

## **SCD Determination Guidance Document**

<u>SCD Standard 1</u>: The student demonstrates **significant cognitive deficits** <u>and</u> **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.

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

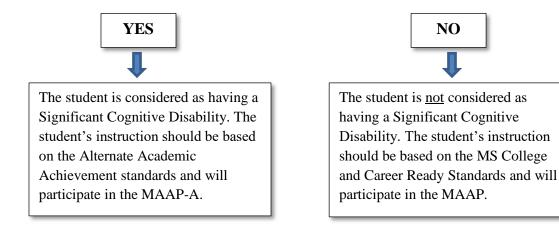
<u>SCD Standard 2</u>: The student consistently requires extensive direct instruction in both **academic** <u>and</u> <u>functional</u> skills in multiple settings to accomplish the application and transfer of those skills.

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

<u>SCD Standard 3</u>: 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 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	True	False
Impairment, Orthopedic Impairment and/or Other Health Impairment		
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?



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