

### Special Education Programs Criteria

CIRCLE- Autism Program	
Requirements	Exclusionary Factors
<ul style="list-style-type: none"> <li>✓ TK-6<sup>th</sup> grade</li> <li>✓ Autism eligibility must be addressed in assessment report and is primary disabling condition on IEP.</li> <li>✓ Significant language, social, and behavioral needs that cannot be met in the general education classroom or district special day classroom.</li> <li>✓ Positive behavior interventions, strategies, and supports must be addressed in the IEP and implemented in the current placement.</li> <li>✓ Assessment done within the last year.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Eligibility for Moderate/Severe Disabilities Program</li> <li>✓ Intellectual Disability (ID) as a primary, secondary, or suspected disabling condition.</li> <li>✓ Prenatal substance abuse</li> <li>✓ Fragile X Syndrome</li> <li>✓ Students who benefit educationally from being with general education peers a majority of the school day.</li> </ul>
DHH- Deaf and Hard of Hearing Program	
Requirements	Exclusionary Factors
<p><b>DHH Oral Preschool (2-5 years)</b></p> <ul style="list-style-type: none"> <li>✓ Deafness and/or Hearing Impairment must be addressed in assessment report and on IEP.</li> <li>✓ Student has a bilateral hearing loss with at least a moderate loss in the better ear as evidenced by audiogram within the last year.</li> <li>✓ Student who benefits educationally from being with oral language role models for the majority of the school day.</li> <li>✓ Student has appropriate amplification and wears hearing aids/cochlear implants all day.</li> <li>✓ Parents are committed to maintaining and supporting the child's hearing equipment and helping them develop speech and listening skills.</li> <li>✓ Assessment done within the last year.</li> </ul> <p><b>DHH Sign Classes (Preschool-High School)</b></p> <ul style="list-style-type: none"> <li>✓ Student has a bilateral hearing loss with at least a moderate loss in the better ear as evidenced by audiogram within the last year.</li> <li>✓ Student is learning to communicate or is currently communicating in American Sign Language.</li> <li>✓ Parents are committed to supporting their child's acquisition of American Sign Language.</li> <li>✓ Assessment done within the last year.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Eligibility for Moderate/Severe Disabilities Program</li> </ul>

<b>ED- Emotionally Disturbed Program</b>	
<b>Requirements</b>	<b>Exclusionary Factors</b>
<ul style="list-style-type: none"> <li>✓ Emotional Disturbance (ED) eligibility must be addressed in assessment report, student must have been assessed in all areas of suspected disability, and ED must be the primary disabling condition on the IEP.</li> <li>✓ Every attempt to maintain the student in the LRE in the home district must be made prior to consideration for placement in the ED program. These attempts should include but are not limited to the following: Placement in the maximum amount of time in Resource Specialist or Special Day Class (SDC); provision of counseling service; implementation of a Behavior Intervention Plan (BIP) or Direct Treatment Protocol.</li> <li>✓ The ED program is designed for students who require placement in an SDC setting for a minimum of 50% of the school day.</li> <li>✓ Current BIP or Direct Treatment Protocol.</li> <li>✓ Assessment done within the last year.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Intellectual Disability (ID) as a primary, secondary, or suspected disabling condition.</li> <li>✓ Students whose behavior is primarily conduct based or due to social maladjustment (i.e.: persistent behavior patterns or theft, destruction of property, initiating fights, threats, intimidation, drug abuse, gang involvement, etc.).</li> <li>✓ Students with traumatic or acquired brain injury or unspecified neurological impairments.</li> <li>✓ Students whose primary disability has been identified as Autism.</li> </ul>
<b>PIP- Autism Preschool Intervention Program</b>	
<b>Requirements</b>	<b>Exclusionary Factors</b>
<ul style="list-style-type: none"> <li>✓ 3-5 years of age</li> <li>✓ Autism eligibility must be addressed in assessment report and is primary disabling condition on IEP.</li> <li>✓ Significant language, social, and behavioral needs that cannot be met in a regular preschool classroom.</li> <li>✓ Assessment done within the last 6 months.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Eligibility for Moderate/Severe Disabilities Program (functioning at half of chronological age across several domains).</li> <li>✓ Intellectual Disability (ID) as a primary, secondary, or suspected disabling condition.</li> <li>✓ Prenatal substance abuse</li> <li>✓ Fragile X Syndrome</li> <li>✓ Students who benefit from being with general education peers the majority of the school day.</li> <li>✓ Eligibility for Transitional Kindergarten or Kindergarten.</li> </ul>
<b>SD- Severely Disabled (Moderate-Severe Disabilities) Program</b>	
<b>Requirements</b>	<b>Exclusionary Factors</b>
<ul style="list-style-type: none"> <li>✓ Intellectual Disability (ID) must be addressed in assessment report and must be primary or secondary disabling condition on IEP.               <ul style="list-style-type: none"> <li>○ In general, cognitive, adaptive, and academic skills within the moderate/severe range (standard scores below 55).</li> <li>○ When scores are reported in age levels, these scores are within the moderate/severe range (less than half of the student's chronological age).</li> </ul> </li> <li>✓ Assessment done within past 2 years.               <ul style="list-style-type: none"> <li>○ Preschool students- assessment within past 6 months or 12 months if updated with anecdotal/updated information.</li> </ul> </li> </ul>	