



The April Dunn Act

**Developing Policies and Procedures
for Effective Implementation**

What is the April Dunn Act?

Law that allows students with disabilities, that meet eligibility criteria, to pursue a high school diploma by meeting graduation requirements through an alternate means.

Effective Implementation is Critical

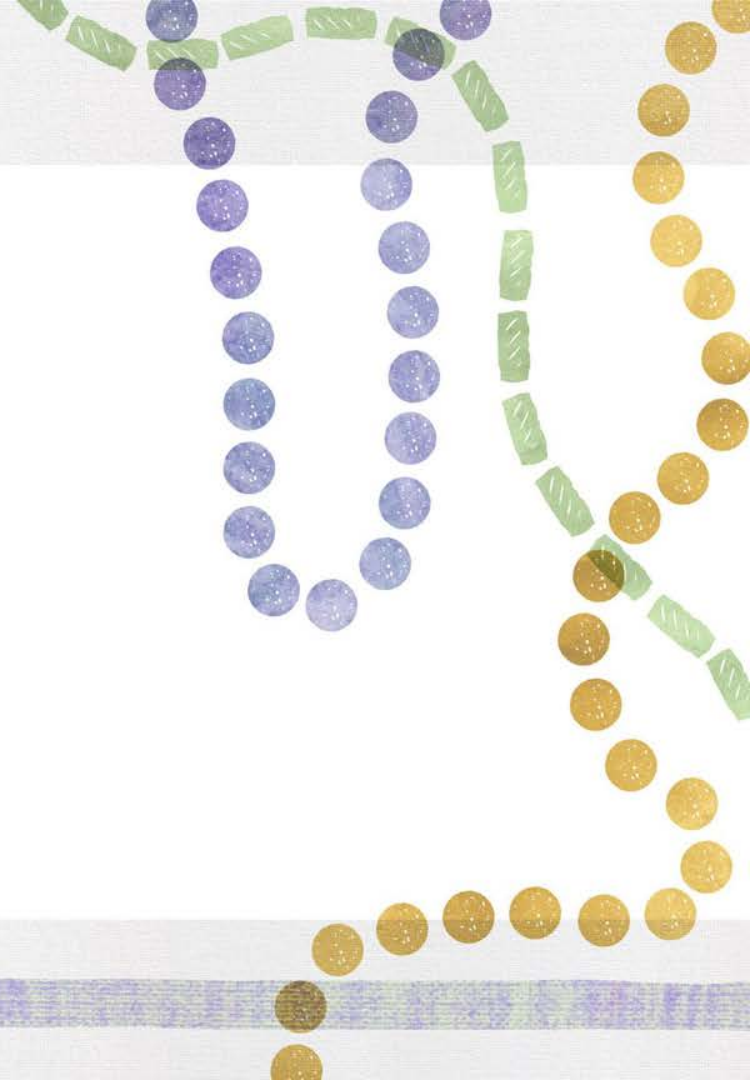
- Effective implementation of the April Dunn Act is critical to student success.
- Consistent policies and procedures will assist administrators and teachers as they, in turn, support students in their pursuit of a diploma via the April Dunn Act.

Objectives

Provide an overview of

- the thought processes to use when creating policies and procedures for implementing the April Dunn Act such as
 - identifying eligible students,
 - developing and applying individual performance criteria to courses, and
 - documenting the achievement of the performance criteria.
- a great new resource for use when creating policies and procedures.

Identifying Eligible Students



Identifying Eligible Students

AN ABSOLUTE MUST:

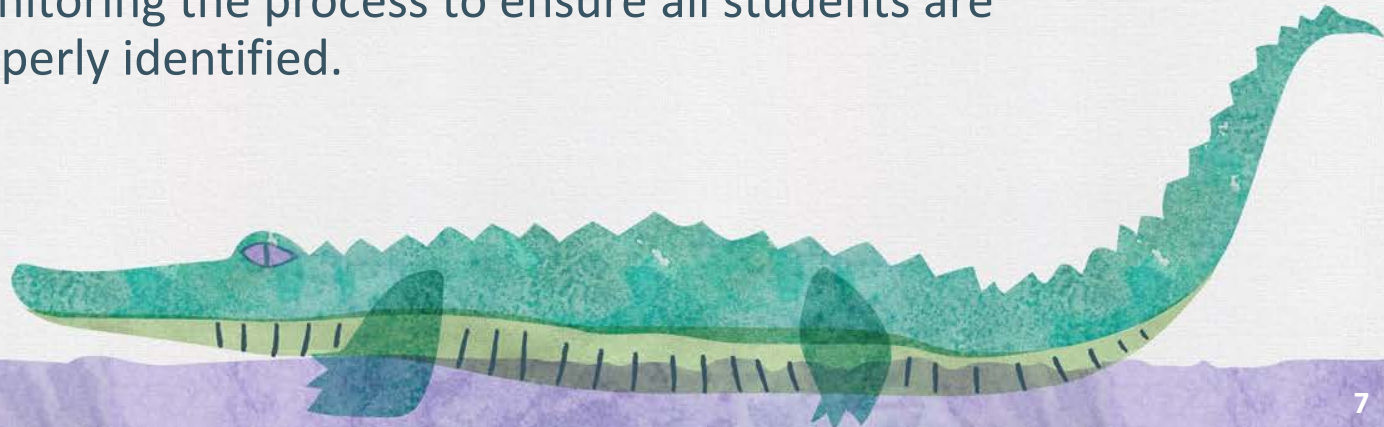
ALL students with disabilities **with Individualized Education Plans (IEPs)**, except those identified as gifted and talented, **MUST be considered** for eligibility for the April Dunn Act.



Identifying Eligible Students

Administrators should implement policies and procedures which facilitate appropriate and timely student identification by

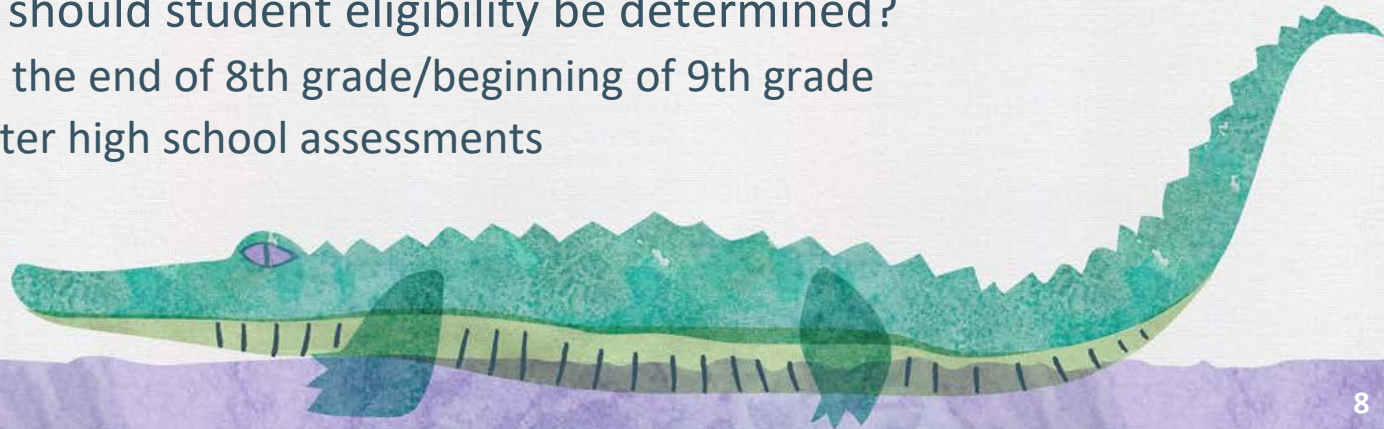
- defining a clear process for determining eligibility, and
- monitoring the process to ensure all students are properly identified.



Identifying Eligible Students

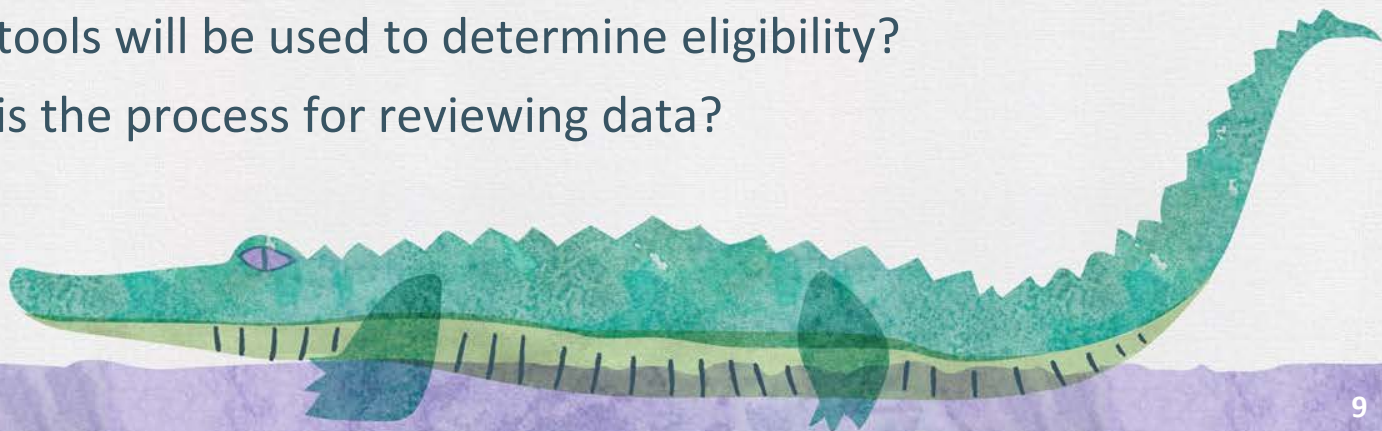
When defining clear processes for determining eligibility, consider the following:

- Which individuals in each school will be responsible for identifying potentially eligible students?
- When should student eligibility be determined?
 - at the end of 8th grade/beginning of 9th grade
 - after high school assessments



Identifying Eligible Students

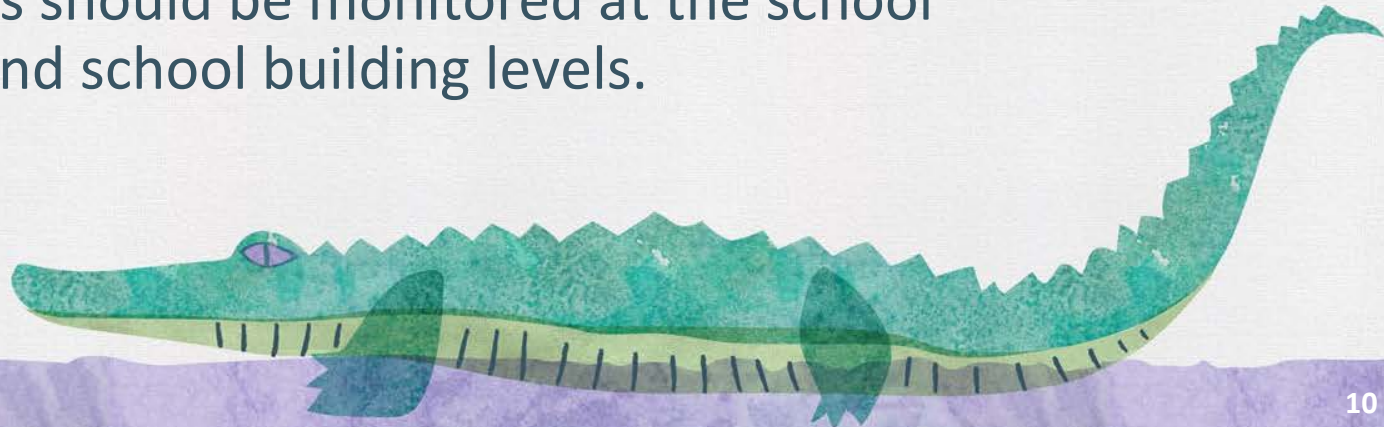
- How often will student eligibility be examined?
 - beginning of the year
 - middle of the year for school districts that are on block schedules
 - after each state assessment
- What tools will be used to determine eligibility?
- What is the process for reviewing data?



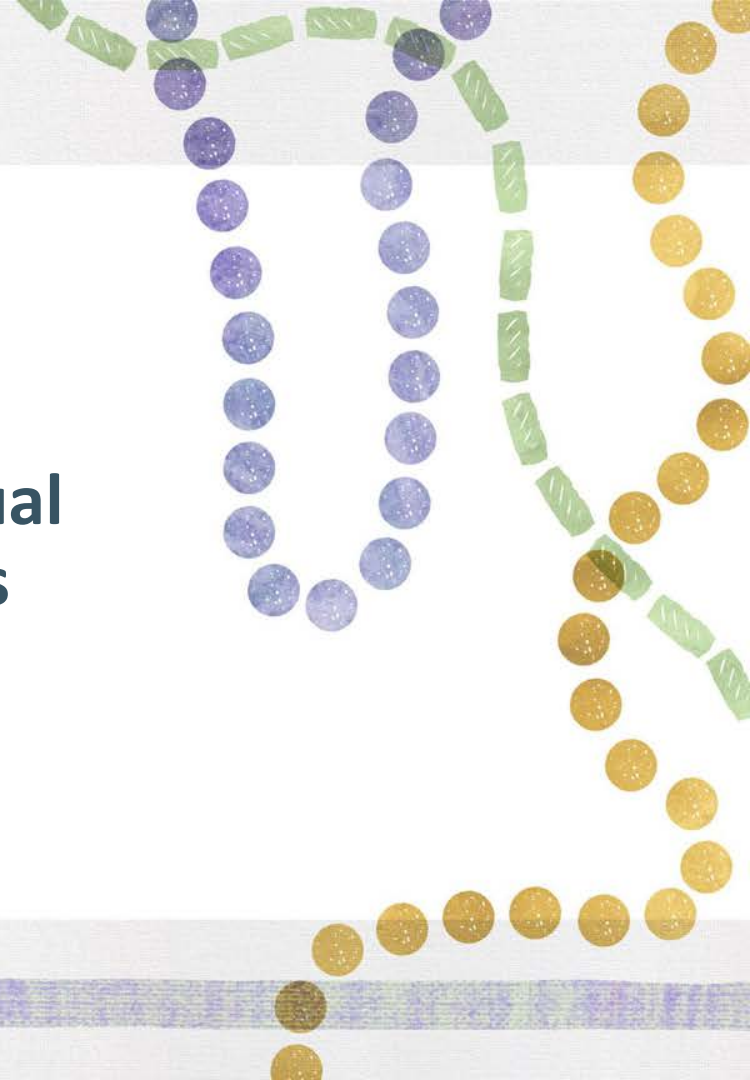
Identifying Eligible Students

Once implemented, school systems must monitor the process to ensure **all** students are being properly identified.

Processes should be monitored at the school system and school building levels.



Developing and Applying Individual Performance Criteria to Courses

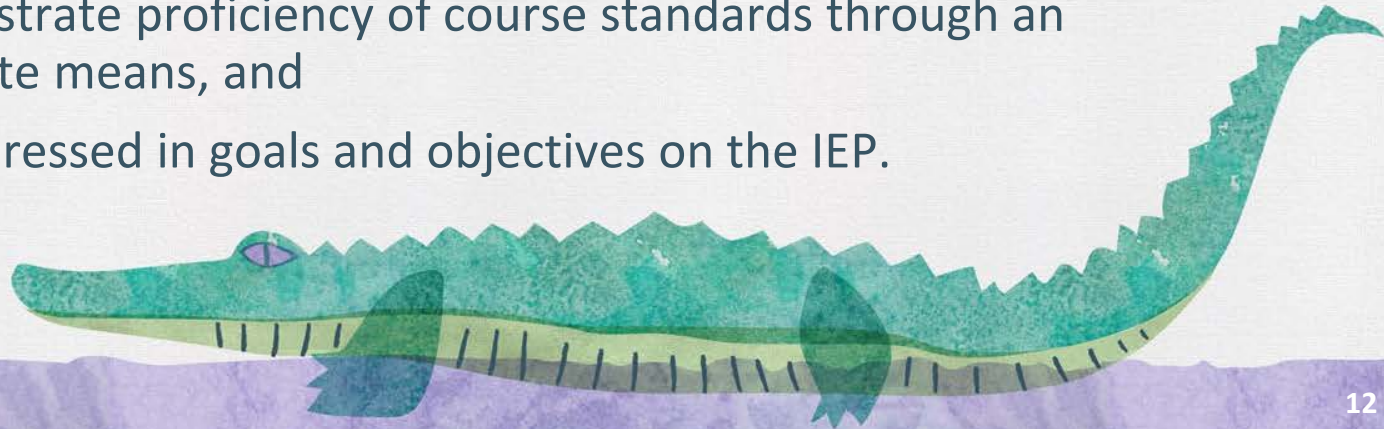


Developing and Applying Individual Performance Criteria

The April Dunn Act allows the IEP team to develop individual performance criteria for a course.

Individual performance criteria allow students to

- demonstrate proficiency of course standards through an alternate means, and
- are expressed in goals and objectives on the IEP.



Developing and Applying Individual Performance Criteria

Administration should create policies and procedures to guide IEP teams and staff in developing and applying individual performance criteria.



Developing and Applying Individual Performance Criteria

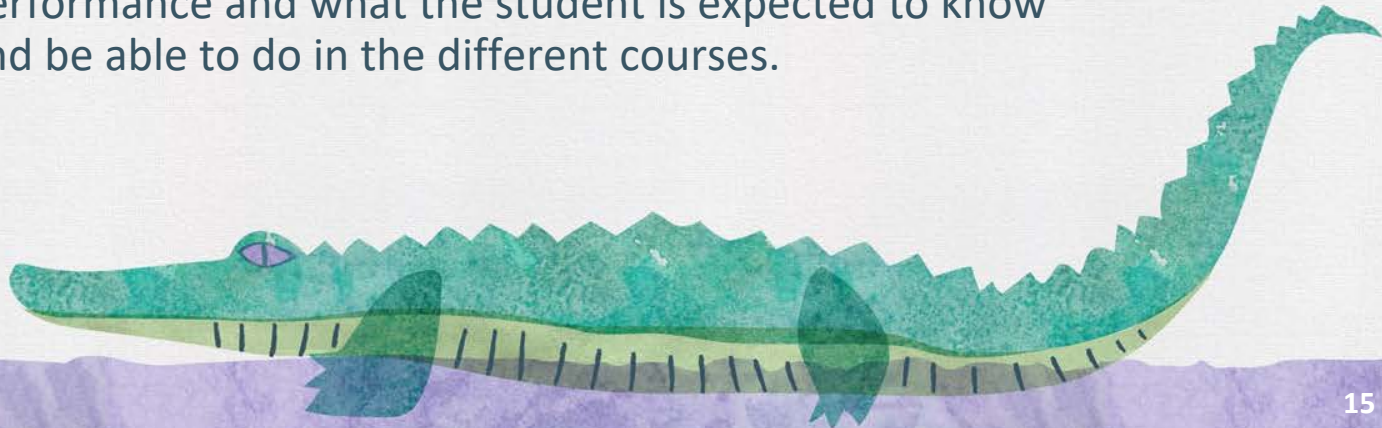
School systems should consider the following when developing such policies:

- Who will be **required** to attend the IEP? For example,
 - an administrator
 - teacher of record
 - student/parent



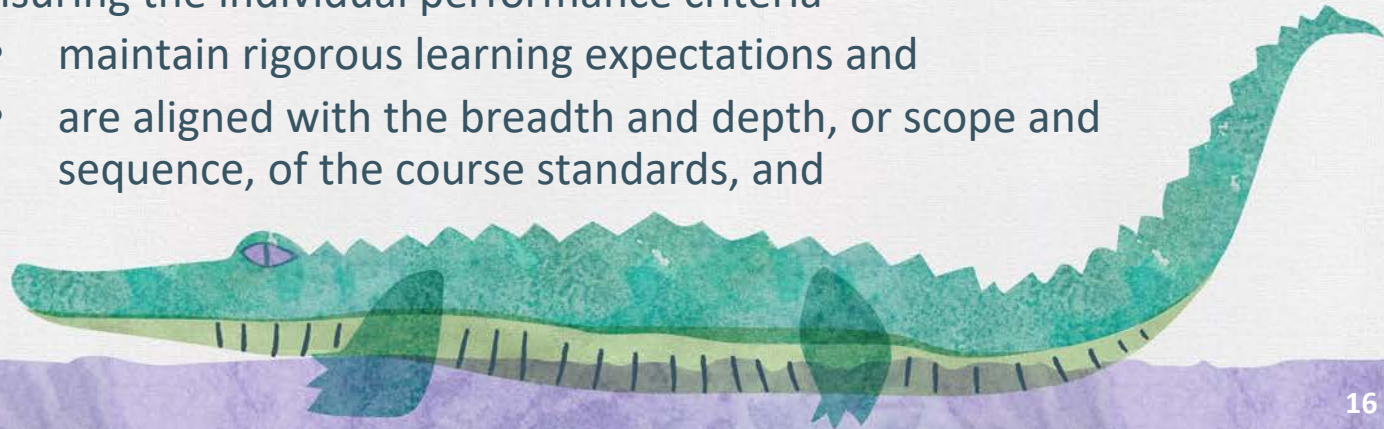
Developing and Applying Individual Performance Criteria

- How will IEP team members be trained in individual performance criteria expectations including
 - determining a student's current level of performance, including strengths and weaknesses, and
 - resolving any gaps between the student's current performance and what the student is expected to know and be able to do in the different courses.



Developing and Applying Individual Performance Criteria

- collaborating with the teacher of record to determine the strategies and supports needs,
- Writing measurable goals that reflect the strategies and supports discussed with the teacher of record,
- creating goal-aligned objectives,
- ensuring the individual performance criteria
 - maintain rigorous learning expectations and
 - are aligned with the breadth and depth, or scope and sequence, of the course standards, and

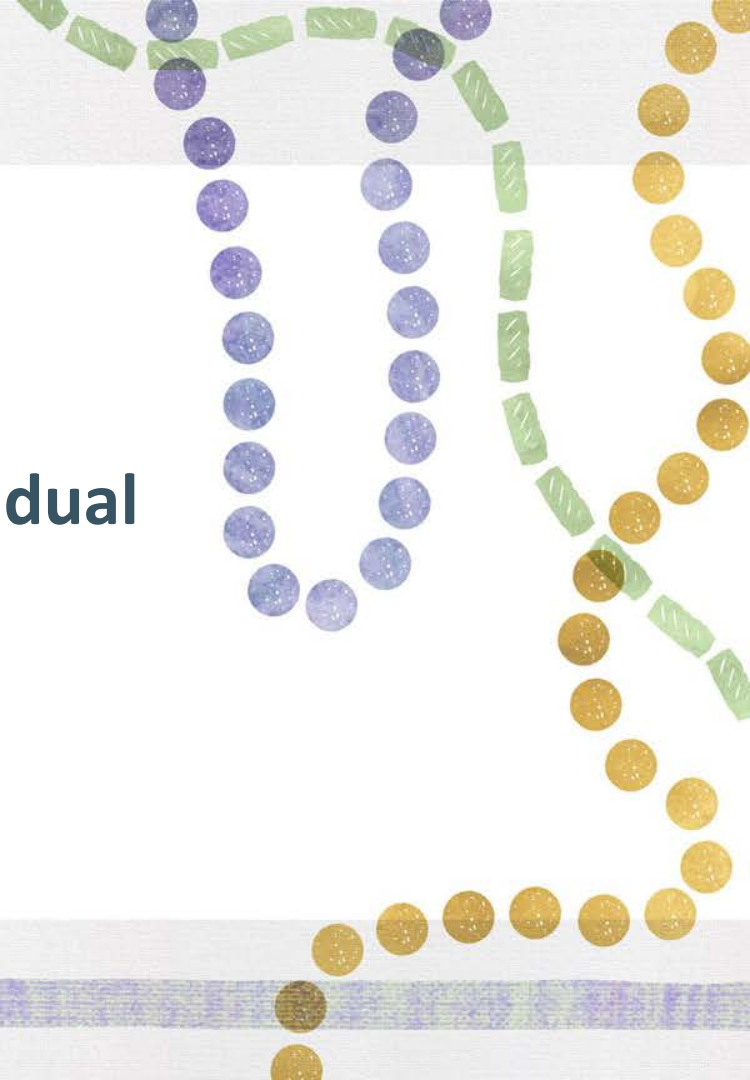


Developing and Applying Individual Performance Criteria

- ensuring the individual performance criteria are **developed within the first 30 days** of the student entering the course.
- What decision making processes should IEP teams use when choosing courses for applying criteria?
- What is the communication structure for sharing individual performance criteria for specific courses?

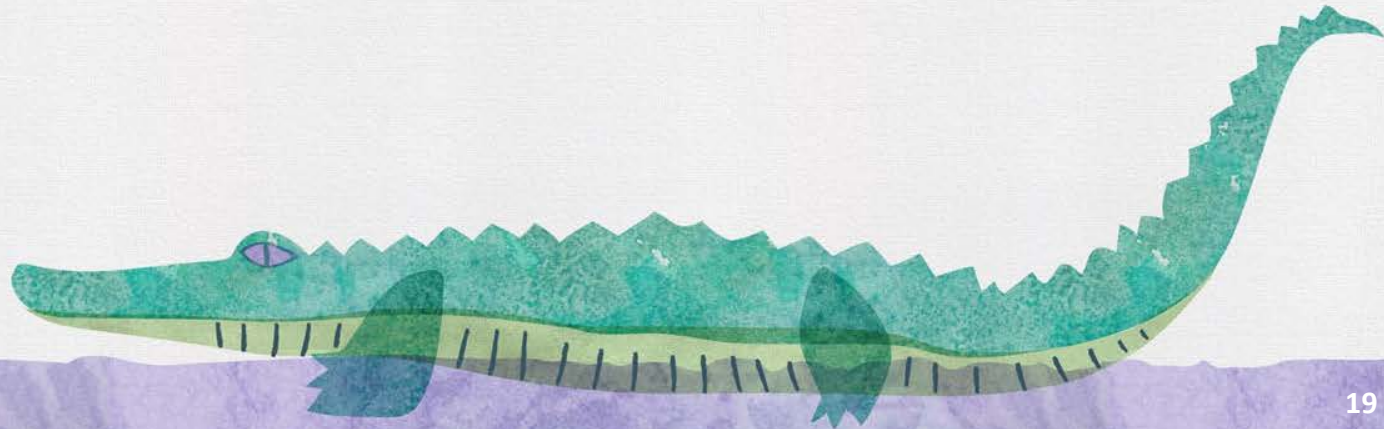


Documenting Achievement of Individual Performance Criteria



Documenting Achievement of Performance Criteria

Administrators should develop local policies and procedures to support IEP teams in documenting successful completion of individual performance criteria.



Documenting Achievement of Performance Criteria

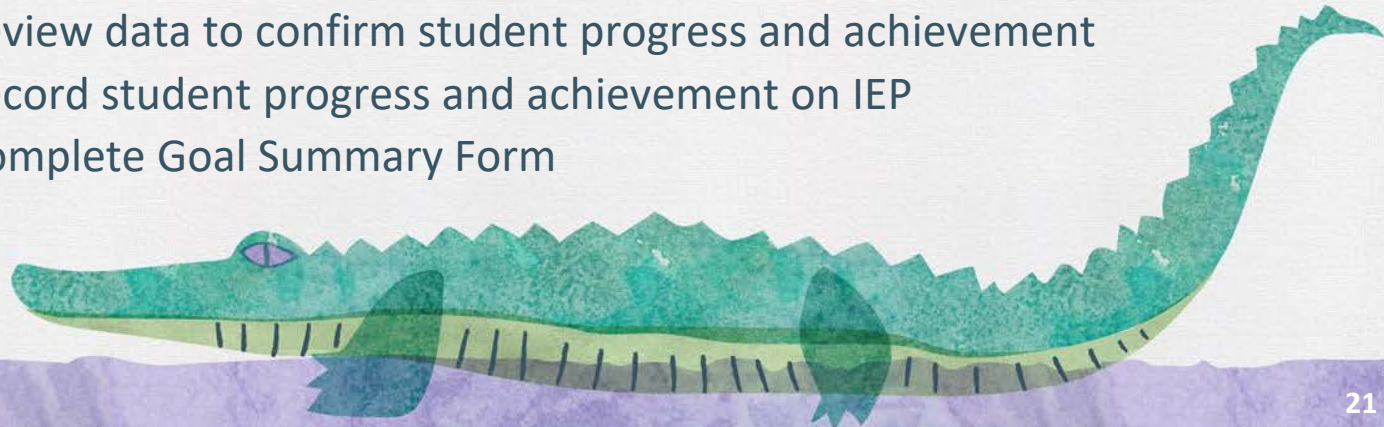
Consider the following when developing policies for documentation:

- Who is responsible for
 - tracking student progress throughout the school year?
 - determining if student has met the individual performance criteria?
 - awarding course credit? (hint - teacher of record)

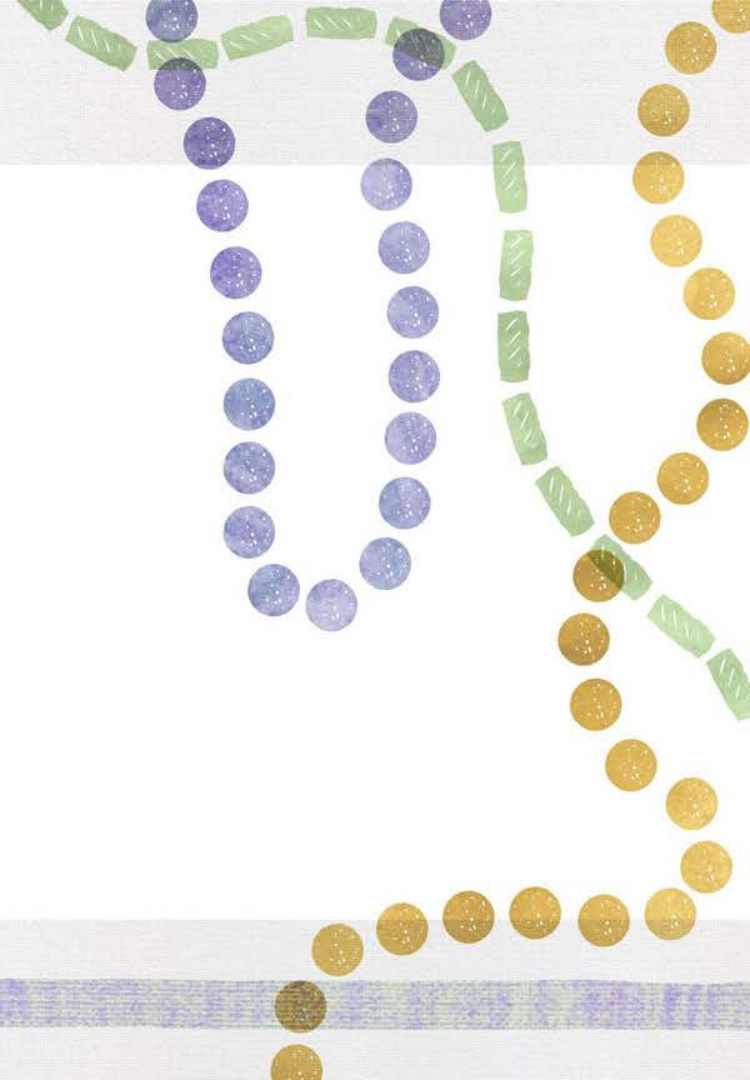


Documenting Achievement of Performance Criteria

- How should the teacher of record communicate achievement of performance criteria/course credit to the IEP team and special education staff?
- What role will the IEP team play in documenting achievement of individual performance criteria?
 - review data to confirm student progress and achievement
 - record student progress and achievement on IEP
 - complete Goal Summary Form



A Great New Resource!



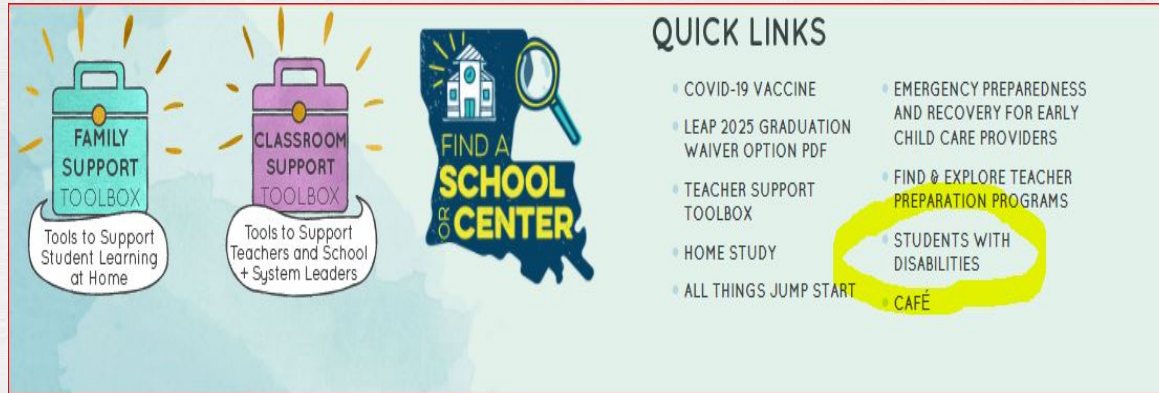
A Great New Resource!

“The April Dunn Act: An Alternate Means to Graduation for Students with Disabilities”, addresses all the major components involved with effectively implementing the April Dunn Act.



A Great New Resource!

Under “Quick Links”, click on Students with Disabilities.



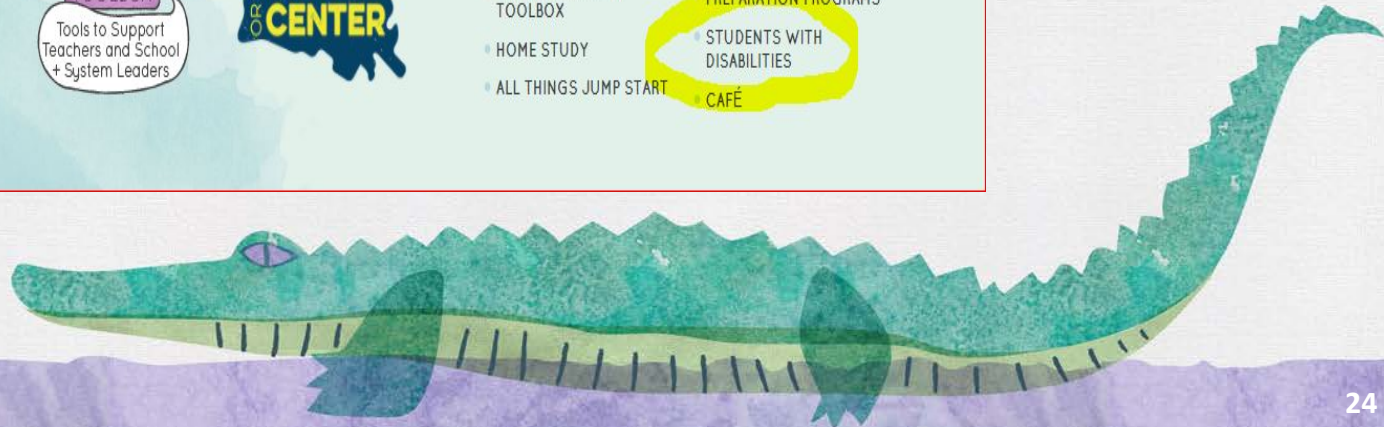
FAMILY SUPPORT TOOLBOX
Tools to Support Student Learning at Home

CLASSROOM SUPPORT TOOLBOX
Tools to Support Teachers and School + System Leaders

FIND A SCHOOL CENTER

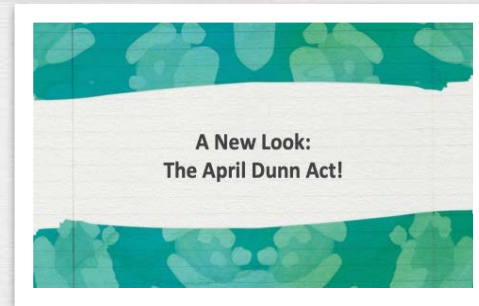
QUICK LINKS

- COVID-19 VACCINE
- EMERGENCY PREPAREDNESS AND RECOVERY FOR EARLY CHILD CARE PROVIDERS
- LEAP 2025 GRADUATION WAIVER OPTION PDF
- FIND & EXPLORE TEACHER PREPARATION PROGRAMS
- TEACHER SUPPORT TOOLBOX
- STUDENTS WITH DISABILITIES
- HOME STUDY
- CAFÉ
- ALL THINGS JUMP START

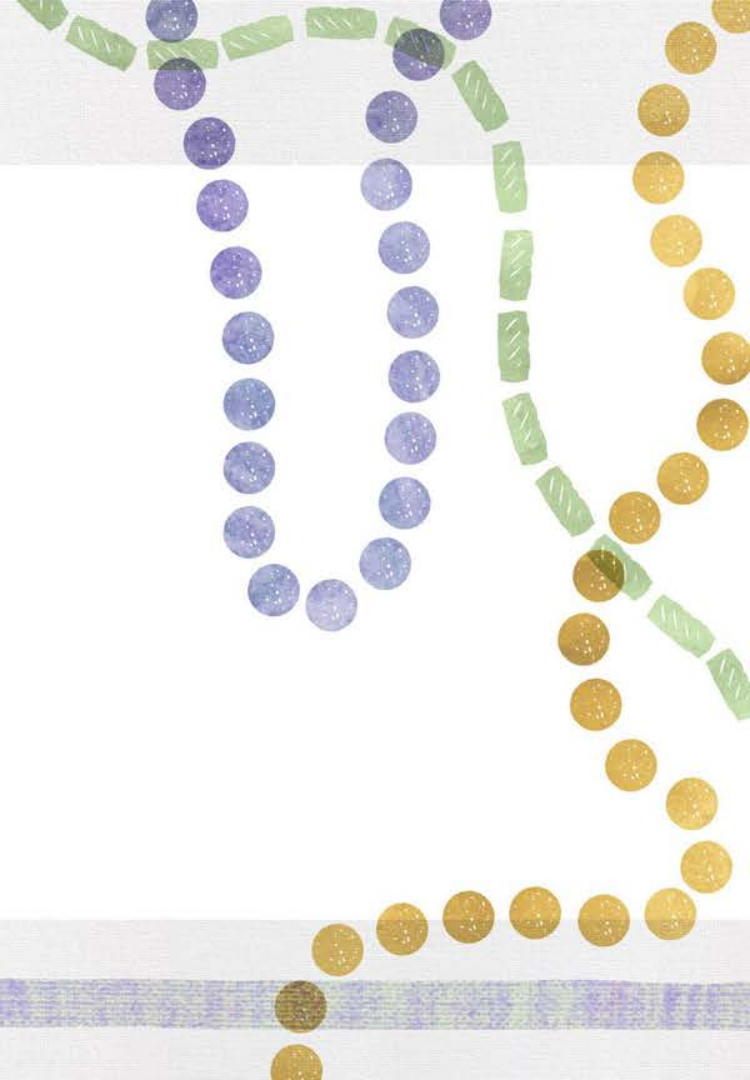


A Great New Resource!

“A New Look: The April Dunn Act”, offers insight into the new guidance document and one pagers and can be found on Louisiana Believes.



A Quick Review!



A Quick Review!

- Effective implementation of the April Dunn Act is critical to student success.
- Consistent policies and procedures **help staff help students** with pursuing a diploma via the April Dunn Act.

A Quick Review!

For effective implementation, school systems should identify processes related to:

- identifying eligible students,
- developing and applying individual performance criteria to courses, and
- documenting the achievement of the performance criteria.

A Quick Review!

The guidance document “April Dunn Act: An Alternate Means to Graduation for Students with Disabilities” is a great source for use when developing policies and procedures.

This document, along with several others, can be found on the Louisiana Believes website.

Questions or Comments?



Questions?

Contact: specialeducation@la.gov