

Revised 1-6-09



## **Maine Department of Education's**

### **Section 3 In-Depth Indicator Self Assessment for Improvement or Corrective Action Planning**

#### **IDEA Part C #2 – Settings**

#### **IDEA Part B #6 – Educational Environments for Ages 3-5**

#### **IDEA Part B #5 – Classroom Placement - Least Restrictive Environment (LRE)**

**January 6, 2009**

Adapted from: the California Least Restrictive Environment (LRE) District Self Assessment developed by Wested for California Department of Education (2007).

## General Instructions to the CIMP Team

1. The team will review the IDEA data provided by Maine Department of Education as well as the SAU/CDS data for each indicator.
2. Have the Team review the Components and Features of LRE and/or Settings prior to completing the ratings.

Part C #2 Indicator: Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or programs for typically developing children.

The components include: CDS leadership and policies, personnel policies, and Individualized Family Services Plan Policies.

Part B #6 Indicator: Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers.

The components include: leadership and policies, personnel policies, and Individualized Educational Program Policies.

Part B #5 Indicator: Percent of children with IEPs served: (a) inside the regular class > 80% of the day, (b) inside the regular class <40% of the day, and (c) in separate schools, residential placements, or homebound or hospital placements.

The components include: SAU leadership and policies, personnel policies, and Individualized Educational Program Policies.

3. Identify the title or number and location of any supporting documents. **There is no need for collecting or copying the policies or sending the policies to Maine Department of Education.**
4. Using data and the Team's knowledge of policies, services, programs, and initiatives, the Team completes the following Self-Assessment protocol using a consensus decision-making process. Rate each feature 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

5. At the end of each major section, there is a box for total score and an average section score. Please average all the scores for that section and write that score in the row at the end of the section. This will also be the score that will be transferred to a summary sheet at the end of each section for an IDEA Indicator.
6. Any component or feature rated with a 1, 2, or 3 indicates a need for improvement and/or corrective action. The team may identify the prioritized component to be addressed and identify potential areas for improvement and/or corrective action planning.
7. Submit Completed Self Assessment(s) to designated personnel of Maine Department of Education (MDOE).

## IDEA Part C 2 – Settings for Ages birth to 3 year olds

**CDS:**

**Date Completed:**

C2 Settings Component and Feature	1	2	3	4	5	Policy/Procedure Title or Number & Location
<b>1. CDS Leadership and Policies</b>						
1.1. CDS leadership is supportive of infants and toddlers, with IFSPs receiving early intervention services in homes or community based settings for typically developing children. The policies, initiatives, and activities reflect this support.						
1.2. The CDS administrators are committed to the full implementation of Indicator C-2 and work collaboratively to promote these settings for all infants, and toddlers with disabilities.						
1.3. The CDS has policies that state that all infants and toddlers with IFSPs will receive early intervention services in homes or community based settings for typically developing children.						
1.4. Early intervention services for all infants and toddlers with IFSPs are provided in homes or community based settings for typically developing children.						
1.5. CDS monitors the settings of all infants and toddlers, with disabilities and IFSPs they serve on a yearly basis.						
1.6. Based on the analyses of C-2 data, the CDS has a plan for improving the implementation of C-2 for all infants and toddlers with IFSPs.						
<b>Total No. of Points for Each Column</b> (rating # multiplied by the number of times the rating is marked) and <b>Total Points</b> (sum of all ratings)						<b>TOTAL Points:</b>
<b>Section Average Score</b> (average of all scores - the total points for all ratings divided by 6)						<b>Average:</b>

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

**Notes/Comments:**

## IDEA Part C 2 – Settings for Ages birth to 3 year olds

**CDS:**

**Date Completed:**

C2 Settings Component and Feature	1	2	3	4	5	Policy Name or Number & Location
<b>2. Personnel Policies</b>						
2.1. The CDS personnel policies for the roles and responsibilities of early intervention providers support the delivery of early intervening services for infants and toddlers in homes or community based setting for typically developing children rather than separate programs.						
2.2. The CDS provides adequately trained personnel to implement the delivery of early intervening services to infants and toddlers with disabilities in homes or community based settings for typically developing children.						
2.3. The numbers of children assigned to early intervention providers are adequate to support the delivery of services in homes or community based settings for typically developing children.						
2.4. The CDS increases the knowledge base of all appropriate staff on providing early intervention services in homes or community based settings for typically developing children.						
2.5. CDS staff monitors the effectiveness of services provided by early intervention providers in natural settings.						
2.6. Sufficient time during the week is provided for personnel to consult and work together to support infants and toddlers with IFSPs in typically developing homes or community based settings.						
<b>Total No. of Points for Each Column</b> (rating # multiplied by the number of times the rating is marked) and <b>Total Points</b> (sum of all ratings)						<b>TOTAL Points:</b>
<b>Section Average Score</b> (average of all scores - the total points for all ratings divided by 6)						<b>Average:</b>

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

**Notes/Comments:**

## IDEA Part C 2 – Settings for Ages birth to 3 year olds

**CDS:**

**Date Completed:**

C2 Settings Component and Feature	1	2	3	4	5	Policy Name or Number & Location
<b>3. Individualized Family Service Plan (IFSP) Policies</b>						
3.1 The CDS provides ongoing training for IFSP teams on C-2 Indicator requirements and effective practices.						
3.2 The IFSP guidelines identify opportunities for infants and toddlers with IFSPs to receive services in homes or community based settings for typically developing children.						
3.3 The IFSP policies and IFSPs reflect the provision of early intervention services in natural environments, including homes and community settings with typically developing children.						
3.4 The CDS has a process for ensuring that IFSP teams determine the most appropriate natural environment setting to meet a child's needs.						
<b>Total No. of Points for Each Column</b> (rating # multiplied by the number of times the rating is marked) and <b>Total Points</b> (the sum of all ratings)						<b>TOTAL Points:</b>
<b>Section Average Score</b> (average of all scores - the total points for all ratings divided by 4)						<b>Average:</b>

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

**Notes/Comments:**

## CDS Self-Assessment Summary Sheet for IDEA Part C Indicator 2 –Settings

CDS:

Date Completed:

C2 Component	Average Score	Priority	Potential Areas for Improvement or Corrective Action Planning
<b>1. CDS Leadership and Policies</b>			
<b>2. Personnel Policies</b>			
<b>3. Individualized Family Services Plan Policies</b>			

**Team Certification:**

I certify that the ratings on the IDEA C2 Settings indicators and features, the priorities, and the potential areas for improvement or corrective action, represent a consensus of all Team Members.

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Name of CIMP Team Chair

Signature

Date

**Verification: I verify that the Self-Assessment was developed in compliance with requirements of Maine and Federal statutes and regulations.**

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Name of Board Chair

Signature

Date

## IDEA Part B 6 – Educational Environments for Ages 3 to 5

**SAU/CDS:**

**Date Completed:**

B6 Settings Component and Feature	1	2	3	4	5	Policy Name or Number & Location
<b>1. Leadership and Policies</b>						
1.1. SAU/CDS leadership is supportive of children ages 3-5 with IEPs receiving special education and related services in settings for typically developing peers (e.g. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings). The policies, initiatives, and activities reflect this support.						
1.2. The SAU/CDS administrators are committed to the full implementation of Indicator B6 and work collaboratively to promote these settings for all children ages 3-5 with disabilities and IEPs.						
1.3. The SAU/CDS has policies that state that children ages 3-5 with IEPs will receive special education and related services in settings for typically developing children.						
1.4. Special education and related services for all children ages 3-5 with IEPs are provided in settings for typically developing children.						
1.5. SAU/CDS monitors the settings of all children with disabilities and IEPs they serve on a yearly basis.						
1.6. Based on the analyses of B6 data, the SAU/CDS has a plan for improving the implementation of B6 for all children ages 3-5 with IEPs.						
<b>Total No. of Points for Each Column</b> (rating # multiplied by the number of times the rating is marked) and <b>Total Points</b> (the sum of all ratings)						<b>TOTAL Points:</b>
<b>Section Average Score</b> (average of all scores - the sum of points for all ratings divided by 6)						<b>Average:</b>

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

**Notes/Comments:**

## IDEA Part B 6 – Educational Environments for Ages 3 to 5

**SAU/CDS:**

**Date Completed:**

B6 Settings Component and Feature	1	2	3	4	5	Policy Name or Number & Location
<b>2. Personnel Policies</b>						
2.1. The SAU/CDS personnel policies for the roles and responsibilities of special educators and related services personnel support the delivery of services for children ages 3-5 with IEPs in settings for typically developing children rather than separate programs.						
2.2. The SAU/CDS provides adequately trained personnel to implement the delivery of special education and related services to children with disabilities and IEPs in settings for typically developing children.						
2.3. The numbers of children assigned to special educators and related services personnel are adequate to support the delivery of services in settings for typically developing children.						
2.4. The SAU/CDS increases the knowledge base of all appropriate staff on providing services in settings for typically developing children.						
2.5. SAU/CDS staff monitors the effectiveness of services provided by special educators and related services personnel in settings.						
2.6. Sufficient time during the week is provided for personnel to consult and work together to support children ages 3-5 with IEPs in settings for typically developing children.						
<b>Total No. of Points for Each Column</b> (rating # multiplied by the number of times the rating is marked) and <b>Total Points</b> (the sum of all ratings)						<b>TOTAL Points:</b>
<b>Section Average Score</b> (average of all scores - the total points for all ratings divided by 6)						<b>Average:</b>

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

**Notes/Comments:**

## IDEA Part B 6 – Educational Environments for Ages 3 to 5

**SAU/CDS:**

**Date Completed:**

<b>B6 Settings Component and Feature</b>	1	2	3	4	5	<b>Policy Name or Number &amp; Location</b>
<b>3. Individualized Educational Program (IEP) Policies</b>						
3.1 The SAU/CDS provides ongoing training for IEP teams on B6 Indicator requirements and effective practices.						
3.2 The IEP guidelines identify opportunities for children ages 3-5 with IEPs to receive services in settings for typically developing children.						
3.3 The IEP policies and IEPs reflect the provision of special education and related services in settings with typically developing children.						
3.4 The SAU/CDS has a process for ensuring that IEP teams determine the most appropriate environmental setting to meet a child's needs.						
<b>Total No. of Points for Each Column</b> (rating # multiplied by the number of times the rating is marked) and <b>Total Points</b> (the sum of all ratings)						<b>TOTAL Points:</b>
<b>Section Average Score</b> (average of all scores - the total points for all ratings divided by 4)						<b>Average:</b>

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

**Notes/Comments:**

## CDS Self-Assessment Summary Sheet for IDEA Part B Indicator 6

SAU/CDS:

Date Completed:

B6 Component	Average Score	Priority	Potential Areas for Improvement or Corrective Action Planning
<b>1. Leadership and Policies</b>			
<b>2. Personnel Policies</b>			
<b>3. Individualized Educational Program Policies</b>			

**CIMP Team Certification:**

I certify that the ratings on the IDEA B 6 Educational Environments indicators and features, the priorities, and the potential areas for improvement or corrective action, represent a consensus of all Team Members.

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Name of CIMP Team Chair

Signature

Date

**Verification: I verify that the Self-Assessment was developed in compliance with requirements of Maine and Federal statutes and regulations.**

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Name of Board Chair/SAU Superintendent

Signature

Date

## IDEA Part B-5: Least Restrictive Environment (LRE)

**SAU:**

**Date Completed:**

<b>B5 Components and Features</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Policy Name or Number &amp; Location</b>
<b>1. District Leadership and Policies</b>						
1.1. District leadership is supportive of LRE for all students with disabilities and the district's policies, initiatives, and activities reflect this support.						
1.2. The district superintendent, director of special education, and principals are committed to the implementation of LRE and work collaboratively to promote LRE for all students with disabilities.						
1.3. The district has policies that state that all students with disabilities should be educated in age-appropriate general education classes to the maximum extent possible with appropriate modifications, accommodations, and supports.						
1.4. The district encourages schools to use creative strategies to meet the LRE needs of students with disabilities while holding the schools accountable for implementing LRE.						
1.5. Services for students with disabilities are provided in schools they would attend if not disabled.						
1.6. LRE placement patterns are regularly monitored by district staff to insure that decisions are based on the needs of students.						
1.7. Based on the analyses of LRE data, the district has a plan for improving the implementation of Least Restrictive Environment for all students with disabilities.						
<b>Total No. of Points for Each Column</b> (rating # multiplied by the number of times the rating is marked) and <b>Total Points</b> (the sum of all ratings)						<b>TOTAL Points:</b>
<b>Section Average Score</b> (average of all scores - the total points for all ratings divided by 7)						<b>Average:</b>

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

**Notes/Comments:**

## IDEA Part B-5: Least Restrictive Environment (LRE)

**SAU:**

**Date Completed:**

<b>B5 Components and Features</b>	1	2	3	4	5	<b>Policy Name or Number &amp; Location</b>
<b>2. Personnel Policies</b>						
2.1. The district's personnel policies for the roles and responsibilities of special education teachers and education technicians support the education of students with disabilities in general education classes rather than self-contained classes.						
2.2. The district provides adequately trained personnel to implement LRE and the education of students with disabilities in the general education curriculum and classes.						
2.3. The numbers of students assigned to special education teachers and education technicians are adequate to support the education of students with disabilities in general education classes.						
2.4. The district increases the knowledge base of all appropriate staff on LRE and access to general education curriculum through periodic professional development.						
2.5. District staff monitors the effectiveness of services provided by education technicians and the guidance and supervision of education technicians by general and special education teachers.						
2.6. Sufficient time during the week is provided for general and special education personnel to consult and work together to support students with disabilities in general education classes.						
<b>Total No. of Points for Each Column</b> (rating # multiplied by the number of times the rating is marked) and <b>Total Points</b> (the sum of all ratings)						<b>TOTAL Points:</b>
<b>Section Average Score</b> (average score - the total points for all ratings divided by 6)						<b>Average:</b>

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

**Notes/Comments:**

## IDEA Part B-5: Least Restrictive Environment (LRE)

**SAU:**

**Date Completed:**

<b>B5 Components and Features</b>	1	2	3	4	5	<b>Policy Name or Number &amp; Location</b>
<b>3. Individualized Educational Program (IEP) Policies</b>						
3.1 The district provides ongoing training for IEP teams on the LRE requirements and effective practices.						
3.2 The district's IEP guidelines identify opportunities for students with disabilities to have access to and progress in the general education curriculum.						
3.3 The district's IEP policies and IEPs reflect the inclusion of instructional and curriculum modifications, adaptations, and accommodations.						
3.4 The district monitors IEPs for the identification and provision of supplementary aids and services in LRE on a yearly basis.						
<b>Total No. of Points for Each Column</b> (rating # multiplied by the number of times the rating is marked) and <b>Total Points</b> (the sum of all ratings)						<b>TOTAL Points:</b>
<b>Section Average Score</b> (average of all scores - the total points of all ratings divided by 4)						<b>Average:</b>

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

**Notes/Comments:**

**SAU Self-Assessment Summary Sheet for IDEA Part B Indicator 5 –LRE**

LRE Component	Average Score	Priority	Potential Areas for Improvement or Corrective Action Planning
<b>1. District Leadership and Policies</b>			
<b>2. Personnel Policies</b>			
<b>3. Individualized Educational Program Policies</b>			

**Team Certification:**

I certify that the ratings on the IDEA B5 LRE indicators and features, the priorities, and the potential areas for improvement or corrective action planning, represent a consensus of all Team Members.

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Name of Chair Signature Date

**Verification: I verify that the Self-Assessment was developed in compliance with requirements of Maine and Federal statutes and regulations.**

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Name of Superintendent Signature Date