**SCD Determination Guidance Document**

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

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| The student has an IQ score or developmental level two or more standard deviations below the mean. | True | False |
| The student is **not able** to exhibit adaptive skills that would allow him/her to function independently and safely in daily life. | True | False |
| With accommodations/modifications in place, the student is **not able** to participate in **and** make progress in the standard academic curriculum.  | True | False |
| The student meets the criteria for SCD Standard 1 (must mark True to all 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.

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| The student consistently requires extensive repeated, individualized instruction and support that is not of a temporary or a transient nature, in both academic **and** functional skills in order to gain educational benefit. | True | False |
| The student uses substantially adapted materials and 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 all 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.

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| The student’s absences may be excessive and/or extended, but are not 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 all statements in order to mark Yes). | Yes | No |

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

The student is not considered as having a Significant Cognitive Disability. The student’s instruction should be based on the MS College and Career Ready Standards and will participate in the MAAP.

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 MAAP-A.

**NO**

**YES**