

Indicator 6: Preschool Settings Self-Assessment

Component 1: Student Participation with Typically Developing Peers				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Children do not participate within school or community-based settings with typically developing peers. 	<ul style="list-style-type: none"> A few children participate, but most children do not participate within school or community-based settings with typically developing peers. 	<ul style="list-style-type: none"> Some children participate in general education environment in school or community-based settings with typically developing peers. Accommodations are occasionally used. 	<ul style="list-style-type: none"> Each student is served in a general education or natural setting to the maximum extent possible. Accommodations are in place to ensure full participation. 	<ul style="list-style-type: none"> Each student is served in a general education or natural setting to the maximum extent possible. Accommodations are <i>consistently</i> in place and <i>monitored for efficacy</i>. <i>Creative alternatives are considered for younger preschool students.</i>

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.



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Component 2: Continuum of Placement Decisions				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> IEP Team placement decisions are typically based on disability category or available placements in self-contained settings. 	<ul style="list-style-type: none"> IEP teams consider alternate placements and services to support some students with special needs. 	<ul style="list-style-type: none"> IEP teams consider <i>all</i> possible placements and services to support students with special needs on an annual basis. 	<ul style="list-style-type: none"> IEP teams consider all possible placements and services to support students with special needs on an annual basis using data from students' current performance and parental input. 	<ul style="list-style-type: none"> IEP teams consider all possible placements and services to support students with special needs on an annual basis using data from students' current performance and parental input. <i>Placements and services are continuously monitored and reviewed.</i>

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.



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Component 3: Implementation of IEP				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> The IEP is implemented in an isolated fashion. 	<ul style="list-style-type: none"> Special education staff collaborate with other school staff to implement the IEP in educational settings. 	<ul style="list-style-type: none"> Special education staff collaborate with other school staff to implement the IEP in the context of daily routines. 	<ul style="list-style-type: none"> Special education staff collaborate with other school staff and community professionals to implement the IEP in the context of daily routines. 	<ul style="list-style-type: none"> <i>Special education professionals in schools and community implement the IEP in the context of daily routines in a collaborative manner including child's caregivers, teachers, parents, and allied health professionals.</i>

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.

