

**Preschool Least Restrictive Environment
Self Analysis Rubric**

	MINIMAL COMPLIANCE (1)	PROGRESSING PRACTICES (2)	BEST PRACTICES (3)
Continuum of Services:			
1A	Most students are educated in schools other than their community schools. Students are clustered on certain campuses within the district. Students are educated on specialized schools within the district.	Some students receive services at home, in their community school, or childcare center.	All students receive services at home, in their community school, or childcare center.
1B	Few students have access to general education peers. Students are educated in self-contained classrooms with other students with special needs.	Some students are educated with their general education peers. Some students, although included in the general education setting, do not have access to their same-aged peers.	All students are provided opportunities to be educated with their general education peers. All students are included with their same-aged peers according to individual needs and strengths.
1C	Most students are pulled out to receive support services. Instruction is provided in a separate place with a small group of children or one-on-one.	Some students receive support services in the general education setting. Some students are pulled out for individual or small group instruction.	All students receiving support services such as speech, OT, PT, VI, AI, APE, receive those services in the least restrictive environment. Communication between the support staff and teacher are critical to the effective implementation of the IEP.

	MINIMAL COMPLIANCE (1)	PROGRESSING PRACTICES (2)	BEST PRACTICES (3)
Curriculum:			
2A	General education and special education students work toward different educational outcomes. Staff uses instructional strategies that may or may not be research-based.	Most students work toward the same educational outcomes based on high expectations and standards. Some instructional strategies are researched-based.	All students work toward the same educational outcomes based on high expectations and standards. Staff uses research-based instructional strategies to ensure success for all students.
2B	Only classroom teachers are familiar with the current curriculum.	Only classroom teachers and some school staff members are familiar with current curriculum.	District leaders, school leaders, school staff, and community members are familiar with current classroom curriculum.
2C	IEP development is based solely on deficits level, with no consideration for the general education curriculum, age-appropriate activities, parent concerns, student strengths and needs.	IEP development occurs with limited consideration for the general education curriculum, age-appropriate activities, parent concerns, student strengths and needs.	IEP development occurs with consideration for the general education curriculum, age-appropriate activities, parent concerns, student strengths and needs.

