

## RANKIN COUNTY SCHOOL DISTRICT SCD DETERMINATION GUIDANCE DOCUMENT

**SCD Standard 1:** The student demonstrates significant cognitive deficits and poor adaptive skill levels (as determined by that student's comprehensive evaluation) that prevent participation in the standard academic curriculum or achievement of the academic content standards, even with accommodations and modifications.

The student has an IQ score or developmental level two or more standard deviations below the mean.	True	False
The student <b>is not</b> able to exhibit adaptive skills that would allow him/her to function independently and safely in daily live.	True	False
With accommodations/modifications in place, the student <b>is not able</b> to participate in <b>and</b> make progress in the standard academic curriculum.	True	False
The student meets the criteria for SCD Standard 1 (must mark true to all three statements in order to mark Yes).	Yes	No

**SCD Standard 2:** The student consistently requires extensive direct instruction in both **academic and functional** skills in multiple settings to accomplish the application and transfer of those skills.

The student consistently requires extensive repeated, individualized instruction and support that is not of a temporary or transient nature, in both academic and functional skills in order to gain educational benefit.	True	False
The student uses substantially adapted materials <b>and</b> individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.	True	False
The student meets the criteria for SCD Standard 2 (must mark True to both statements in order to mark Yes).	Yes	No

**SCD Standard 3:** The student's inability to complete the standard academic curriculum is neither the result of excessive or extended absences nor is primarily the result of visual, auditory, or physical disabilities, emotional-behavioral disabilities, specific learning disabilities, or social, cultural, or economic differences.

The student's absences may be excessive and/or extended, but are <b>not</b> the primary reason the student cannot complete the standard academic curriculum.	True	False
The student's inability to complete the standard academic curriculum is not primarily due to one of the following: Specific Learning Disability, Emotional Disability, Language/Speech Impairment, Visual Impairment, Hearing Impairment, Orthopedic Impairment and/or Other Health Impairment.	True	False
The student meets the criteria for SCD Standard 3 (must mark True to both statements in order to mark Yes).	Yes	No

**Does the student meet the criteria for all three (3) SCD Standards?**



Yes



No



The student is considered as having a Significant Cognitive Disability. The student's instruction should be based on the Alternate Academic Achievement Standards and will participate in the MAP-A

The student is NOT considered as having a Significant Cognitive Disability. The student's instruction should be based on the College and Career Readiness Standards and will participate in the MAP.

### FOR DISTRICT OFFICE USE ONLY:

IQ Score:		
Adaptive Score:		
SCD Determination:	<input type="checkbox"/> Yes	<input type="checkbox"/> No

\*This document will be kept on file with the student's IEP.