

Appendix F-1: DeSSA-Alternate 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 DeSSA/SAT general education assessments, with/without accommodations.

NOTE: If a decision is made after the beginning of the DeSSA-Alt window, the student will continue to participate in the DeSSA assessments for the remainder of the school year.

Agree Disagree	Criterion #1: Evidence of Significant Intellectual Disabilities											
	A disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.**											
Agree Disagree	Criterion #2: Intensity of Instruction											
	Student requires specialized direct instruction and/or a wide range of supports to acquire and transfer skills to school, home, work, and community environments.											
Agree Disagree	Criterion #3: Curricular Outcomes											
	The student requires extensively modified instruction with less complex and depth of skills in order to access the Delaware Content Standards as articulated by the Dynamic Learning Maps Essential Elements. The student will be awarded a Diploma of Alternate Achievement Standards.											
Agree Disagree	Criterion #4: Exclusions											
	The decision to include the student in the DESSA-Alt is NOT based on the following:											
<table border="0"> <tr> <td>1. existence of an IEP;</td> <td>6. excessive or extended absences;</td> </tr> <tr> <td>2. specific categorical label;</td> <td>7. disruptive behavior;</td> </tr> <tr> <td>3. educational placement or setting;</td> <td>8. student's reading level; or</td> </tr> <tr> <td>4. English language learner status;</td> <td>9. the expectation that the student will not perform well on</td> </tr> <tr> <td>5. socio-economic or cultural differences ;</td> <td>DeSSA Gen Ed assessments.</td> </tr> </table>			1. existence of an IEP;	6. excessive or extended absences;	2. specific categorical label;	7. disruptive behavior;	3. educational placement or setting;	8. student's reading level; or	4. English language learner status;	9. the expectation that the student will not perform well on	5. socio-economic or cultural differences ;	DeSSA Gen Ed assessments.
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5. socio-economic or cultural differences ;	DeSSA Gen Ed assessments.											

Indicate which content areas this applies to: ☐ English Language Arts ☐ Mathematics ☐ Science

Parent/Guardian: My initials below signifies that I understand that continued participation in the DeSSA-Alternate assessment will lead to a Diploma of Alternate Achievement Standards. The standards assessed in the DeSSA-Alt are less complex than the Delaware Content Standards assessed in the DeSSA general assessments, therefore this diploma may or not be accepted by colleges and technical/trade schools. _____

IEP team members: My signature below indicates that I agree with the decision to participate in the DESSA-Alt, 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)

**Dynamic Learning Maps definition

Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.