Component 1: Student Participation in the General Education Environment				RATING:
None **0**	**Exploring** **1**	**Partial** **2**	**Adequate** **3**	**Best** **4**
• Students do not participate in the general education environment.	• Students with disabilities only participate in school-wide functions.	• Students with disabilities only participate in part of the general education environment (i.e. electives, physical education, music).	• Students with disabilities are educated in the general education environment to the maximum extent appropriate.	• *All students participate in the general education environment with their typically developing peers throughout the school day.*

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measureable 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**
• Placement decisions are based on disability category or available resources.	• IEP teams consider all possible placements and services to support students with disabilities.	• IEP teams consider all possible placements and services to support students with disabilities on an annual basis.	• IEP teams consider all possible placements and services to support students with disabilities on an annual basis using data from students' present levels of performance.	• IEP teams consider all possible placements and services to support students with disabilities using data from students' present levels of performance. • *Placements and services are continuously monitored and reviewed.*

Comments/Documentation:

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

Component 3: Staff Development				RATING:
None **0**	**Exploring** **1**	**Partial** **2**	**Adequate** **3**	**Best** **4**
• School staff does not receive training on working with students with disabilities.	• School staff receives some information on working with students with disabilities.	• School staff receives training on working with students with disabilities on an inconsistent basis. Training is limited to specific staff.	• All school staff receives training on working with students with disabilities.	• *An ongoing staff development program exists that includes research based training emphasizing strategies to work with students with disabilities and provide access to the general education environment.*

Comments/Documentation:

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

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