Webster County Schools

SPECIAL EDUCATION MSIS STUDENT UPDATE FORM

DATE:								
BIRTH CE	RTIFICA	TE NAM	E:			GRAI	DE:	SCHOOL:
Birthdate:_			MS	IS #		SSN:		
Sex: M/F	Race:	Black	White	American India	nHispanic	Other: Pl	ease Speci	fy
SPED TEACH	HER or SLP	•			MET Parent Pe	ermission Da	ate:	
Un	date Curre	nt Informat	ion				0	n Initial Evaluations Only
ADD:				Tr	ansfer From Within	District	Т	ransfer From Out Of District
DROP:		Transfer Ir			ransfer From Out Of			
								o o
Parent(s) N	ame:			Address:				Phone #
IEP Date:			Eligibility Date:					
Graduation	Track (gra	des 9-12 or	ıly)	GED	Alternate Diploma _	c	ertificate	Traditional
Special Tran	nsportatio					OT	_	sition Goals: V / N
Special IIai		n: Y / N	Bus #	·	Therapy-PT	01	Trans	sition doars. 1 / 14
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Educational	l Environm	ent: (Circle	one): Ages	3-5; PI, PJ, PK, PL,	PG, PF, PE, PC, PH -	- Ages 6-21:	SA, SB, SC	56, SC58 , SD, SF, SH, SI, SJ
Educational	l Environm	ent: (Circle	one): Ages	3-5; PI, PJ, PK, PL,	• •	- Ages 6-21:	SA, SB, SC	56, 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.