## **Webster County Schools**

## SPECIAL EDUCATION MSIS STUDENT UPDATE FORM

DATE:								
BIRTH CE	RTIFICA	TE NAM	E:			GRA	ADE:	SCHOOL:
Birthdate:_			MS	IS #		SSN:_		
Sex: M/F	Race:	Black	White	American Indian_	Hispanic	Other: F	Please Spe	ecify
SPED TEACH	HER or SLP:				MET Parent Pe	ermission [		
Hne	data Curra	nt Informat	ion					On Initial Evaluations Only
·				Trar	sfer From Within	District		_Transfer From Out Of District
DROP:		Transfer I						No Longer Eligible
			n District	11ui	isici i rom out o	District _		TWO ESTIGET ETIGISTE
Parent(s) Na	ame:			Address:				Phone #
IEP Date:				Eligibility Da	te:		_Significa	nt Cognitive Disability Y / N
Graduation	Track (14	ears old ar	nd un)	GED	Alternate Dinlon	na	Certifi	cateTraditional
Special Tran	nsportation	n: Y / N						nsition Goals: Y / N
•	•	n: Y / N	Bus #	Th	erapy-PT	от	Tra	
Educational	Environm	n: Y / N ent: (Circle	Bus # one): Ages 3	Th	<b>erapy-PT</b> G, PF, PE, PC, PH <b>-</b>	OT - Ages 6-21	Tra L: SA, SB, S	nsition Goals: Y / N SC56, SC58 , SD, SF, SH, SI, SJ
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## **Educational Environment:**

Ages 3-5: PI-services regular early childhood program at least 10 hrs, PJ-other location regular early childhood program at least 10 hrs, PK-services regular early childhood program less than 10 hrs, PL-other location regular early childhood program less than 10 hrs. PG-separate class, PF-separate school, PE-residential facility, PC-home, PH-service provider location.

Ages 6-21: SA-regular class 80% or more, SB-regular class 40%-79%, SC-regular class less than 40%, SD-separate school, SF-residential facility, SH-home/hospital, SI-correctional facilities, SJ-parentally placed in private schools.

\*\*For more detailed descriptions refer to Placement Definitions Handout\*\*

Significant Cognitive Disability (SCD) Determination-to be classified as a student having a "significant cognitive disability, "ALL OF THE FOLLOWING THREE (3) STATEMENTS MUST BE TRUE. A. The student demonstrates significant cognitive deficits and poor adaptive skill levels (as determined by the student's comprehensive assessment) that prevent participation in the standard academic curriculum or achievement of the academic content standards even with accommodations and modifications. B. The student requires extensive direct instruction in both academic and functional skills in multiple settings to accomplish the application and transfer of those skills. C. The student's inability to complete the standard academic curriculum is not the result of excessive or extended absences or primarily the result of visual, auditory, or physical disabilities, emotional-behavioral disabilities: or social, cultural, or economic differences.