DLM/1% May Meeting

Participation Guidelines and LEA Action Plans

Laura Avery, Principal Consultant
Dana Jamerson, Principal Consultant
Rhonda Marks, Principal Consultant
Housekeeping

• Housekeeping
  – Level of Support 3
  – Include district when logging in for attendance, if you didn’t today, please put your name and district in the chat
  – You will need your phone later in the presentation

• Justification Forms and Action Plans
  – Due today
  – If not turned in yet, you must stay and check in during office hours

• Next Meeting June 18
Learning Objectives

- Reconceptualize our approach to addressing the 1% threshold
- Understand need to continuously commit to improvement
- Understand participation guidelines
- Understand options to address challenges
Changes for SY 2023-24

• Plan vs. Waiver
• ISBE staff analyzed data twice a month November – December and weekly January-February
  – Checked for SLD, ED, SLI
  – Checked participants had IEP
  – ISBE notified the appropriate administrator of students identified
• ISBE provided guidance on alternate participation guidelines as needed
Changes for SY 2023-24

• Online Justification Form
• Justification form included:
  – Assurances
  – Justifications for Exceeding the 1%
  – Plan to Address Disproportionality
    • Disability categories
    • Race
Participation Guidelines

• Use of the participation guidelines is a mandatory part of the IEP meeting.

• Use of the DLM 1% Participation Guidelines Tool is not mandatory at this time, but ISBE strongly encourages LEAs to use complete this form minimally at annual IEP meetings.

  – Decision-Making Companion Tool
Participation Guidelines, cont.

How many districts are already using this tool?

Join at menti.com | use code 76471398

Yes
No
### Which Disability Categories Have Exclusion Criteria for Cognitive Disabilities?

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech Impairment</td>
<td></td>
</tr>
<tr>
<td>Emotional or Behavioral Disorder</td>
<td></td>
</tr>
<tr>
<td>Specific Learning Disability</td>
<td></td>
</tr>
<tr>
<td>All of the above</td>
<td></td>
</tr>
</tbody>
</table>
**LEA Action Plan**

<table>
<thead>
<tr>
<th>LEA Action Plan</th>
<th>Corrective Action Plan</th>
<th>Improvement Plan</th>
</tr>
</thead>
</table>
| • Complete all sections | • Include identifying Info  
  • Skip rest of page 1  
  • Page 2: Data Analysis and Root Cause Determination  
  • Page 3: Activities to Correct Noncompliance and to Sustain Compliance | • Include identifying Info  
  • Skip rest of page 1  
  • Page 2: Data Analysis and Root Cause Determination  
  • Page 3: Activities to Support Improved Results and Sustainability |
Action Plans

• Identifying the Issue (Data Analysis and Root Cause Determination)
  – Data specific examples that identify the underlying causes of exceeding the threshold
    • Small districts
    • Community programs
    • Transient Students
Identifying the Issue

What were some of the root causes you identified?

All responses to your question will be shown here

Each response can be up to 200 characters long

Turn on voting in Interactivity to let participants vote for their favorites
Action Plans, cont.

• Steps to correct the problem (Improvement Plan for Results Indicators or Corrective Action Plan)
  – For example:
    • Demonstrate how the district has followed the participation guidelines for every student identified
    • Analyze district policies and procedures
    • PD related to eligibility
Steps to Correct the Problems

What were some of the action steps you identified?

All responses to your question will be shown here

Each response can be up to 200 characters long

Turn on voting in Interactivity to let participants vote for their favorites
Action Plans, cont.

• Evaluating the Process (Materials and Deliverables Used as Evidence of Activity Implementation)
  – For Example:
    • Evidence that Participation Guidelines Form has been completed for each student participating in DLM-AA
    • Evaluative Data on implementation process and results
    • Revised policy or procedure related to alternate participation
Evaluating the Process

How do you plan to evaluate your plan's progress? What deliverables will you have?

- All responses to your question will be shown here
- Each response can be up to 200 characters long
- Turn on voting in interactivity to let participants vote for their favorites
Questions

What questions do you have? Are there topics you would like us to address at a future meeting?

- All responses to your question will be shown here
- Each response can be up to 200 characters long
- Turn on voting in interactivity to let participants vote for their favorites