Webster County Schools

SPECIAL EDUCATION MSIS STUDENT UPDATE FORM

					GRADE		SCHOOL:	
				S #SSN:				
Sex: M/F	Race:	Black	White	American Indian_	Hispanic	Other: Plea	ase Specify	
SPED TEACH	HER or SLP:				_ MET Parent Pe	ermission Dat		
Up	date Currer	nt Informat	ion				On Initial Evaluations Only	
 ADD:				Trai	nsfer From Withir	District	Transfer From Out Of Distri	
DROP:		_Transfer I	-				No Longer Eligible	
Parent(s) Na	ame:			Address:			Phone #	
IEP Date:				Eligibility Da	ate:	Si	gnificant Cognitive Disability Y /	
							rtificateTraditional	
Special Trar	sportation	. V/ / NI				0T		
	isportation	:Y/N	Bus #	Th	nerapy-PT	01	_ Transition Goals: Y / N	
	Environme	ent: (Circle	one): Ages		G, PF, PE, PC, PH -	- Ages 6-21: S	A, SB, 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, emotionalbehavioral disabilities: or social, cultural, or economic differences.