit compliance reviews that are essentially identical will be required to revise their self assessment.**

FOCUS AREA	YES or NO	EVIDENCE FOR VERIFICATION (Please list all that apply and provide documentation and/or links to evidence)
Focus Area I: Curriculum and Instruction		
1. The district's core curriculum is aligned with the Learning Standards adopted by the state of Illinois. (105 ILCS 5/2-3.63)	<input type="checkbox"/> YES <input type="checkbox"/> NO	
2. With regard to social and emotional learning (SEL) requirements: a. The district has a written SEL policy with all required components,	<input type="checkbox"/> YES <input type="checkbox"/> NO	
b. The state social and emotional learning standards have been incorporated into the district's educational program,	<input type="checkbox"/> YES <input type="checkbox"/> NO	
c. Social and emotional skills are taught and assessed as part of the curriculum and	<input type="checkbox"/> YES <input type="checkbox"/> NO	
d. Protocols for responding to children with social, emotional, or mental health problems are in place and utilized. (405 ILCS 49/15)	<input type="checkbox"/> YES <input type="checkbox"/> NO	
Focus Area II: Child Find		
1. The district actively seeks out and identifies all children birth through 21 within the district (and those parentally placed private school children for whom the district is responsible under 34 CFR 300.131) who may be eligible for special education and related services. (23 IAC 226.100)	<input type="checkbox"/> YES <input type="checkbox"/> NO	
2. The district conducts annual screening of children under the age of five for the purpose of identifying those who may need early intervention or special education and related services (<i>not applicable to high school districts</i>). (23 IAC 226.100)	<input type="checkbox"/> YES <input type="checkbox"/> NO	
3. Teachers and other professional personnel conduct ongoing review of each child's classroom performance and progress to identify children who may be in need of special education and related services, including children who advance from grade to grade and highly mobile children (including migrant children). (23 IAC 226.100; 34 CFR 300.111)	<input type="checkbox"/> YES <input type="checkbox"/> NO	

FOCUS AREA	YES or NO	EVIDENCE FOR VERIFICATION (Please list all that apply and provide documentation and/or links to evidence)
Focus Area III: Initial Evaluation and ReEvaluation		
<p>1. The district has in place, makes known to parents and district staff and consistently implements procedures for requesting and conducting an initial evaluation of children that:</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	
<p>a. Designate the steps to be taken for making an evaluation request and the person to whom the request may be made,</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	
<p>b. Identify the information that must be provided in the request,</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	
<p>c. Provide any assistance needed to enable the requestor to meet the requirements established by the district and</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	
<p>d. Identify the process for providing parents with notice of their rights with respect to procedural safeguards. (23 IAC 226.110(a))</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	
<p>2. 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	
<p>b. Within 14 school days the district determines whether an evaluation is warranted and:</p> <p>i. If it is determined an evaluation is not warranted, the district provides written notice to the parents of the decision, including the reasons for and the rights of the parent to challenge the decision.</p> <p>ii. If an evaluation is to be conducted, the district convenes a team of individuals (including the parent) having the knowledge and skills necessary to administer and interpret evaluation data., identifies the necessary, notifies the parents of the team's conclusions within 14 school days and requests the parents' consent to conduct the needed assessments. (23 IAC 226.110(c)(3))</p>	<p>i.</p> <input type="checkbox"/> YES <input type="checkbox"/> NO <p>ii.</p> <input type="checkbox"/> YES <input type="checkbox"/> NO	

FOCUS AREA	YES or NO	EVIDENCE FOR VERIFICATION (Please list all that apply and provide documentation and/or links to evidence)
<p>3. Conduct of Evaluation</p> <p>a. Before a child is evaluated, the district ensures compliance with the requirements of Section 148.02 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	
<p>b. The districts uses a variety of assessment tools, no single 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))</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	
<p>c. The district uses technically sound instruments are used to assess relative contribution of cognitive and behavioral factors. (34 CFR 300.304(b)(3))</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	
<p>d. The district ensures assessments and other evaluation materials:</p> <ul style="list-style-type: none"> i. Are selected and administered so as 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 and v. Include those tailored to assess specific areas of educational need <p>(34 CFR 300.304(c); 23 IAC 226.150 and 23 IAC 226.840).</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	
<p>e. The district ensures each child is assessed in all areas related to the suspected disability. (34 CFR 300.304(c))</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	
<p>f. Evidence of the consideration of databased 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.</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	

FOCUS AREA	YES or NO	EVIDENCE FOR VERIFICATION (Please list all that apply and provide documentation and/or links to evidence)
<p>4. Review of Existing Evaluation Data</p> <p>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))</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	
<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	
<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	
<p>5. A reevaluation 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 reevaluation. (34 CFR 300.303(a)(1))</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	
<p>b. If the child's parent or teacher requests a reevaluation. (34 CFR 300.303(a)(2))</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	
<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	
<p>6. 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))</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	

FOCUS AREA	YES or NO	EVIDENCE FOR VERIFICATION (Please list all that apply and provide documentation and/or links to evidence)
Focus Area IV: 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	
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	
3. The team uses data to rule out the following factors as the primary reason(s) the child is experiencing difficulty: a. Lack of appropriate instruction in reading and math and	<input type="checkbox"/> YES <input type="checkbox"/> NO	
b. Limited English proficiency. (34 CFR 300.306(b)(1))	<input type="checkbox"/> YES <input type="checkbox"/> NO	
4. The team consistently applies the established eligibility criteria for the suspected disability category. (34 CFR 300.306(b)(2))	<input type="checkbox"/> YES <input type="checkbox"/> NO	
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	
6. District policies, procedures and practices result in regular reviews of referral and eligibility decisions for special education, including methods, types of measures and frequency with which identification decisions are made. (23 IAC 226.700)	<input type="checkbox"/> YES <input type="checkbox"/> NO	
Focus Area V: Individualized Education Program		
1. If a child with an IEP transfers into the district, the new district reviews the child's IEP to ensure FAPE, including developing a new IEP and/or conducting an evaluation, as appropriate. (23 IAC 226.50(a); 34 CFR 300.323(e)) and 34 CFR 300.323(f)	<input type="checkbox"/> YES <input type="checkbox"/> NO	

FOCUS AREA	YES or NO	EVIDENCE FOR VERIFICATION (Please list all that apply and provide documentation and/or links to evidence)
<p>2. The district's policies, procedures and practices ensure that each child's IEP is reviewed periodically, but not less than annually, to determine <i>[based on student progress and performance data]</i> whether the annual goals for the child are being achieved. If goals are being achieved, the district considers the need for re-evaluation to review continued eligibility. (34 CFR 300.324(b)) and 34 CFR 300.303(a)(1))</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	

Complete Items below ONLY if identified for disproportionality under Indicator 9 (all disabilities) and/or under Indicator 10 for SLD or Intellectual Disability.

FOCUS AREA: Eligibility Determination identified under Indicator 9(all disabilities) and/or Indicator 10 for SLD ONLY.	YES or NO	EVIDENCE FOR VERIFICATION
<p>1. In determining the existence of a specific learning disability (SLD), the district's policies, procedures and practices meet the following requirements:</p> <p>a. To ensure underachievement is not the result of lack of appropriate instruction in reading or math, the evaluation includes consideration of:</p> <p>i. Data demonstrating that the child was provided with appropriate instruction in general education settings, delivered by qualified personnel and</p> <p>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))</p>	<p>i.</p> <input type="checkbox"/> YES <input type="checkbox"/> NO <p>ii.</p> <input type="checkbox"/> YES <input type="checkbox"/> NO	
<p>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)</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	
<p>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))</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	

FOCUS AREA:		
Eligibility Determination identified under Indicator 9 (all disabilities) and/or Indicator 10 for SLD ONLY.	YES or NO	EVIDENCE FOR VERIFICATION
1. 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)	<input type="checkbox"/> YES <input type="checkbox"/> NO	
2. 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))	<input type="checkbox"/> YES <input type="checkbox"/> NO	
3. 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))	<input type="checkbox"/> YES <input type="checkbox"/> NO	
Disproportionality under Indicator 9 (all disabilities) and/or under Indicator 10 for intellectual disability ONLY		
1. 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)	<input type="checkbox"/> YES <input type="checkbox"/> NO	

COMPLIANCE REVIEW TEAM MEMBERS	
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.

NAME	TITLE

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
of Superintendent*

DATE