

DCAS-Alt1 Participation Guidelines

Student Name: _____ Date of Birth: _____ School: _____

If it is determined that there is sufficient information to support ALL of the following criteria, the IEP team should document this decision on the student's current IEP and sign below. Students who do not meet all of the criteria will participate in the Smarter/DCAS, with/without accommodations. The achievement of students in the DCAS-Alt1 (less than 1% of Delaware students) is based on alternate achievement standards. Students who participate in the DCAS-Alt1 are working on the same *Delaware Content Standards* as their peers; however, they are working on these standards in less complex ways. NOTE: If a decision is made after the beginning of the DCAS-Alt1 window, the student will continue to participate in the Smarter/DCAS for the remainder of the school year.

Agree Disagree	Criterion #1: Evidence of Significant Intellectual Disabilities			
	Student's levels of intellectual skills and adaptive behavior are such that extensive modifications are required in order to access the general curriculum.			
Agree Disagree	Criterion #2: Intensity of Instruction			
	Student requires extensive direct instruction and/or extensive supports to accomplish the application and transfer of skills to school, home, work, and community environments.			
Agree Disagree	Criterion #3: Curricular Outcomes			
	The student requires extensively modified instruction focusing on a less complex application of skills in order to access the Delaware Content Standards . Due to this change in complexity, the student would not be able to complete all graduation requirements and will graduate with a Certificate of Completion.			
Agree Disagree	Criterion #4: Exclusions			
	The decision to include the student in the DCAS-ALT1 is NOT based on the following:			
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> 1. existence of an IEP; 2. specific categorical label; 3. educational placement; 4. English language learner status; 5. socio-economic or cultural differences ; </td> <td style="width: 50%; vertical-align: top;"> 6. excessive or extended absences; 7. disruptive behavior; 8. student's reading level; or 9. the expectation that the student will not perform well on the DCAS. </td> </tr> </table>			1. existence of an IEP; 2. specific categorical label; 3. educational placement; 4. English language learner status; 5. socio-economic or cultural differences ;	6. excessive or extended absences; 7. disruptive behavior; 8. student's reading level; or 9. the expectation that the student will not perform well on the DCAS.
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Indicate which content areas this applies to:

- Reading
 Mathematics
 Science
 Social Studies

IEP team members: My signature below indicates that I agree with the decision to participate in the DCAS-ALT1, which is based on alternate achievement standards, because ALL four criteria listed have been met.

_____	_____
(Parent/guardian(s))	(Date)
_____	_____
(Student)	(Date)
_____	_____
(Administrator/designee)	(Date)
_____	_____
(Teacher)	(Date)
_____	_____
(Other – please specify name and position)	(Date)
_____	_____
(Other – please specify name and position)	(Date)