

REVISED
District Level

CALIFORNIA LEAST RESTRICTIVE ENVIRONMENT (LRE)
SELF ASSESSMENT
and
CONTINUOUS IMPROVEMENT ACTIVITIES TOOL

California's LRE Initiative

Developed by the California LRE Task Force and the LRE Resources Project at WestEd under contract with the California Department of Education, Special Education Division (CDE, SED)

District Level LRE Self Assessment and Continuous Improvement Activities
2/9/07

Electronic Version available at: [.....](#)

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

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IMPROVEMENT TEAM:

Name	Role	Name	Role
Emilie Koff-Martin	Special Education Director	Kathy Fargen	Program Specialist
Name	Role	Name	Role
Schelli Acosta	Teacher on Special Assignment	Meghan MacMillan	DIS – School Psychologist
Name	Role	Name	Role

Ratings: 4 = Fully; 3 = Substantially; 2 = Partially; and 1 = Minimally

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- minimal to 4- fully) 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 18.
 - Average scores for each section and transfer this number to the summary sheet.
 - Analyze needs for section and list on summary sheet.
 - List any improvement strategies discussed on summary sheet.
4. **Brainstorm solutions** using SODAS process on page 19.
 - 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 your action plan. After implementation of the plan, team can conduct the self-assessment again to determine progress on the LRE plan.

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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 should include; general and special educators from elementary, middle school and the high school level; teacher association/union representation, district general and special education administrators, SELPA or County Office representatives, elementary, middle school/junior high, and high school principals, DIS representatives (speech, nursing, counseling, etc.), 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:
4 = Fully
3 = Substantially
2 = Partially
1 = Minimally
- 3 The survey is designed to reveal how a district supports schools in seven categories that directly impact student achievement:
 1. Standards-based Curriculum, Instruction, and Assessment
 2. Professional Development
 3. Human Resources
 4. Data Systems/Data Analysis/Ongoing Monitoring
 5. Parent and Community Involvement
 6. Fiscal Operations
 7. Governance and Leadership
4. At the end of each major topic section there is a box for a "section average 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 (pg. 18) at the end of the document.
5. Any LRE feature rated 1, or 2 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>COMPONENTS AND FEATURES OF LRE</p> <p>0)</p>	<p>RATING</p> <p>(2)</p>	<p>EVIDENCE/ INFORMATION TO SUPPORT RATING</p> <p>(3)</p>	<p>STRATEGIES & IMPROVEMENT ACTIVITIES</p> <p>(4)</p>
<p>1. Standards-Based Curriculum, Instruction and Assessment</p>			
<p>1.1 The district provides support for effective, standards-based instruction for ALL students.</p> <ul style="list-style-type: none"> <input type="checkbox"/> There are effective school strategies in general education, including early Intervening/student support practices and coaching that promote successful learning. <input type="checkbox"/> The district provides support to the schools in the implementation of effective, standards-based instruction in general education, including early intervening, as the first premise on which to build successful services in the LRE. <input type="checkbox"/> The district supports the inclusion of standards-based goals in IEPs for students with disabilities. 	<p>1 2 3 4</p> <p style="text-align: center;">X</p>	<p>Intervention programs available @ sites during the day and after school.</p> <p>Cadre of reading coaches.</p> <p>RtI implementation</p> <p>Sp ed goals are written to state standards utilizing SEIS and CARS objectives.</p>	<p>Ensure implementation of effective strategies</p> <p>Ensure coaching is provided to all – not just those who “volunteer”</p> <p>Ensure access to research-based interventions @ all sites</p>
<p>1.2 Research-and practice-based services and strategies are provided to meet students' unique needs to access the general curriculum.</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</p> <p style="text-align: center;">X</p>	<p>Strong DI program for language arts.</p> <p>Collaboration with L.A. Diagnostic Center for DI.</p> <p>ELCadre</p> <p>Reading First @ a # of sites.</p>	<p>Increase implementation & monitoring of DI instruction.</p> <p>Improve RtI implementation.</p>
<p>1.3 There are program organizational structures at the district that facilitate LRE.</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</p> <p style="text-align: center;">X</p>	<p>The Learning Center model is being implemented @ many sites.</p> <p>Minimum days are used for planning.</p>	<p>Addition of school psych to assist with RtI implementation and innovative strategies.</p>

<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;">EVIDENCE/ INFORMATION TO SUPPORT RATING</p> <p style="text-align: center;">(3)</p>	<p style="text-align: center;">STRATEGIES & IMPROVEMENT ACTIVITIES</p> <p style="text-align: center;">(4)</p>
<p>1. Standards-Based Curriculum, Instruction and Assessment</p>						
<p>1.4 <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 supports, materials and supplies to educate ALL students with disabilities in order to provide access to the core curriculum. <input type="checkbox"/> Effective classroom instruction in general education, including early intervention, is supported by the district as the first premise on which to build successful services in the LRE. 	1	2	3	4	<p>Effective Student Study Teams work to provide student supports prior to referral and assessment.</p> <p>There are benchmark tests available to monitor student Progress.</p>	<p>There is a need to address funding of specialized instructional programs for students who are unsuccessful in the base program.</p> <p>Space issues need to be resolved yearly for RSP and Speech staff.</p>
<p>1.5 <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. 	1	2	3	4	<p>The district has:</p> <ul style="list-style-type: none"> -Computer labs -Staff development -an district Assistive Technology specialist -district staff participate in SELPA assistive Technology trainings 	<p>Funding for technology, curricular materials and conference attendance for DIS staff needs clarification.</p>
<p>1.6 <i>The district ensures access to school and classroom modifications, adaptations and accommodations.</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. <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. © The district monitors IEPs for the identification and provision of supplementary aids and services (e.g., curriculum modifications, behavioral interventions, and assistive technology). <input type="checkbox"/> District staff oversee the inclusion of students with disabilities in district and state 	1	2	3	4	<p>IEPs are closely monitored for curriculum modifications, staff development is provided, and state testing is monitored.</p>	<p>General education staff require additional training and administration supervision regarding working with mainstreamed special ed students and at-risk students.</p>

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<p>1. Standards-Based Curriculum, instruction and Assessment</p>						
<p>1.7 The district ensures access to physical modifications and accommodations to support students in the LRE.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The district carries out a periodic assessment of the physical accessibility of the schools (including playgrounds, classrooms, halls, cafeterias, and gyms) to ensure that all schools are physically accessible and welcoming to all students. <input type="checkbox"/> The district has a short and long-range plan for improving physical accessibility, modifications and accommodations for all students, which is revised, as needed. <p style="text-align: right;">Section average score:</p>	1	2	3	4	<p>The Director of Maintenance and Operations works closely with principals and the Special Education Director to ensure accessibility for all students.</p>	
<p>3.4</p>				<p>X</p>		

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<p>2. Professional Development</p>			
<p>2.1 Ongoing training readily available for IEP teams.</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, DIS personnel, and other agency partners (including service providers, parent organizations and other disabilities related/advocacy groups) regarding LRE legal requirements and effective practices, including ways to make the general curriculum accessible for all students. 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 proactive training, retaining, recruitment, and retention strategies with the goal of providing qualified personnel throughout the district. 	<p style="text-align: center;">1 2 3 4</p> <p style="text-align: center;">X</p>	<p>Staff development provided in beh and instruct. strategies</p> <p>District BICMS and a beh suprt tchr. assist SST and 504 teams.</p> <p>Parent trainings w/SELPA & district. 24 staff attended sp ed legal training</p> <p>Proactive recruitment with incentives for DIS.</p> <p>Strong relationships with TCRC, MH, CCS</p>	<p>Provision of coaching and modeling of instructional and behavioral strategies for the general education teacher.</p> <p>Improve data collection and review in regards to district-wide interventions and their effectiveness.</p>
<p>2.2 Supports are provided to teachers and other school staff in meeting the LRE needs of students with disabilities.</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. D 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. <input type="checkbox"/> The district provides training and ongoing support for SST and IEP team members within the schools regarding physical adaptations, accommodations and assistance. 	<p style="text-align: center;">1 2 3 4</p> <p style="text-align: center;">X</p>	<p>Teacher on special assignment for direct instruction and RtI.</p> <p>District TOSAs in the areas of ELD and reading.</p> <p>Reading coaches @ school sites.</p> <p>On-going job-a-like meetings for special ed staff to support SST and IEP teams.</p>	<p>The possibility of making coaching and training in the area of instructional strategies and accommodations mandatory is an area to consider and negotiate.</p>

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<p>2. Professional Development</p>						
<ul style="list-style-type: none"> <input type="checkbox"/> 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). <input type="checkbox"/> 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. 	1	2	3	4	<p>Trainings provided for: BICMs, , FAA Pos Behavior Supports</p> <p>ELD benchmarks</p> <p>On-going progress monitoring</p>	<p>Provide additional training in peer tutoring, PALS, buddy systems and behavioral RtI.</p>
<p>2.3 Paraprofessionals provide support for special and general education teachers in the implementation of LRE.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The district has a district-wide training program for paraprofessionals to facilitate their support of students in the LRE. <input type="checkbox"/> 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. <input type="checkbox"/> The district examines alternative staffing approaches to over reliance on Para educators and pilots alternate approaches (e.g., fewer 1:1 para educators, more special education teachers, and use of peers, and volunteers). 	1	2	3	4	<p>IAs receive training in autism, CBI, CPI, CPR/First Aid.</p> <p>Psychs and district Behavior Support Teacher provide on-going support and 1-1 training.</p> <p>Site admin and sp ed director work cooperatively to ensure IAs are evaluated and supported.</p>	<p>There is a need for release time or stipends for IAs to receive additional training.</p> <p>Implementation of the 1-1 IA Needs Assessment Profile is to be implemented.</p>
<p>2.4 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).</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 for personnel to talk and work together regarding student needs. <p style="text-align: right;">Section average score:</p>	1	2	3	4	<p>There is a strong, cooperative Instructional Services department that meets and communicates on a regular basis.</p>	
<p>3.2</p>						

<p>COMPONENTS AND FEATURES OF LRE</p> <p>(1)</p>	<p>RATING</p> <p>(2)</p>				<p>EVIDENCE! INFORMATION TO SUPPORT RATING</p> <p>(3)</p>	<p>STRATEGIES & IMPROVEMENT ACTIVITIES</p> <p>(4)</p>
<p>3. Human Resources</p>						
<p>3.1 <i>There are organizational, and human supports provided for implementation of LRE.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Adequately Trained personnel are provided to implement LRE (teachers, related service staff, and paraprofessionals). <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 model 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: right;">Section average score:</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>Staff development as well as on-the-job supports are provided as time and financial resources allow.</p> <p>Partnerships with Cal Poly, SLO and Chapman have been implemented.</p> <p>Special ed and general ed staff development are available to all educators.</p> <p>New teachers participate in a strong BTSA program. Special ed teachers are BTSA providers.</p> <p>DI coaches have been selected from model programs and involved in coaching others.</p>	<p>Increase the implementation of DI coaching by SDC and RSP teachers who are running model DI programs.</p>
<p style="text-align: right;">3.0</p>						

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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;">EVIDENCE/ INFORMATION TO SUPPORT RATING</p> <p style="text-align: center;">(3)</p>	<p style="text-align: center;">STRATEGIES & IMPROVEMENT ACTIVITIES</p> <p style="text-align: center;">(4)</p>
<p>4 Data Systems/Data Analysis/Ongoing Monitoring</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"> o The district ensures that assessment practices facilitate the implementation of LRE as identified in IDEA and No Child Left Behind (NCLB) through: <ul style="list-style-type: none"> o Hiring and maintaining qualified staff o The effective use of functional, strengths-based assessments which integrate information from the family and the entire transdisciplinary team o The effective use of ongoing documentation of progress within the general curriculum o Assessment procedures that include information related to enabling the child to be involved in and progress within the general curriculum. o Assessment and IEP development practices value and include information provided by the parents. <ul style="list-style-type: none"> o The district uses culturally and linguistically appropriate assessments. o The district staff (psychologists and special education teachers) effectively use: <ul style="list-style-type: none"> o Individualized support plans o Data-based student progress monitoring o Alternate assessment methods such as portfolios, interviews and other qualitative methods of evaluation. □ The district maintains ongoing responsibility and accountability for all students. This is a mutual responsibility with other service providers (e.g., including Charters, county, state schools, and nonpublic schools/agency). o District has procedures in place to ensure ongoing parent participation. 	<p style="text-align: center;">1 2 3 4</p> <p style="text-align: center;">X</p>	<p>Qualified staff are in place. Evaluators are trained in evaluation procedures.</p> <p>SSTs are made up of general and special educators. All necessary staff are invited to SSTs.</p> <p>SSTs begin with a focus on student strengths.</p> <p>Families are involved in SSTs and home visits are made as needed – particularly for special education students.</p> <p>All goals and resulting assessments are related to State standards.</p> <p>Standards based report card.</p> <p>District assessments are tracked through OARS.</p> <p>Assessments are summative and formative.</p> <p>Parent input is a component of assessments and the IEP.</p>	<p>Focus on consistent progress monitoring and related changes in instructional strategies for general education and special education students.</p> <p>Consider using Easy CBMs to track on-going progress monitoring in reading for special education students being considered for a more restrictive placement.</p>

<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;">EVIDENCE/ INFORMATION TO SUPPORT RATING</p> <p style="text-align: center;">(3)</p>	<p style="text-align: center;">STRATEGIES & IMPROVEMENT ACTIVITIES</p> <p style="text-align: center;">(4)</p>												
<p>4. Data Systems/Data Analysis/Ongoing Monitoring</p>															
<p><i>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.</i></p> <ul style="list-style-type: none"> li The district monitors referral rates to special education, "exit" rates, ethnic proportionality in special education, suspension, retention, attendance rates, passing high school exit exam, graduation rates, and dropout rates for all students and takes appropriate action. li The district ensures that training and support are provided to the schools regarding allowable accommodations to district and state assessments for students with disabilities, as well as support for alternate assessments, as determined appropriate by the IEP team. <p style="text-align: right;">Section average score:</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 12.5%;">1</td> <td style="width: 12.5%;">2</td> <td style="width: 12.5%;">3</td> <td style="width: 12.5%;">4</td> </tr> <tr> <td></td> <td></td> <td></td> <td style="text-align: right;">X</td> </tr> <tr> <td colspan="4" style="text-align: center; border: 1px solid black;">3.5</td> </tr> </table>	1	2	3	4				X	3.5				<p>Referrals to special ed are closely monitored and tracked.</p> <p>Suspensions and attendance are tracked.</p> <p>Alternative assessments are available for CST and CELDT.</p> <p>Training is provided annually regarding CST, CMA, CAPA, CELDT and ALPI.</p> <p>There is a close working relationship between the SEO, the schools and the district testing office.</p>	
1	2	3	4												
			X												
3.5															

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COMPONENTS AND FEATURES OF LRE (¹)	RATING (²)				EVIDENCE/ INFORMATION TO SUPPORT RATING (³)	STRATEGIES & IMPROVEMENT ACTIVITIES (⁴)
5. Parent & Community Involvement						
<p>5.1 Parents are embraced as equal partners in their child's educational program.</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. <p>El The district provides ongoing support to schools in their implementation of strategies for involving parents and embracing them as equal partners in the educational process for their child.</p>	1	2	3 X	4	<p>Extensive evening parent classes are provided</p> <p>A high % of parents attend IEPs and parent conferences.</p> <p>IEP and SSTs teams go to the home as needed.</p> <p>There is an effective Search and Serve program available.</p>	<p>Work to ensure parent trainings are available @ all schools and offer a consistent program.</p>
<p>5.2 The district provides ongoing training, information and support for parents that considers and is respectful of cultural and language diversity.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The district has procedures for including parents in training when appropriate and ensures that the training is respectful of cultural and language. 	1	2	3	4 X	<p>Translators and babysitters are consistently provided.</p>	<p>Encourage teachers to invite parents to volunteer in classrooms.</p> <p>Increase parent awareness of and attendance at trainings</p>
<p>5.3 Students are involved in their IEP/LRE discussions.</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. 	1	2	3 X	4	<p>Teachers are encouraged @ the District level to include students in the IEP process.</p>	<p>Increased monitoring of student attendance @ IEPs is needed.</p> <p>Encourage teachers to obtain student input into their goals.</p>
<p>5.4 The district actively encourages and supports parent and agency participation in transition meetings for students leaving the school system.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parents are invited and encouraged to participate in transition planning meetings and training and support are provided to assist with participation. 	1	2	3	4	<p>N. A. as we are a K-8 district.</p>	

COMPONENTS AND FEATURES OF LRE (1)	RATING (2)				EVIDENCE/ INFORMATION TO SUPPORT RATING (3)	STRATEGIES & IMPROVEMENT ACTIVITIES (4)
6. Fiscal Operations						
<p>6.1 There are fiscal and organizational supports provided for implementation of LRE.</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). <ul style="list-style-type: none"> o available to all students and all teachers. <input type="checkbox"/> All curricular and extracurricular activities and opportunities throughout the district are available to all students. <input type="checkbox"/> The district supports and provides access to a range of professional development opportunities within their local region and works collaboratively with other regional groups to develop new professional development activities through many different venues (e.g., on-line, webcasts, communities of practice, traditional training and technical assistance, etc.). <p style="text-align: right;">Section average score:</p>	1	2	3	4	<p>All curricular and extra curricular activities are available to all students.</p> <p>The district works closely with the SELPA and surrounding LEAs regarding staff development activities. Web-a-naires are increasing being utilized.</p>	<p>Creative scheduling and classroom coverage for staff development offerings and for IEP meetings is to be investigated so teachers will be able to attend.</p>
				3.0		

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COMPONENTS AND FEATURES OF LRE (1)	RATING (2)	INFORMATION TO SUPPORT RATING (3)	STRATEGIES & IMPROVEMENT ACTIVITIES (4)
7. Governance and Leadership			
<p>7.1 The district has a vision that values and celebrates student diversity.</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"> o All students educated together. o High standards and expectations for all students o Access to the general education curriculum for all students. o 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. o 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 X</p>	<p>Special education students are included in the general education curriculum (including intervention programs) as appropriate.</p> <p>High % of students are included in State or alternative assessments.</p> <p>RtI and Learning Center models are being implemented.</p>	<p>Provide additional support to RSPs and improve the RSP programs so students are provided a richer curriculum and given f an opportunity to remain in the LRE.</p> <p>Increase involvement of general ed teachers @ IEPs.</p> <p>Strengthen RtI and Learning Center Models.</p>
<p>7.2 The district fosters a climate of collaboration at the district and school level between special and general education in order to promote school 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.</p> <ul style="list-style-type: none"> <input type="checkbox"/> General and special education staff at the district level work collaboratively to plan and implement initiatives, activities, and supports to schools that consistently communicate high expectations for ALL students. <input type="checkbox"/> The district monitors procedures and activities within the schools that foster and encourage social relationships between and among all students. <input type="checkbox"/> The district is characterized by a climate or culture in which there is a sense of community where everyone belongs, is accepted and supported by peers and other members of the school community. <ul style="list-style-type: none"> o 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) 	<p>1 2 3 4 X</p>	<p>Special educators are included on action teams, grade level teams and are part of the site and district planning teams.</p> <p>Staff development activities are open to sp ed & gen ed tchrs.</p> <p>Sp ed students are involved in all campus activities.</p> <p>Sp ed students participate in ELD rotation. & universal access @ some sites.</p>	<p>Improve coordination of RSP, SDC and DIS services with the general education program in terms of scheduling and curriculum.</p> <p>Work with Business to identify funding sources for specialized curriculum.</p> <p>Work with HR to support sp ed teachers' attendance @ trainings.</p>

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<p>7. Governance and Leadership</p>			
<p>7.3 Leadership is supportive of the LRE, and district initiatives and activities reflect the LRE.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The District Board of Education, superintendent, principals, and administration are committed to the implementation of LRE programs and supports for students. <input type="checkbox"/> The district special education office assists sites to monitor 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. <input type="checkbox"/> 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 style="text-align: center;">1 2 3 4</p> <p style="text-align: center;">X</p>	<p>There is on-going sharing of information, communication and working together between sp educators and gen educators at both the district and site levels.</p> <p>Thorough pre-referral interventions are implemented prior to referrals to sp ed.</p>	<p>Work with school sites to increase consistency of pre-referral interventions based on pre- testing and on going formative assessments.</p>
<p>7.4 District LRE policies and procedures reflect requirements of State and Federal law.</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 checked="" type="radio"/> All students should be educated in age-appropriate general education classes to the maximum extent possible their normal school of attendance (or school of choice) with modifications or accommodations to the curriculum as appropriate and supplementary aids and services. <input type="checkbox"/> ALL students start and end the school day 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 checked="" 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. 	<p style="text-align: center;">1 2 3 4</p> <p style="text-align: center;">X</p>	<p>BP and SELPA policies reflect requirements of State and Federal Laws.</p> <p>Special ed. students start and end their day @ the same time as others & are involved in extra- & co-curricular activities.</p> <p>Parents of sp ed students are included in district parent activities.</p> <p>SMBSD parent serves on CAC.</p> <p>Private school referral requirements are met.</p>	<p>Consider including parents and staff at the District level in periodic reviews of policies and procedures regarding LRE.</p> <p>Continue to annually monitor transportation to ensure the school day for general ed students remains consistent with the day for general ed students.</p>

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<p>7. Governance and Leadership</p>			
<p>7.5 Services for students are provided in schools they would attend if not disabled.</p> <ul style="list-style-type: none"> <input type="checkbox"/> IEP determinations begin with consideration of how to appropriately support each student in the general education classroom/program before other placements are considered. <ul style="list-style-type: none"> o Families are informed that general education is the first consideration by the IEP team. o The number of students with disabilities at any one school is within natural proportions. <input type="checkbox"/> LRE placement patterns are regularly monitored by district staff to insure that decisions are being made based on the needs of the students. <ul style="list-style-type: none"> o Transitions are facilitated through the IEP when students are moving from school to school, grade level to grade level, and from the school to out-of-district and from more to less restrictive settings. <input type="checkbox"/> Provisions in the IEP include the student's participation in school activities, if appropriate. <p style="text-align: right;">Section average score:</p>	<p style="text-align: center;">1 2 3 4</p> <p style="text-align: center;">X</p> <p style="text-align: center;">3.6</p>	<p>Initial referrals to special education and SDC referrals are closely monitored by the special education director.</p> <p>Extensive data is used for making placement decisions.</p> <p>A district level support team has been developed to assist RSPs in enriching their program and providing support to the general ed classroom when a student is making insufficient progress.</p> <p>Transitions between schools, district programs and the high school district are formalized and proceduralized.</p>	

Ratings: 4 = Fully; 3 = Substantially; 2 = Partially; and 1 = Minimally

DISTRICT Self-Assessment Summary Sheet

Practice	Average Score	Priority	Improvement Strategies
1. Standards based curriculum, instruction, and assessment. Issues: Continuity of programs across the district, coaching support and training.	3.4	4	Increase implementation and monitoring of DI instruction. Identify research-based intervention programs as well as effective instructional strategies and develop continuity between schools. Develop a strong coaching model.
2. Professional Development Issues: Areas of focus, funding, & reducing costs.	3.2	2	Provide staff development in the areas of RtI, program implementation (DI, Base), instructional strategies, behavioral strategies, assessment and coaching. Determine funding sources for staff trainings. Utilize IA protocol to determine need for 1-1 IAs.
3. Human Resources Issues: Ensuring staff are trained in areas of need. Drawing on strengths of district teachers and local resources.	3.0	1	Provide staff development in the areas of RtI, program implementation (DI, Base), instructional strategies, behavioral strategies, assessment and coaching. Utilize BTSAs providers to support new teachers.
4. Data Systems/Data Analysis/Ongoing Monitoring Issues: Simplification and utilization of data in order to place students in the correct RtI level (including special education) and monitor their progress.	3.5	5	Select a Universal screening tool for Language Arts and Math. Utilizing the screening tools, establish entrance and exit criteria for RtI levels. Select formative assessments to be used @ every school for on-going progress monitoring.
5. Parent and Community Involvement Issues: Availability of trainings @ each site and consistency of programs available to parents.	3.3	3	Select and implement a parent training program. Ensure all parents are invited and encouraged to attend.
6. Fiscal Operations Issues: Budget cuts are causing difficulties in staffing, staff development and purchasing of materials.	3.0	1	Review all funding sources and clearly delineate what funds are available for use in each area of need. Establish site and district funding priorities and share these with staff. Identify creative ways of providing staff development activities and ensuring teacher coverage.
7. Governance and Leadership Issues: Providing access to general education curriculum for all.	3.6	6	Implement a district team to assist RSP teachers in enriching their programs so students remain in LRE. Focus on the RtI and Learning Center models in order to improve the communication and coordination of services to all students.

SODAS Creative Problem Solving

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

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?	Other Considerations

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