

**CALIFORNIA LEAST RESTRICTIVE ENVIRONMENT (LRE) SELF ASSESSMENT
and
CONTINUOUS IMPROVEMENT ACTIVITIES
District Level**

Contact Person: _____

Date Completed: _____

Telephone Number: _____

Fax Number: _____

Email Address : _____

IMPROVEMENT TEAM:

_____ Name	_____ Role	_____ Name	_____ Role
_____ Name	_____ Role	_____ Name	_____ Role
_____ Name	_____ Role	_____ Name	_____ Role

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 district level **LRE improvement team**.
 - Form stakeholder's workgroup or use existing team to complete assessment and develop plan.
2. Conduct **district level assessment** using the LRE Self-Assessment Tool.
 - Team will meet to conduct the needs assessment;
 - Rate your district practices (1-low to 5-high) based on evidence.
 - Identify and prioritize district's need areas.
 - List any improvement strategies that come up during discussions.
3. **Summarize** ratings from the self-assessment on the summary sheet on page 17.
 - 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 SODAS process on page 18.
 - For high need areas where improvement activities have not already been identified; brainstorm possible solutions using SODAS process.
5. Develop **Action Plan**.
 - Select improvement activities and put into an action plan.
6. **Implement** Action Plan.
7. The initial self-assessment findings can be used as a **baseline** for progress on you action plan. After implementation of the plan, team can conduct the self-assessment again to determine progress on the LRE plan.

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

Instructions:

- 1. Utilize an existing district-level school improvement team or establish a separate team to focus on establishing and carrying out district-wide policies, practices, and initiatives 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 district-level improvement team may include district general and special education administrators, SELPA or County Office representatives, nonpublic school representatives, elementary, middle school/junior high, and high school principals, special and general education teachers, DIS representatives, a union representative, an educational assistant representative, other agency personnel, and general and special education parents.**
- 2. Using data (e.g., CASEMIS and other) and your Improvement Team's knowledge of programs, services, and initiatives supported by the district, 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 indicates a need for improvement strategies to be developed. 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 as a supplement to another district school improvement plan or a separate District LRE Improvement Plan.**

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<p style="text-align: center;">COMPONENTS AND FEATURES OF LRE</p> <p style="text-align: center;">(1)</p>	<p style="text-align: center;">RATING</p> <p style="text-align: center;">(2)</p>	<p style="text-align: center;">INFORMATION TO SUPPORT RATING</p> <p style="text-align: center;">(3)</p>	<p style="text-align: center;">IMPROVEMENT ACTIVITIES</p> <p style="text-align: center;">(4)</p>
<p>1. Vision, expectations, leadership, and climate</p> <p><i>1.1 The district has a vision that values and celebrates student diversity.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> There is evidence of guiding principles which encourage and support: <ul style="list-style-type: none"> ○ All students educated together. ○ High standards and expectations for all students ○ Access to the general education curriculum for all students. ○ Participation of all students in district and State assessments with or without accommodations or through an alternate assessment as determined appropriate by the IEP team. ○ Input from diverse groups of educators, parents, and the community. <input type="checkbox"/> District staff communicates and demonstrates a philosophy that all students' abilities vs. disabilities are emphasized. 	<p>1 2 3 4 5</p>		
<p><i>1.2 Leadership is supportive of the LRE, and district initiatives and activities reflect the LRE.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> District staff are committed to the implementation of LRE programs and supports for students. <input type="checkbox"/> The district special education office monitors implementation of LRE throughout the district on an ongoing basis, including access to the general education curriculum & access to extra-curricular activities for all school-age students, & developmentally- appropriate activities for preschool children. <input type="checkbox"/> Personnel within the district and schools are held accountable for implementing LRE. <input type="checkbox"/> District staff directs resources to the training of district and school staff regarding LRE requirements and appropriate opportunities and assessments. 	<p>1 2 3 4 5</p>		

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<p>2. Policies and procedures that promote LRE</p> <p><i>2.1 District LRE policies and procedures reflect requirements of State and Federal law.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> There is a current Board of Education LRE policy consistent with legal requirements that stipulates the following: <ul style="list-style-type: none"> <input type="checkbox"/> All students should be educated in their neighborhood school (or option school) with modifications to the curriculum and/or accommodations, as appropriate. <input type="checkbox"/> Students attend the school they would attend if not disabled unless determined otherwise by the IEP team, including consideration for school attendance for other reasons (e.g., desegregation, magnet schools, schools of choice, charters, state schools, county programs, nonpublic school/agency programs, and typical schools). <input type="checkbox"/> Students start and end the school day as well as recess and other activities at the same time as others in their school. <input type="checkbox"/> All students have access to co-curricular and extracurricular activities. <input type="checkbox"/> The district has short and long-range plans for full implementation of LRE requirements, programs, and supports. <input type="checkbox"/> District policies and procedures regarding LRE, including transportation, are periodically reviewed with input from parents and staff. <input type="checkbox"/> District committees include input from parents and parent groups representing special and general education children. <input type="checkbox"/> The schools within the district are physically accessible and welcoming to all students. <input type="checkbox"/> Personnel at the district level are held accountable for providing support to the schools and families for implementation of LRE, as determined within student IEPs. <input type="checkbox"/> The district demonstrates ongoing responsibility and accountability for all students regardless of location of services or service provider (e.g., magnet schools, schools of choice, charters, county, state schools, nonpublic school/agency, and typical schools). 	<p style="text-align: center;">1 2 3 4 5</p>		

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<p>2.2 <i>There are fiscal, organizational, and human supports provided for implementation of LRE.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The district provides fiscal, human, and organizational resources for school site implementation of LRE (e.g., collaboration, planning time, IEP planning time, available substitutes, supports for participation at the IEP meeting for all required participants). <input type="checkbox"/> Textbooks, instructional materials, and technology used throughout the district are available to all students. <input type="checkbox"/> All curricular and extracurricular activities and opportunities throughout the district are available to all students. <input type="checkbox"/> Trained personnel are provided to implement LRE (teachers, related service staff, and paraprofessionals). <input type="checkbox"/> The district disseminates LRE materials, using a variety of measures such as electronic and other measures. <input type="checkbox"/> District-sponsored standards and curriculum/ instruction/professional development activities are designed to infuse all student ability levels within the content presented. <input type="checkbox"/> The district increases qualified staff through strategies such as formal and informal partnerships with area universities' teacher, paraprofessional, and clinical training programs in order to support current programs, through use of master teachers and internships. <input type="checkbox"/> The district increases the knowledge base of its staff through strategies such as staff development and university partnerships for research and demonstration efforts (e.g., to enhance or add to the knowledge base regarding current best practices). <input type="checkbox"/> The district offers access to exemplary leadership school sites that are utilized for ongoing professional development in LRE and that are coordinated with other schools that have received recognition. 	<p style="text-align: center;">1 2 3 4 5</p>		

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<p>3. An array of services and program and classroom strategies to facilitate the implementation of LRE for students with disabilities</p> <p><i>3.1 There are effective school strategies in the general education including early prevention/student support practices and coaching that promote successful learning.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The district provides support to the schools in the implementation of effective classroom instruction in general education, including early prevention, as the first premise on which to build successful services in the LRE. <input type="checkbox"/> Developmentally appropriate activities are provided for preschool children with disabilities. 	<p>1 2 3 4 5</p>		
<p><i>3.2 Research-and practice-based services and strategies are provided to meet students' unique needs to access the general curriculum.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The district provides information to the schools regarding research-based best practices to inform the school staff about the services and strategies that support implementation of the LRE. <input type="checkbox"/> The district provides the necessary administrative support for the provision of services and strategies for any service written into the IEP. 	<p>1 2 3 4 5</p>		
<p><i>3.3 There are program organizational structures at the district that facilitate LRE.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The district provides administrative support for LRE including planning time across general and special education staff, including preschool personnel <input type="checkbox"/> The district supports schools to utilize creative and innovative strategies to meet the LRE needs of students. 	<p>1 2 3 4 5</p>		

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<p>3.4 <i>There are classroom organizational structures at the district and school level that facilitate LRE.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The district supports schools by providing appropriate space, materials, and supplies to educate school-age students with disabilities in order to provide access to the core curriculum and developmentally appropriate activities for preschool children. <input type="checkbox"/> Effective classroom/program instruction in general education, including early prevention, is supported by the district as the first premise on which to build successful services in the LRE. 	<p>1 2 3 4 5</p>		
<p>3.5 <i>There is adequate access to assistive and instructional technology in order to support students in the LRE.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The district has developed and is effectively implementing a plan for the provision of necessary assistive and instructional technology to students and teachers, including an annual evaluation of the implementation of the plan. <input type="checkbox"/> The district facilitates effective use of technology for students. <input type="checkbox"/> Training is provided in the use of assistive technology. 	<p>1 2 3 4 5</p>		
<p>3.6 <i>The district ensures access to school and classroom modifications, adaptations and accommodations, as well as developmentally appropriate activities for preschool children.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The district IEP forms reflect the inclusion of necessary instructional and curriculum modifications, adaptations, and accommodations, as well as developmentally appropriate activities for preschool children. <input type="checkbox"/> The district provides ongoing support and assistance to school staff regarding the implementation of classroom modifications, adaptations, and accommodations for school-age students, as well as developmentally appropriate activities for preschool children. <input type="checkbox"/> The district monitors IEPs for the identification and provision of supplementary aids and services (e.g., curriculum modifications, behavioral interventions, and assistive technology). 	<p>1 2 3 4 5</p>		

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<p>4. District accountability systems that reflect high expectations for all students</p> <p>4.1 Assessment facilitates LRE (e.g., qualified staff, strength-based vs. deficit-based strategies, documentation of progress within the general curriculum, and culturally appropriate assessment).</p> <ul style="list-style-type: none"> <input type="checkbox"/> The district ensures that assessment practices facilitate the implementation of LRE as identified in IDEA through: <ul style="list-style-type: none"> ○ Hiring and maintaining qualified staff ○ The effective use of functional, strengths-based assessments which integrate information from the family and the entire transdisciplinary team ○ The effective use of ongoing documentation of progress within the general curriculum ○ Assessment procedures that include information related to enabling the child to be involved in and progress within the general curriculum (or for a preschool child to participate in developmentally appropriate preschool activities). <input type="checkbox"/> Assessment and IEP development practices value and include information provided by the parents. <input type="checkbox"/> The district uses culturally and linguistically appropriate assessments. <input type="checkbox"/> The district staff (psychologists and special education teachers) effectively use: <ul style="list-style-type: none"> ○ Functional behavior assessment for the purpose of developing positive behavioral support plans ○ Data-based student progress monitoring ○ Alternate assessment methods such as portfolios, interviews and other qualitative methods of evaluation. <input type="checkbox"/> The district maintains ongoing responsibility and accountability for all students. This is a mutual responsibility with other service providers (e.g., including county, state schools, and nonpublic school/agency). 	<p>1 2 3 4 5</p>		

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<p>5. Teachers, parents, and students working together for better student results</p> <p><i>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).</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Special and general education administrators and other staff at the district level work together to support collaboration and coordination between special and general education teachers and other staff within the schools (e.g., joint staff development and initiatives). <input type="checkbox"/> Sufficient time is provided on a regular basis throughout the year for personnel to talk and work together regarding student needs. 	<p>1 2 3 4 5</p>		
<p><i>5.2 Parents are embraced as equal partners and fully involved in their child's educational program.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The district encourages and implements outreach efforts for all parents to facilitate effective service delivery including LRE supports for their children. Parental input regarding effective adaptations and accommodations are solicited. <input type="checkbox"/> District-wide, parents are included in all components of the IEP process. <input type="checkbox"/> The district provides ongoing support to schools in their implementation of strategies for fully involving parents and embracing them as equal partners in the educational process for their child. <input type="checkbox"/> The district provides ongoing training, information and support for parents that considers and is respectful of cultural and language diversity. 	<p>1 2 3 4 5</p>		
<p><i>5.3 Students are involved in their IEP/LRE discussions.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The district provides ongoing support to schools in their implementation of strategies for effectively involving students in the educational process, including their IEP meetings. <p style="text-align: right;">Section average score:</p>	<p>1 2 3 4 5</p> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div>		

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<p>6. Sufficient numbers of qualified staff</p> <p>6.1 <i>Ongoing training readily available for IEP teams.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> District staff have received information and training regarding LRE legal requirements and best practices. <input type="checkbox"/> Staff development is provided for school principals and other administrators throughout the district related to LRE legal requirements and effective practices. <input type="checkbox"/> The district provides ongoing staff development activities for special and general education teachers, preschool personnel, DIS personnel, and other agency partners regarding LRE legal requirements and effective practices, including ways to make the general curriculum accessible for all students and to implement developmentally-appropriate activities for preschool children. <input type="checkbox"/> The district provides support, training, and ongoing assistance to schools in the implementation of strategies that provide positive behavior supports to students, including modeling and coaching.. <input type="checkbox"/> Parents are provided opportunities for training from the district, SELPA, CAC, and/or other community-based organizations. <input type="checkbox"/> The district implements aggressive training, retaining, recruitment, and retention strategies with the goal of providing qualified personnel throughout the district. 	<p>1 2 3 4 5</p>		
<p>6.2 <i>Supports are provided to teachers and other school staff in meeting the LRE needs of students with disabilities.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> District administrators and the school board demonstrate an understanding of the systemic strategies needed to support LRE. <input type="checkbox"/> A cadre of personnel is available to provide training and ongoing direct support for curriculum modifications and other student supports to assure appropriate education in general education settings. <input type="checkbox"/> Training, mentoring, and coaching are available for general and special education teachers/staff. 	<p>1 2 3 4 5</p>		

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<ul style="list-style-type: none"> ❑ The district provides training and ongoing support for SST and IEP team members within the schools regarding physical adaptations, accommodations and assistance. ❑ The district provides support, training, and ongoing assistance to the schools in the implementation of strategies that provide positive supports to students (i.e., natural support networks and strategies such as peer tutoring, buddy systems, circle of friends, systemic supports, cooperative learning and other ways of connecting students in natural, ongoing, and supportive relationships). ❑ The district provides periodic information, training, and assistance to schools and district staff on the implementation of strengths-based, integrated, and functional behavior assessment, student progress monitoring, and culturally appropriate assessments. 			
<p>6.3 Paraprofessionals provide support for special and general education teachers in the implementation of LRE.</p> <ul style="list-style-type: none"> ❑ The district has a district-wide training program for paraprofessionals to facilitate their support of students in the LRE. ❑ District staff monitor the effectiveness of services provided by paraprofessionals and the guidance and supervision provided for paraprofessionals by the general and special education teachers. <p style="text-align: right;">Section average score:</p>	<p style="text-align: center;">1 2 3 4 5</p> <div style="text-align: center; margin-top: 20px;"> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> </div>		

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DISTRICT Self-Assessment Summary Sheet

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

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SODAS – Creative Problem Solving

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

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

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Action Plan

What action is necessary?	Who is responsible?	What is the timeline?	How will we know if we are successful?	Who else needs to be involved?

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