

Least Restrictive Environment (LRE) Self-Assessment - Building Level (Y3)

The AESD Inclusionary Practices Project is working with 140 School Teams around the state to support the self-assessment of LRE in each building. School Teams will have the ability to select a pathway to conducting this self-assessment that supports their needs as well as strategic plans at the district level.

"It isn't about place. It isn't about time. It is about being purposeful in all places and at all times in a classroom, in a school, and in a community - whether the time we are all together is 5 or 10 minutes a day, a week, or a year! It is going to look different for every student and every class. The goal does not have to be 100% of the time, but it does mean that 100% of the time we are striving to be more inclusive. It is a journey, not a destination." Shelley Moore 2016

Universal Truths of the Inclusionary Practices Project

Inclusion is the belief and practice that all students have the right to meaningfully access academic and social opportunities in general education settings. [Common vocabulary](#) is critical to this work. Research consistently supports a positive link between access to instruction and social interactions in general education settings and improved outcomes for students. The project is centered around the belief that ALL students learn (Learner Variability) and demonstrate knowledge in a variety of ways. The long-term goal is that 80-100% of students, including those with IEPs, m/ELs, and other learning needs, will receive their primary education in the general education setting.

Choices in the LRE Self-Assessment Tools

Building Level LRE Self-Assessment Tools

1) [West Ed LRE Self-Assessment](#)

Concise, easy to use, and addresses top 4 areas of LRE program evaluation. Focus is on improving learning, healthy development, and equity in schools and communities.

Updated

- Rating continuum beginning, progressing, implementing.
- OSPI vetted
- Four categories
 - Educational Infrastructure

- Instructional Capacity, School
- Culture and Leadership
- Family and Community Participation

District Level LRE Self-Assessment Tools

1) West Ed LRE Initiative Self-Assessment

Comprehensive dive into six categories with subsets looking at the systemic areas at the district level. Focus is on continuous improvement activities of self-assessment, creative problem solving, and action plan. This link will bring you to OSPI's electronic version.

- Rating scale 1-5
- OSPI vetted
- Six categories
 - Vision, Expectations, Leadership & Climate
 - Policies and Procedures
 - Services, and Program/Classroom Strategies
 - District Accountability Systems
 - Teachers, Parents, Students Working Together
 - Sufficient Numbers of Qualified Staff

2) West Ed LRE Initiative Self-Assessment

Comprehensive dive into six categories with subsets looking at the systemic areas at the district level. Focus is on continuous improvement activities of self-assessment, creative problem solving, and action plan. This updated 2015 version is available as a pdf only.

- Rating scale 1-5
- OSPI vetted
- Six categories
 - Standards, Curriculum, Instruction and Assessment
 - Professional Development
 - Human Resources
 - Data Systems/Analysis/Monitoring
 - Parent & Comm Involvement
 - Fiscal Ops
 - Governance & leadership

3) ECTA Self-Assessment

Adapted from USDHHS and DE Policy Statement on “Inclusion of Children with Disabilities in Early Childhood”, however, applicable to all building grade levels. Focus is on improving systems, practices, and outcomes. Easy to use to identify current inclusionary systemic and classroom practices.

- Rating scale 1-4
- OSPI vetted
- Eight categories:
 - Partnering with Families
 - Legal Provisions of Supports and Services
 - Quality of Inclusion
 - Resource Allocation
 - Professional Development
 - Staffing Structure and Collaboration
 - Access to Specialized Supports
 - Collaborations with Community Partners

4) This option is only for Districts currently participating in WASA's Inclusionary Practices Project. You may consider using WASA's District Self-Assessment Survey to meet the AESD LRE Self Assessment requirement. Contact your AESD IPP Regional Coordinator to align this work.

Process for Completing LRE Self Assessment:

1. Your LRE Self Assessment must be completed by a team, the building leadership or inclusionary practices team (not an individual). The power is not in the tool itself but in the discussion around moving toward a more inclusive system.
2. Schedule a meeting or series of meetings allowing the team at least 2 hours to complete.
3. Decide who will facilitate the LRE Self Assessment, the inclusionary practices coordinator, principal, coach, etc.
4. Before completing the LRE Self Assessment, first read the common definitions and universal truths related to inclusionary practice work.
5. Go through each indicator on the LRE Self Assessment, discuss, come to consensus and record notes, evidence, or key ideas (Remember it's about the discussion, not just the rating).
6. If someone besides your regional Inclusionary Practices Coordinator facilitates this process, consider sharing the LRE Self Assessment results with them.
7. **The high level summary is the only document you are asked to share with the AESD Inclusionary Practices Evaluation Team.** Individual school team responses on the high level summary will NOT be reported to OSPI. However, collective responses from all participating school teams will be shared with OSPI to report improvement and change over time..

Next Steps:

1. After completing the LRE Self Assessment and high level summary, consider reviewing and revising your IPP action plan (school improvement plan, strategic plan) as needed.
2. Continue to share action plan revisions with your regional coordinator.
3. After using the LRE Self Assessment to develop your team's baseline, then repeat this process a minimum of 2 times per year beginning in 2022-23 to monitor your progress and growth.

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