California's LRE Initiative

Supporting access to appropriate educational opportunities, supports and outcomes for ALL students

CALIFORNIA LEAST RESTRICTIVE ENVIRONMENT (LRE)

SELF ASSESSMENT

and

CONTINUOUS IMPROVEMENT ACTIVITIES TOOL

School Site Level

Process for using
LRE Self-Assessment Tool

The following process is helpful as districts begin to examine their practices to create improved educational options for students with disabilities in the Least Restrictive Environment.

1. Establish **improvement team**.
   - Form stakeholder's workgroup or use existing team.
2. Conduct **site assessment** using the LRE Self-Assessment Tool.
   - Team will meet to go through the needs assessment;
   - Rate practices based on evidence.
   - Identify need areas.
   - List any improvement strategies that come up during discussions.
3. **Summarize** using the summary sheet.
   - Average scores for each section transfer this number to the summary sheet.
   - Summarize needs for section and list on summary sheet.
   - List any improvement strategies discussed on summary sheet.
4. **Brainstorm solutions** using SODA process.
   - For need areas where improvement activities have not been identified; brainstorm possible solutions using SODA process.
5. Develop **Action Plan.**
   - Select improvement activities and put into an action plan.
6. **Implement** Action Plan.

CALIFORNIA LEAST RESTRICTIVE ENVIRONMENT (LRE) SELF ASSESSMENT
and
CONTINUOUS IMPROVEMENT ACTIVITIES
School Site Level

Contact Person: _____ _____   **Date Completed:** _____

Telephone Number: _____   **Fax Number:** _____   **Email Address :** _____

IMPROVEMENT TEAM: School name:

Name	**Role**	**Name**	**Role**
Name	**Role**	**Name**	**Role**
Name	**Role**	**Name**	**Role**
Name	**Role**	**Name**	**Role**

Instructions:

1. Utilize an existing state-level school improvement team or establish a separate team to focus on establishing and carrying out school-wide efforts that are consistent with and support the LRE requirements of federal and state law as well as effective research and practice based LRE strategies. This site-based improvement team may be made up of the school principal, special and general education teachers, DIS representative, a union representative, an educational assistant representative, and general and special education parents.

2. Using data (e.g., CASEMIS and other) and your Improvement Team's knowledge of existing and needed activities within the school to carry out state and federal LRE requirements as well as to implement research and practice-based LRE strategies, please complete the following Self-Assessment Protocol. Rate each LRE indicator according to the following rating scale:

    > 5 = All of the Time
    > 4 = Most of the Time
    > 3 = Some of the Time
    > 2 = Rarely
    > 1 = Never

3. At the end of each major topic section (there are six major topic sections) there is a box for an "average section score". Please average all the scores for that section and write that score in the box at the end of the section. This will also be the score that will be transferred to the summary sheet at the end of the document.

4. Any LRE feature rated 1, 2, or 3 requires improvement strategies to be identified and implemented as a supplement to other school-level improvement plan or a separate LRE school improvement plan. Column 3 can be used to provide information to support the rating. Column 4 can be used for documenting improvement activities that will be included within the Site LRE Improvement Plan.

COMPONENTS AND FEATURES OF LRE (1)	RATING (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)

1. Vision, Expectations, Leadership, and Climate
 	
1.1 The school has a vision that values and celebrates student diversity.
❑ There is evidence of guiding principles which encourage and support:
   o All students educated together.
   o High standards and expectations for all students.
   o Access to the general education curriculum for all students and developmentally appropriate preschool activities.
   o Input from diverse groups of educators, parents and the community School governance structures, student population, and faculty represent diversity, including disability.
❑ Students receive positive information about diversity.
❑ School events (e.g., assemblies) and/or public displays (e.g., bulletin boards) reflect diversity, including varied ability.
❑ All students within the school are valued and educated according to State and District standards.
❑ All students have equal access to student achievement awards and other recognitions provided by the school.
   All students have access to the full range of services (e.g., Title 1 services, other remedial classes, honor/advanced placement classes, after school programs, and extracurricular activities).
	1 2 3 4 5		

1.2 Leadership is supportive of the implementation of LRE and of other school initiatives and activities that reflect the LRE. ❑ The school principal sets a positive tone about students with disabilities, monitors the implementation of LRE, supports best practices, and takes ownership for all students and personnel at the school site. ❑ The principal demonstrates leadership for serving all students by playing an active role in the SST and IEP processes. ❑ The principal includes implementation of LRE mandates in his/her evaluation of teachers in the school. ❑ The principal understands the systemic strategies needed to support LRE (e.g., professional development/ coaching, peer supports, common planning time, coordinated transportation schedules, and integration of these within the school site plan).	**1 2 3 4 5**		

COMPONENTS AND FEATURES OF LRE	RATING	INFORMATION TO SUPPORT RATING	IMPROVEMENT ACTIVITIES
(1)	(2)	(3)	(4)
1.3 The school fosters a climate of collaboration between special and general education staff in promoting a climate and culture in which there is a sense of community where everyone belongs, is accepted, and is supported by peers and other members of the school community. ❑ Special and general education teachers and other staff work collaboratively in the planning and implementation of school programs and activities that promote positive school-wide climate. ❑ General and special education teachers and other staff promote natural supports for students with disabilities within the school so that they can use and share their abilities. Positive behavioral supports are used to promote a sense of community. ❑ Teachers facilitate social interaction among students. ❑ Parents, staff, and students feel welcome and are respected as part of the school community. ❑ Activities are infused throughout the curriculum that celebrate diversity, cultural differences, and varied ability ❑ The school site creates opportunities for community activities and cross-cultural activities that build school-wide ownership for all students **Section average score:**	1 2 3 4 5		

COMPONENTS AND FEATURES OF LRE	RATING	INFORMATION TO SUPPORT RATING	IMPROVEMENT ACTIVITIES
(1)	(2)	(3)	(4)

2. Policies and procedures that support LRE for students with disabilities.
 	
2.1 LRE policies and procedures reflect requirements of State and Federal law.
  ❑ School plans for implementing LRE are consistent with District and CDE policy as well as legal mandates and policies.
  ❑ Student Success Teams (SSTs) are developed and implemented within the school in a manner to ensure that students are not referred for special education eligibility prior to the provision of modifications and accommodations
  ❑ Unless determined otherwise by the IEP team, students attend the school they would attend if not disabled.
  ❑ School procedures regarding LRE are periodically updated with input from parents and staff representing special and general education.
  ❑ Students with disabilities start and end the school day as well as recess and other activities at the same time as for all other students.
  ❑ School policies reflect the premise that all students belong first in general education classrooms with supports to the child and staff, regardless of disability
  ❑ School policies and practices reflect safety and positive behavior supports that are implemented school-wide for all students.
 	
2.2 There are fiscal and human supports provided for implementation of LRE.
  ❑ The principal ensures that all school-level supports are in place for implementation of LRE (e.g., collaboration, planning time, IEP planning time, available substitutes, ongoing staff development, and supports for participation at the IEP meeting for all required participants).
  ❑ The principal works with the District to ensure that necessary textbooks and other instructional supplies, including technology are made available for special and general education teachers to facilitate access to the general curriculum.
  ❑ Appropriate numbers of trained personnel are provided to implement LRE (teachers, related service staff, and paraprofessionals).
  ❑ Extracurricular opportunities are provided equally for all students enrolled in the school.
	1 2 3 4 5
	
	1 2 3 4 5		

COMPONENTS AND FEATURES OF LRE	RATING	INFORMATION TO SUPPORT RATING	IMPROVEMENT ACTIVITIES
(1)	(2)	(3)	(4)
2.3 Students are educated within schools they would attend if not disabled. ❑ Natural proportions of students are evident. ❑ If a student is attending a non-public school/agency or any other program outside the school, provisions in the IEP should include that student's participation in public school activities, as appropriate. ❑ All students have access to the full range of services(e.g., Title 1 services, other remedial classes, honor/advanced placement classes, after school programs, and extracurricular activities). ❑ Classroom programs within the school are located to facilitate meaningful interaction and integration. **Section average score:**	1 2 3 4 5		

COMPONENTS AND FEATURES OF LRE	RATING	INFORMATION TO SUPPORT RATING	IMPROVEMENT ACTIVITIES
(1)	(2)	(3)	(4)
5. An array of services, and program/classroom strategies to facilitate the implementation of LRE. *3.1 There are effective school strategies in general education including early prevention/student support practices and coaching that promote successful learning.* ❑ Effective classroom/program instruction in general education, including early prevention, is supported by the school as the first premise on which to build successful services in the LRE. ❑ Components of the School Plan focus on quality instruction and improved outcomes for all students. ❑ The school has an effective student success team and/or other early prevention/support systems or structures. ❑ The school provides supplementary supports and services to ensure access to the general education curriculum for all students and preschool developmentally appropriate activities.	1 2 3 4 5		
3.2 Research- and practice based services and strategies are provided to meet unique students' needs to access the general curriculum. ❑ The principal provides research-based best practices literature to inform the school staff' of the array of services and strategies that support implementation of the LRE. ❑ There are school-wide support programs (e.g., cooperative learning, curriculum adaptation, peer-mediated learning approaches, direct instruction, reciprocal teaching, social skills training, positive behavior supports, study skills training, mastery learning) available to students. ❑ There is an appropriate array of services and strategies available for students as identified on their IEPs.	1 2 3 4 5		
3.3 There are program organizational structures at the school that facilitate LRE. ❑ There is adequate planning time for general and special education teachers and other staff to collaborate. ❑ Students with disabilities have access to all instructional materials (including textbooks), ❑ The school implements innovative and creative strategies in order to meet the needs of students with disabilities.	1 2 3 4 5		

COMPONENTS AND FEATURES OF LRE	RATING	INFORMATION TO SUPPORT RATING	IMPROVEMENT ACTIVITIES
(1)	(2)	(3)	(4)
3.4 There are classroom organizational structures at the school level that facilitate LRE. ❑ The school promotes flexible and accessible student groupings, authentic and meaningful learning experiences, and developmentally appropriate curricula linked to the general education curriculum. ❑ There is access to appropriate materials and supplies within the general education classroom/school to support students and programs. ❑ Schools provide adequate space for educating students with disabilities in order to facilitate meaningful interaction, integration, and access to the core curriculum. ❑ Classroom and student assignments within the school are made to facilitate interactions among all students.	1 2 3 4 5		
3.5 There is adequate access to assistive and instructional technology in order to support students in the LRE. ❑ A plan has been adopted for the provision of necessary assistive and instructional technology. ❑ The school has access to qualified and well-trained staff who can assess technology in planning and implementation of IEPs. ❑ Technology is continually evaluated to determine adequacy and appropriateness, including maintenance and need for upgrade.	1 2 3 4 5		
3.6 There are school and classroom modifications, adaptations, and accommodations. ❑ Pre-referral strategies are clearly documented and provided. ❑ Classroom modifications, adaptations, and accommodations are included within student IEPs. ❑ Ongoing monitoring of student progress provides information regarding effectiveness of classroom modifications, adaptations, and accommodations.	1 2 3 4 5		
3.7 There are physical modifications and accommodations to support students in the LRE. ❑ Schools and classrooms are accessible to all students. ❑ There is ongoing evaluation of the physical adaptations, modifications, accommodations, and assistance provided, with improvements planned and implemented based on the findings. **Section average score**	1 2 3 4 5		

COMPONENTS AND FEATURES OF LRE	RATING	INFORMATION TO SUPPORT RATING	IMPROVEMENT ACTIVITIES
(1)	(2)	(3)	(4)
4. School accountability systems reflect high expectations for all students. *4.1 Assessment facilitates LRE process/structures (e.g., qualified staff, strength-based vs. deficit-based strategies, documentation of progress within the general curriculum, and culturally appropriate assessment).* ❑ Assessment used for determining special education services is strengths- rather than deficit-based. ❑ Progress toward specific IEP goals and the extent to which the student is accessing and progressing within the general curriculum (and developmentally appropriate activities for preschool children) is provided to parents at least as often as is provided for nondisabled students. ❑ Assessment includes information related to enabling the child to be involved and progress in the general curriculum (or for a preschool child, to participate in developmentally-appropriate activities). ❑ Assessment includes information provided by the parent as part of the assessment/IEP process. *4.2 Students are included within State and District Assessments and other forms of accountability that assess what the student is being taught and that measure ongoing student progress toward identified educational goals.* ❑ All students participate in District and State assessments with or without accommodations or through an alternate assessment, as delineated in their IEP.	1 2 3 4 5 1 2 3 4 5		
Section average score:			

COMPONENTS AND FEATURES OF LRE	RATING	INFORMATION TO SUPPORT RATING	IMPROVEMENT ACTIVITIES
(1)	(2)	(3)	(4)
5. Teachers, parents, and students working together for better student results. *5.1 There is coordination and cooperation with personnel working together and supporting each other (e.g., through team teaching, co-teaching, teacher and student assistance teams, and other collaborative arrangements).* ❑ Special and general education teachers and related services personnel have knowledge about children's disabilities, needs, and services. ❑ Special and general education teachers and related services personnel and other agency staff work together to provide IEP services within the LRE. ❑ Teachers are engaged in collaborative to educate all students. ❑ General education teachers receive assistance from student assistance teams to help meet the needs of students.	1 2 3 4 5		
5.2 Parents are embraced as equal partners and are fully involved in their child's educational program. ❑ Parental input regarding their child's strengths as well as ideas for effective adaptations and accommodations are solicited. ❑ Parents and their children are supported to effectively participate in the IEP process (e.g., translators, location, and time of day). ❑ Parents are provided opportunities for IEP/LRE training from the school district, SELPA, CAC, and other community-based organizations. ❑ Outreach to families, including those of cultural and economic diversity is provided to solicit their participation. ❑ Appropriate support services are provided for families to support their children's success.	1 2 3 4 5		
5.3 Students are involved in their IEP/LRE discussions. ❑ Students are prepared and supported to effectively participate in the IEP process. ❑ Students participate in the educational process, including their IEP meetings.			
Section average score:			

COMPONENTS AND FEATURES OF LRE	RATING	INFORMATION TO SUPPORT RATING	IMPROVEMENT ACTIVITIES
(1)	(2)	(3)	(4)
6. Sufficient numbers of qualified staff to support LRE. **6.1 *Ongoing training is readily available for school staff.*** ❑ School staff have received information and training regarding LRE legal requirements and best practices. ❑ Staff development is provided at the school level that includes a focus on LRE legal requirements. ❑ The principal has received staff training on State and Federal mandates, including LRE. (or Assistant Principal) ❑ Parents are provided opportunities for IEP/LRE training from school districts, SELPA, CAC, and other community-based organizations. ❑ Training regarding assessment is provided for staff and parents.	1 2 3 4 5		
6.2 ***Supports are provided to teachers and other school staff in meeting the LRE needs of all students.*** ❑ Fully credentialed and appropriately trained staff are available to support implementation of LRE. ❑ The school engages in effective recruitment and retention efforts with the goal of having fully qualified staff. ❑ Ongoing mentoring and coaching are provided. ❑ Materials, supports, and related media/web resources are made available for implementation of IEPs.	1 2 3 4 5		
*6.3 **Paraprofessionals provide support for special and general education teachers in the implementation of LRE for students*** ❑ The role of the paraprofessional to support LRE is fully understood by all, including the paraprofessional, general education teacher, special education teacher, and related service providers. ❑ Paraprofessional, under the guidance and support of general and special education teachers, actively support students' participation in the classroom/program. ❑ The paraprofessional is aware of the supports and services required in the students' IEP. **Section average score:**	1 2 3 4 5		

Self-Assessment Summary Sheet

Practice	Average Score	Priority	Improvement Task
1 Vision, expectations, leadership, and climate **Issues:**		H M L	
2 Policies and procedures that promote LRE **Issues:**		H M L	
3 An array of services and program and classroom strategies to facilitate the implementation of LRE for students with disabilities. **Issues:**		H M L	
4 School accountability systems that reflect high expectations for all students **Issues:**		H M L	
5 Teachers, parents, and students working together for better student results **Issues:**		H M L	
6 Sufficient numbers of qualified staff to support LRE **Issues:**		H M L	

SODAS – Creative Problem Solving

Situation – Define the problem	Options – What options do we have	Disadvantages of each option	Advantages of each option	Solution

If you agree to a solution, MAKE AN ACTION PLAN.

Action Plan

Site's Vision:				
What action is necessary?	**Who is responsible?**	**What is the timeline?**	**How will we know if successful?**	**Who else needs to be involved?**