

# Preschool Program Self-Assessment

This Self-Assessment is intended to provide a snap shot of a district's program. Administrators (and Preschool Coordinators or others involved in a district's preschool program) may complete the self-assessment independently to help them conceptualize what is discussed in the *Examining Where Services Are Provided to Preschool Children with Disabilities* section and then meet to discuss their responses in more detail. Administrators may also choose to meet with Preschool Coordinators or others involved in a district's preschool program to discuss the questions and complete the Self-Assessment together. Included in the Rubric is a space for Explanation/Comments to capture specific information or criteria. It is important to remember that this Guide and tools are not designed to "evaluate" a program but rather to generate discussion about the characteristics of the program and the capacity of a school district.

**PROGRAM NAME:**

**DATE:**

**PERSONS COMPLETING SELF-ASSESSMENT:**

**DISTRICT OPERATED CLASSROOMS - IDENTIFY THE CHARACTERISTICS OF EACH DISTRICT OPERATED CLASSROOM (ADD COLUMNS AS NECESSARY)**

	Classroom 1	Classroom 2	Classroom 3	Classroom 4
Classroom setting (Early Childhood or Early Childhood Special Education)				
Classroom has program approval from the NH DOE				
Age-ranges				
Total enrollment limit for each classroom				
Teaching credentials/certifications for in each of the district operated classrooms				
Staff to student ratio				
Ratio of identified to non-identified children				
<b>Notes/Possible Next Steps:</b>				

## PRESCHOOL SETTING/ENVIRONMENT OPTIONS

	No/No Evidence	Somewhat/Partial Evidence	Yes/Evident	Evidence/Comments
The district has access to the continuum of settings and environments (Early Childhood and Early Childhood Special Education)				
The district provides services in a Service Provider location for identified children who only require related services to receive a free appropriate public education				
There is a plan for when the capacity is reached within a district operated classroom to ensure access to LRE				
There is a plan for when the capacity is reached within the district operated program as a whole to ensure access to LRE				
If the district partners with community programs to offer Early Childhood programs there are written contracts or agreements that lay out roles and responsibilities, including maximum numbers of children and service delivery partners with community programs				

**Notes/Possible Next Steps:**