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Introduction: The April Dunn Act

Louisiana believes that all students should be able to graduate with a diploma that prepares them for post-secondary success. In 2014, the Louisiana Legislature passed [Act 833](#). Students with disabilities that meet the eligibility criteria, as outlined in Act 833, can pursue a high school diploma by meeting graduation requirements through an alternate means. In June 2020, Act 833 was renamed the [April Dunn Act](#) after April Dunn, a longtime advocate for people with disabilities instrumental in the passing of Act 833.

As detailed in the [Louisiana High School Planning Guidebook](#), students have the opportunity to pursue a diploma via two pathways:

- the [TOPS University Diploma](#) pathway, which prepares students for four-year colleges and universities, or
- the [Jump Start TOPS Tech \(Career\) Diploma](#) pathway, which equips students with the skills and industry-valued credentials, or [Industry Based Certifications \(IBC\)](#), to move into a chosen career path after high school.

The April Dunn Act allows the student's [Individualized Education Program \(IEP\)](#) team to determine an alternate means to a diploma. Students with disabilities entering high school, grades 9 through 12, must first meet the [graduation eligibility criteria](#). Students pursuing a high school diploma through the April Dunn Act must meet all graduation requirements necessary to earn a diploma on one of the two graduation pathways. Additionally, students pursuing a high school diploma through the April Dunn Act must meet certain requirements related to employment.

Successful implementation of the April Dunn Act requires consistent policies and procedures to assist administrators and teachers as they plan and implement opportunities to support students with disabilities in their pursuit of a diploma and post-secondary success. This guidance supports school systems with

- understanding graduation requirements and graduation pathways,
- determining eligibility for the April Dunn Act,
- selecting courses, if any, to apply individualized performance criteria,
- developing individualized performance criteria for courses,
- applying individualized performance criteria to selected courses, and
- documenting student achievement of individual performance criteria and course credit.

Graduation Pathways and Requirements

[Bulletin 741 - Louisiana Handbook for School Administrators](#) defines Louisiana's requirements for a high school diploma. All students who earn diplomas have, at a minimum, demonstrated proficiency of the content outlined by the state academic course standards or guidelines. School systems are responsible for awarding diplomas and

therefore responsible for providing all students the opportunity to learn the content outlined by the standards. Local school systems determine how to implement the graduation requirements as outlined in the bulletin and

when students earn course credits. A Louisiana high school diploma is documentation that the student has met the expectations and possesses the knowledge and skills necessary for postsecondary success.

IEP teams must be familiar with the available graduation pathways to earn a high school diploma. This allows IEP teams to make appropriate eligibility determinations and facilitate a timely application of the April Dunn Act to selected high school course(s) as determined necessary. Students with disabilities achieving graduation requirements via the April Dunn Act receive a high school diploma. The diploma is identical to the diploma students receive when completing a graduation pathway in accordance with the state standards. Each student’s transcript will reflect the coursework they took to meet graduation requirements.

High School Diploma Pathways and Requirements

TOPS University Graduation Pathway	Jump Start TOPS Tech Graduation Pathway
<p>Students:</p> <ul style="list-style-type: none"> ● Earn a minimum of 24 Carnegie Units ● Score approaching basic or above on LEAP 2025 state assessments ● Prepare to attend a 4-year college ● Complete a FAFSA 	<p>Students:</p> <ul style="list-style-type: none"> ● Earn a minimum of 23 Carnegie Units ● Score approaching basic or above on the LEAP 2025 state assessments ● Earn an IBC ● Prepare for employment and/or a 2-year college ● Complete a FAFSA
TOPS University Graduation Pathway and April Dunn Act Requirements	Jump Start TOPS Tech Graduation Pathway and April Dunn Act Requirements
<p>Students:</p> <ul style="list-style-type: none"> ● Earn a minimum of 24 Carnegie Units ● Participate in the LEAP 2025 state assessments for any assessment-eligible course for which they earn credit ● Prepare to attend a 4-year college ● Complete a FAFSA ● Meet the requirements of the April Dunn Act 	<p>Students:</p> <ul style="list-style-type: none"> ● Earn a minimum of 23 Carnegie Units ● Participate in the LEAP 2025 state assessments and/or IBC for any assessment-eligible course for which they earn credit ● Prepare for employment and/or a 2-year college ● Complete a FAFSA ● Meet the requirements of the April Dunn Act
<p>Requirements of the April Dunn Act include:</p> <ul style="list-style-type: none"> ● Requirement 1: Students pursuing a high school diploma through the April Dunn Act must meet all graduation requirements necessary to earn a diploma on one of the two graduation pathways; TOPS University or Jump Start TOPS Tech including the key academic components: <ul style="list-style-type: none"> ○ Earn all Carnegie Credits required by the graduation pathway and statewide credential (for Jump Start). ○ Demonstrate proficiency in the courses assessed by the LEAP 2025 assessments 	

- If a student is unable to meet the LEAP 2025 assessment requirements by achieving the state-established standard scores of Advanced, Mastery, Basic, or Approaching Basic, they are able to meet this requirement through an alternate means as determined by their IEP team.
- **Requirement 2:** In addition to Requirement 1, students pursuing a high school diploma through the April Dunn Act must meet at least one of the following criteria to graduation:
 - Gain employment in an inclusive integrated environment.
 - Demonstrate mastery of specific employability skills.
 - Gain access to services that are not provided by the school, employment, or education options.

If a student on the TOPS University Diploma pathway is eligible for the April Dunn Act, IEP teams must be vigilant when creating individual performance criteria to ensure students are prepared for success in all post-secondary endeavors, including a 4-year college setting.

Requirement 1 of the April Dunn Act in the table above is addressed by IEP teams and districts adhering to the different guidance topics in this document such as determining eligibility, developing, and applying individual performance criteria, and documenting achievement of the performance criteria.

Requirement 2 is addressed by districts creating opportunities for students to fulfill one of the three components. This requirement pertains to the successful transition of students with disabilities to post-secondary opportunities. Several school districts have created programs giving students opportunities to achieve one of the three components of Requirement 2 and successfully transition to post-secondary life. Examples include

- job training programs wherein students learn to work and then are placed on paid job sites.
- partnerships with state agencies such as Louisiana Rehabilitation Services (LRS). LRS offers Pre-employment Transition Services, or Pre-ETS, to all students with disabilities who qualify. Pre-ETS includes job readiness training and paid work-based learning experiences. These services are oftentimes at no cost to districts.
- extensive Jump Start training opportunities through Career and Technical Education courses such as welding, nursing, or restaurant management. These courses provide students with opportunities to earn an Industry Based Certificate (IBC). With an IBC, students can enter most industries directly after high school.
- creative dual enrollment programs with post-secondary educational institutions that allow students with disabilities to earn college credits while still in high school.

Determining Eligibility for the April Dunn Act

The IEP team will determine April Dunn Act eligibility for students with disabilities when a student:

- enters high school without achieving the state-established benchmarks on the LEAP 2025 state assessment for two of the three most recent school years, or
- does not achieve the state-established benchmarks after two attempts of the same LEAP 2025 high school assessment.

The tables below contain student examples outlining the decision-making process IEP teams may implement when determining if a student meets the April Dunn Act graduation eligibility criteria. The *Student with a Disability Entering the 9th Grade* below addresses the eligibility criteria for a student that “enters high school having not achieved the state-established benchmarks on the required LEAP 2025 state assessment for two of the three most recent school years.”

Student with a Disability Entering the 9th Grade

Student	Lisa is a student with a disability (Autism) who is currently nearing the end of 8th grade. She will enter the 9th grade next year. She participated in statewide assessments throughout her elementary and middle school years. Although she was eligible for the April Dunn Act at the beginning of the 8th grade, her IEP must meet and determine eligibility for the 9th grade using the graduation eligibility criteria.
Prior Assessment Results	After reviewing prior assessments results to determine eligibility for the April Dunn Act, the IEP team finds the following: 6th Grade: Unsatisfactory on ELA, Basic on Math, Approaching Basic on Science, and Approaching Basic on Social Studies (meets eligibility for April Dunn Act) 7th Grade: Unsatisfactory on ELA, Approaching Basic on Math, Basic on Science, and Basic on Social Studies (did not meet eligibility for April Dunn Act) 8th Grade: Unsatisfactory on ELA and Approaching Basic on Math (meets eligibility for April Dunn Act)
April Dunn Act Eligibility	Because she did not achieve the state-established standard scores of Advanced, Mastery, Basic, or Approaching Basic on the required LEAP 2025 state assessments in two of the three most recent years (6th, 7th, and 8th grades), Lisa meets the eligibility criteria for the April Dunn Act and will enter the 9th grade eligible for an alternate pathway to graduation.

The *“Student with a Disability Currently in the 10th Grade”* table addresses the eligibility criteria for a student that is currently in high school and “does not achieve the state-established benchmarks after two attempts of the same LEAP 2025 high school subject assessment.”

Sample Student with a Disability Currently in the 10th Grade

Student	Brodey is a 10th grade student with a disability (Other Health Impaired) that receives special education services. He participated in statewide assessments throughout his elementary and middle school years. He was not eligible for the April Dunn Act when he entered high school.
Prior Assessment Results	After reviewing his 9th Grade assessment results, the IEP team determined Brodey made an Unsatisfactory on two attempts of the LEAP 2025 English I statewide assessment.
April Dunn Act Eligibility	Because he did not achieve the state established standard scores of Advanced, Mastery, Basic, or Approaching Basic on two attempts of the same LEAP 2025 state assessment, Brodey meets the eligibility criteria for the April Dunn Act.

In the high school setting, eligibility for the April Dunn Act only needs to be established once for a student. Once determined eligible, the student remains eligible for the remainder of the high school experience. Students no longer eligible for special education services can no longer be eligible for the April Dunn Act. If a student, found eligible for the April Dunn Act, achieves the state established benchmark on a required state assessment, the student remains eligible.

Selecting Courses for Individualized Performance Criteria

All students achieve a higher standard when given the opportunity to learn in a challenging curriculum. Prior to applying the provisions of the April Dunn Act, the IEP team must consider all possible supports to assist the student in achieving a diploma through the graduation pathway as established by state standards. The April Dunn Act enables the IEP team to develop individual performance criteria related to the required courses and assessments on the graduation pathway the student has chosen. The April Dunn Act does not allow for IEP teams to compromise the standards, rigor, or expectations of the courses on that pathway. Individual performance criteria may be applied to any course. Application of individual performance criteria is not limited to only those courses with a LEAP 2025 subject assessment requirement or IBC requirement. Individual performance criteria must be developed and applied to a course within the first 30 days of a student entering the course.

After the IEP team determines student eligibility for the April Dunn Act, the team must determine which courses, if any, to apply individual performance criteria. Teams should complete the following actions:

- Identify the student’s strengths and weaknesses relative to the student’s disability.
- Review the student’s previous state assessment scores, performance on student learning targets, course grades, and scores on benchmark assessments.
- Identify potential accommodations and supports needed for the student to access course content.
- Review the student’s Individual Graduation Plan (IGP) and schedule to determine the course(s) and applicable LEAP 2025 subject assessment requirements and/or IBC.
- Determine, on a course-by-course basis, if individual performance criteria should be established/applied.
- Create and apply the individual performance criteria within the first 30 days of the student entering the course.
- Ensure the rigor of the course benchmarks and expectations are upheld when creating individual performance criteria.

The Role of the IEP Team and the Teacher of Record

Responsibilities	IEP Team	Teacher of Record
Determine student eligibility for the April Dunn Act	X	
Determine, on a course-by-course basis, if individual performance criteria should be established/applied.	X	X
Develop an IEP that includes how the student will demonstrate individual performance requirements necessary to receive course credit (expressed via goals and objectives)	X	X
Ensure the individual performance criteria is developed and applied within the first 30 days of the student entering the course.	X	

Ensure the individual performance criteria maintains rigorous learning expectations and is aligned with the breadth and depth, or scope and sequence, of the course standards.	X	X
Determine whether to award course credit	X	X
Award course credit		X
Document achievement of the individual performance criteria (goals and objectives) via the Goal Summary Form	X	X

The following tables can assist educators and IEP teams with planning education experiences for students with disabilities. The tables illustrate the application of accommodations and/or individual performance criteria, as needed, by course.

In the *Selecting Courses for the April Dunn Act First Semester* table, the IEP team met within the first 30 days of the student entering the course and opted to establish individual performance criteria for the English II course. The student will receive the appropriate accommodations as determined by the IEP team. Although individual performance criteria could have been developed and applied to the remaining courses, Physical Science, Physical Education II, and Art I, the IEP team opted to require the student to complete the state-established standards instead.

**Selecting Courses for the April Dunn Act
First Semester**

Course	Participate in LEAP 2025 Assessments	Must Meet State Benchmarks on LEAP 2025 Assessments	Individual Performance Criteria	Accommodations
English II	X		X	X
Physical Science				X
Physical Education II				
Art I				X

In the *Second Semester* table below, the IEP team opted to develop performance criteria for only one course; Civics. After reviewing supporting documentation, the IEP determined the student would address the state-established benchmarks in Biology, Geometry, and Health Occupations. Therefore, no individual performance criteria were established for these courses.

Second Semester

Course	Participate in LEAP 2025 Assessments	Must Meet State Benchmarks on LEAP 2025 Assessments	Individual Performance Criteria	Accommodations
Biology	X	X		X
Geometry	X	X		X
Civics				X
Health Occupations				X

Developing Individualized Performance Criteria for Selected Courses

Once the courses have been selected, the April Dunn Act allows IEP teams to develop individual performance criteria that offer students the flexibility needed to successfully access and demonstrate mastery of grade-level course content. IEP teams, including the teacher of record, must maintain a rigorous expectation for learning by creating individual performance criteria that address the scope and sequence of the course standards, the rigor, and expectations of the course, and, if applicable, the accompanying assessment or IBC. Individual performance criteria must be created and applied within the first 30 days of the student entering a course.

Once achieved, individual performance criteria are incorporated with other course expectations for consideration by the teacher of record when awarding course credit. If the course is LEAP 2025 assessment course, the score on the assessment will be used to determine the final grade in the course. According to Bulletin 741, the LEAP 2025 assessment score accounts for 5% of the final grade for students with disabilities. Student progress toward achieving their individual performance criteria must be documented in the student's IEP.

The April Dunn Act allows the student to show, via their strengths and interests, that they have mastered the standards of the course.

To develop individual performance criteria for selected courses, the IEP team must:

- determine the student's current level of performance, including strengths and weaknesses, in academic areas and or skill levels (for an IBC) by reviewing gathering data from sources such as
 - Information in the student's IEP (present level of performance, goals and objectives, etc.)
 - past state assessment results,
 - grades, and
 - any other data related to the student's academic or skill performance,
- compare the data to the state-established benchmarks including [grade-level course content standards](#), applicable [LEAP 2025 subject assessment criteria](#), or IBC information found on Louisiana Believes [Jump Start website](#),
- determine if there is a gap between the student's current performance and what the student is expected to know and be able to do,
- collaborate with the teacher of record (or in the case of an IBC, the Career Tech Education teacher) to determine the strategies and supports needed to
 - address gaps between the student's present level of performance and course standards, and
 - enable the student to successfully participate and progress in grade-level course content,
- write a measurable goal that reflects the strategies and supports discussed with the teacher of record, include specifically designed instruction, and describe the
 - target knowledge and/or skills,
 - conditions under which the skills will occur,
 - the acceptable level of performance, and
 - postsecondary goals for training, education, employment, and, where appropriate, independent living skills,
- create goal-aligned objectives that
 - describe the intermediate knowledge and skills the student will acquire, within a specified time period, that collectively lead to the accomplishment of the goal,
 - align with the breadth and depth, or scope and sequence, of the [grade-level course content standards](#) (not an alternate or below grade level curriculum), and

- align with [achievement level descriptors](#) for applicable LEAP 2025 assessments to prioritize skills, and
- ensure the goals and objectives, or individual performance criteria, are developed within the first 30 days of the student entering the course.

Exemplars of individual performance criteria aligned to the scope and sequence of grade level course standards are in the appendix of this guidance document. Creating individual performance criteria for students addressing an IBC is very similar to the process outlined above. Districts must be mindful to maintain the rigor and expectations of all courses, including courses found on the Jump Start Pathway. To earn an IBC on a Jump Start Pathway, a student must meet the industry based performance criteria. If a student meets the IBC graduation requirement via individual performance criteria and the April Dunn Act, the student will not earn the actual IBC. Instead, the student will, for the purposes of graduation, meet that IBC requirement. Additional information related to Jump Start, the IBC, and students with disabilities pursuing a diploma via the Jump Start Pathway can be found in the [Jump Start Implementation Guidance for Students with Disabilities](#).

Applying Individualized Performance Criteria

Pursuant to the April Dunn Act, if IEP teams decide to establish individual performance requirements for eligible students, the performance criteria should be established within the first 30 days of the student entering the course. Individual performance criteria will be incorporated with all other course requirements when awarding course credit.

The IEP team shall document April Dunn Act decisions in multiple areas of the IEP. This can include but is not limited to documenting information in the General Student Information (GSI), Present Levels of Performance, Program Services, and Comments sections on the IEP. Additionally, the IEP team should document the goal(s) and objectives aligned to the scope and sequence of the standards for the grade-level specific courses in the Instructional Plan sections of the IEP.

Documenting Decisions Related to the April Dunn Act in the Special Education Reporting (SER) System

IEP Forms	Document	Timeline
April Dunn Act Eligibility Criteria	<ul style="list-style-type: none"> ● Student eligibility for the April Dunn Act ● Qualifying State assessment results ● Date of eligibility 	Establish once, verify annually
April Dunn Act Application to Instructional Plan	<ul style="list-style-type: none"> ● Course selection (must check April Dunn Act applied) ● Present level of academic achievement and functional performance ● Measurement of progress ● Goal(s) and objectives for the grade level, course-specific criteria 	Within the first 30 days of the student entering the course
Progress Report	<ul style="list-style-type: none"> ● Progress towards grade level, course-specific criteria for each reporting period and share with student and parent 	According to the progress reporting schedule documented on the IEP

Documenting Student Achievement of Individualized Performance Criteria and Course Credit

After developing individual performance criteria, the IEP team along with the teacher of record will track student progress by recording data relative to goals and objectives across the duration of the course.

Staff Responsible	Required Action	Documentation
Teacher of Record	<ul style="list-style-type: none"> ● Monitor and assess student progress ● Determine whether the student has met individual performance criteria ● If the course is LEAP 2025 assessment course, the score on the assessment will be used to determine the final grade in the course. According to Bulletin 741, the LEAP 2025 assessment score accounts for 5% of the final grade for students with disabilities. ● Award course credit 	Class assignments , special projects, observations, benchmarks , state assessments
IEP Team, including Teacher of Record	<ul style="list-style-type: none"> ● Review data to determine student progress ● Record the student’s progress on the IEP progress report ● Complete Goal Summary Form <ul style="list-style-type: none"> ○ Student met individual performance criteria (select yes, no, or n/a) ○ Rationale if the student did not meet individual performance criteria ○ IEP team completes prior to certification of student transcript for graduation in the School Transcript System (STS) 	Grades, progress reports, task analysis, teacher observation logs

April Dunn Act vs the LEAP Connect Alternate Assessment Graduation Pathway

Louisiana believes that all students, including students with the most significant cognitive disabilities, should be able to graduate with a diploma that prepares them for post-secondary success. In 2014, Louisiana introduced the [LEAP Connect Alternate Graduation Pathway](#) to a high school diploma for students with the most significant cognitive disabilities. To achieve a diploma, students must complete all the alternate graduation pathway requirements including evidence of a plan for the student to successfully transition to services beyond high school. The diploma obtained is identical to the high school diploma obtained by other students. The transcript differentiates the course of study completed.

To be eligible for the LEAP Connect Alternate Graduation Pathway, IEP teams determine whether a student with a significant cognitive disability meets the eligibility criteria for the [LEAP Connect Alternate Assessment](#). Students eligible for the LEAP Connect Alternate Assessment are eligible to pursue a diploma via the LEAP Connect Alternate Graduation Pathway. These students do not have to be eligible for the April Dunn Act to pursue a diploma via the alternate graduation pathway. To earn a diploma, students must complete the requirements of the LEAP Connect Alternate Graduation Pathway which includes participating in all alternate assessments.

All students with disabilities, whether eligible for the April Dunn Act or not, that take the LEAP 2025 regular statewide assessments are not eligible for the LEAP Connect Alternate Graduation Pathway. Additionally, students that take regular state assessments, whether eligible for the April Dunn Act or not, may not use the courses found on the alternate graduation pathway to fulfill graduation requirements of the traditional graduation pathways.

More information on the LEAP Connect Alternate Graduation Pathway and the LEAP Connect Alternate Assessment can be found at the Louisiana Department of Education’s website www.louisianabelieves.com.

Appendix A

Sample Individualized Performance Criteria Aligned with the breadth and depth, or the scope and sequence, of the Grade-Level, Course Content Standards *(Please note: These examples are provided for instruction and guidance to IEP teams responsible for creating and writing individual performance criteria for students eligible for the Dunn Act. They are not meant to be copied or duplicated in any IEP for any student. IEP team members must always strive to ensure goals and objectives are individualized for each student across each IEP year.)*

Sample 1: English I

IEP Goal	Given teacher instruction, modeling, and guided practices, the student will demonstrate mastery of the grade-level expectations by achieving 3 of 4 objectives by the end of the English I course, which will serve as evidence of proficiency in the course for the purpose of graduation and Act 833.
Objective 1	After listening to a grade-level text read aloud and then reading the text independently, the student will orally summarize the content of the text with 70% accuracy in 3 of 4 trials for each unit of study as measured by rubrics or checklists appropriate to the text.
Objective 2	After listening to a grade-level text read aloud and then reading the text independently, the student will make inferences and draw conclusions about the main details of the text with 70% accuracy in 3 out of 4 trials using at least two of the following: the grade-level passages from the DOE's diagnostic or interim tests, the LEAP 2025 practice tests, or other assessments embedded in a high-quality curriculum.

Objective 3	The student will demonstrate understanding of how to use Standard English grammar and mechanics in writing by scoring 2 of 3 points on the Knowledge and Use of Language Conventions portion of the LEAP 2025 Rubric on at least two different performance-based writing tasks by the end of the course.
Objective 4	By the end of the course and with appropriate supports, the student will provide a written response to at least two performance-based tasks from a high-quality curriculum, the grade-level interim, or grade-level LEAP 2025 practice test and achieve a score 2 of 4 points on the Reading Comprehension/Written Expression portion of the LEAP 2025 rubric or a comparable rubric from a high-quality curriculum.

Sample 2: Algebra I

IEP Goal	Given teacher instruction, modeling, and guided practices, the student will demonstrate mastery of the Louisiana Student Standards for Mathematics (LSSM) through standards-based assessments that will apply to Act 833 for course mastery by achieving 3 of 4 objectives by the end of the Algebra I course.
Objective 1	Given a standards-aligned Algebra I assessment, the student will answer multiple-choice, multiple-select, short answer (numerical responses only), and/or technology-enhanced items with 67% accuracy on standards contained within the Major Content category based on standard-aligned assessments, such as LEAP 360 diagnostic and interim assessments, high-quality curriculum module or unit assessments, practice tests, or EAGLE tasks.
Objective 2	Given a standards-aligned Algebra I assessment, the student will answer multiple-choice, multiple-select, short answer (numerical responses only), and/or technology-enhanced items with 67% accuracy on standards contained within the Additional and Supporting Content category based on standard-aligned assessments, such as LEAP 360 diagnostic and interim assessments, high-quality curriculum module or unit assessments, practice tests, or EAGLE tasks.

<p>Objective 3</p>	<p>Given a standards-aligned Algebra I constructed-response, the student will construct and communicate, orally or in writing, a reasonable explanation or justifiable response for at least one constructed-response task for evidence statements and standards contained within the content area of Expressing Mathematical Reasoning (EMR). Proficiency in this area will be defined by meeting at least one of the following criteria as measured by the corresponding task rubric:</p> <ul style="list-style-type: none"> · Earning a minimum score of 2 on a 3-point EMR constructed-response task <li style="text-align: center;">OR · Earning a minimum score of 2 on a 4-point EMR constructed-response task
<p>Objective 4</p>	<p>Given a standards-aligned Algebra I constructed-response, the student will provide, orally or in writing, a logical and reasonable sequence of steps to solve an applied mathematical problem for at least one constructed-response task for evidence statements and standards contained within the content area of Modeling and Application (MA). Proficiency in this area will be defined by meeting at least one of the following criteria as measured by the corresponding task rubric:</p> <ul style="list-style-type: none"> · Earning a minimum score of 2 on a 3-point MA constructed-response task <li style="text-align: center;">OR · Earning a minimum score of 3 on a 6-point MA constructed-response task

Sample 3: Geometry

<p>IEP Goal</p>	<p>Given teacher instruction, modeling, and guided practices, the student will demonstrate mastery of the Louisiana Student Standards for Mathematics (LSSM) through standards-based assessments that will apply to Act 833 for course mastery by achieving 3 of 4 objectives by the end of the Geometry course.</p>
<p>Objective 1</p>	<p>Given a standards-aligned Geometry assessment, the student will answer multiple-choice, multiple-select, short answer (numerical responses only), and/or technology-enhanced items with 67% accuracy on standards contained within the Major Content category based on standard-aligned assessments, such as LEAP 360 diagnostic and interim assessments, high-quality curriculum module or unit assessments, practice tests, or EAGLE tasks.</p>

Objective 2	Given a standards-aligned Geometry assessment, the student will answer multiple-choice, multiple-select, short answer (numerical responses only), and/or technology-enhanced items with 67% accuracy on standards contained within the Additional and Supporting Content category based on standard-aligned assessments, such as LEAP 360 diagnostic and interim assessments, high-quality curriculum module or unit assessments, practice tests, or EAGLE tasks.
Objective 3	<p>Given a standards-aligned Geometry constructed-response task, the student will construct and communicate, orally or in writing, a reasonable explanation or justifiable response for at least one constructed-response task for evidence statements and standards contained within the content area of Expressing Mathematical Reasoning (EMR). Proficiency in this area will be defined by meeting at least one of the following criteria as measured by the corresponding task rubric:</p> <ul style="list-style-type: none"> · Earning a minimum score of 2 on a 3-point EMR constructed-response task <li style="text-align: center;">OR · Earning a minimum score of 2 on a 4-point EMR constructed-response task
Objective 4	<p>Given a standards-aligned Geometry constructed-response task, the student will provide, orally or in writing, a logical and reasonable sequence of steps to solve an applied mathematical problem for at least one constructed-response task for evidence statements and standards contained within the content area of Modeling and Application (MA). Proficiency in this area will be defined by meeting at least one of the following criteria as measured by the corresponding task rubric:</p> <ul style="list-style-type: none"> · Earning a minimum score of 2 on a 3-point MA constructed-response task <li style="text-align: center;">OR · Earning a minimum score of 3 on a 6-point MA constructed-response task

Sample 4: U.S. History

IEP Goal	Given teacher instruction, modeling, and guided practices, the student will demonstrate mastery of the grade-level expectations by achieving 4 of the 6 objectives by the end of the US History course, which will serve as evidence of proficiency in the course for the purpose of graduation and Act 833.
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Objective 1	Given one or more primary sources related to the U.S. history content across the units of study, the student will answer literal and inferential questions, orally or in writing, to demonstrate understanding of those sources with 70% accuracy on 8 of 12 trials based on standards-based assessments and/or high-quality instructional materials.
Objective 2	Given standards-aligned U.S. history item sets, the student will answer selected-response and/or technology-enhanced items with 70% accuracy on 4 of 6 units of study from the U.S. History Companion Document as measured by standards-based assessments from the U.S. history practice test, sample sets, EAGLE sets, and/or high-quality instructional materials.
Objective 3	Given a standards-aligned U.S. history extended-response prompt, the student will provide, orally or in writing, a reasonable claim that addresses the prompt for at least one extended-response task in 4 of 6 units of study from the U.S. History Companion Document measured through student work samples and rubrics or checklists.
Objective 4	Given one or more sources, a standards-aligned U.S. history extended-response prompt, and a reasonable claim addressing the prompt, the student will select at least one relevant piece of evidence related to the claim and provide a logical explanation of how the evidence supports the claim in their own words with at least 70% proficiency in 4 of 6 units of study from the U.S. History Companion Document as measured through student work samples and rubrics or checklists.
Objective 5	Given one or more sources, a standards-aligned U.S. history extended-response prompt, and a reasonable claim addressing that prompt, the student will provide in their own words, orally or in writing, at least one accurate and relevant piece information and/or example from their knowledge of U.S. history and provide a logical explanation of how that information relates to the claim with at least 70% proficiency in 4 of 6 units of study from the U.S. History Companion Document measured through student work samples and rubrics or checklists.
Objective 6	Given a standards-aligned U.S. history task set and visual and verbal support, the student will score at least 4 of 8 points on the extended-response two-dimensional rubric on at least 2 tasks by the end of the U.S. history course.

Appendix B

April Dunn Act IEP Checklist for Creating Individual Performance Criteria

This document provides the thought processes, steps, and tools for use by IEP teams when creating individual performance criteria, or goals and objectives, for a student eligible for the April Dunn Act.

To develop individual performance criteria for selected courses, the IEP team must:

- Determine the student's current level of performance, including strengths and weaknesses, in academic areas and or skill levels (for an IBC) by gathering and reviewing data from sources such as
 - Information in the student's IEP (present level of performance, goals, and objectives, etc.)
 - past state assessment results,
 - grades, and
 - any other data related to the student's academic or skill performance.
- Compare the data to the state-established benchmarks including [grade-level course content standards](#), applicable [LEAP 2025 subject assessment criteria](#), or IBC information found on Louisiana Believes [Jump Start website](#).
- Determine if there is a gap between the student's current performance and course expectations.
- Collaborate with the teacher of record (in the case of an IBC, the Career Tech Education teacher) to determine the strategies and supports needed to
 - address gaps between the student's present level of performance and course standards and assessment expectations, and
 - enable the student to successfully participate and progress in grade-level course content.
- Write a measurable goal that reflects the strategies and supports discussed with the teacher of record. The measurable goal should include specifically designed instruction, and
 - describe the target knowledge and/or skills,
 - state the conditions under which the skills will occur,
 - clearly define the acceptable level of performance, and
 - relate to postsecondary goals for training, education, employment, and, where appropriate, independent living skills.
- Create goal-aligned objectives that
 - describe the intermediate knowledge and skills the student will acquire, within a specified time, that collectively lead to the accomplishment of the goal,
 - align with the breadth and depth, or scope and sequence, of the [grade-level course content standards](#) (**not** an alternate or below grade level curriculum), and
 - align with [achievement level descriptors](#) for applicable LEAP 2025 assessments to prioritize skills or IBC assessments on the [Jump Start Pathway](#).
- Ensure the goals and objectives, or individual performance criteria, are developed within the first 30 days of the student entering the course.

Appendix C

April Dunn Act Frequently Asked Questions (Updated March 2022)

This document outlines the most frequently asked questions related to the eligibility and application of the April Dunn Act for students that meet the graduation eligibility criteria. Each question links to an answer. Simply click on the question, then on the bookmark to access the answer.

Eligibility Questions

[*Do the graduation eligibility criteria require a student to fail the same assessment twice or fail two assessments within the same subject area?*](#)

[*If a student is eligible for the April Dunn Act in the 8th grade, does eligibility follow the student to high school thus making the student automatically eligible upon entering the 9th grade?*](#)

[*Which graduation criteria should be used to determine eligibility for the April Dunn Act for a student that entered high school ineligible but has since taken at least one LEAP 2025 assessment?*](#)

[*Is a student, taking the LEAP Connect Alternate Assessment, required to be eligible for the April Dunn Act to pursue a diploma via the LEAP Connect Alternate Graduation Pathway?*](#)

[*Can a student on the Tops University pathway be eligible for and have the April Dunn Act applied to their high school course experiences?*](#)

[*Are there resources available to districts to assist IEP teams with determining eligibility for students entering or currently in high school?*](#)

[*How do IEP teams handle determining eligibility for students that come from other states without test scores on state assessments?*](#)

[*The April Dunn Act requires IEP teams to examine two of the three most recent years of testing data for determining high school eligibility for entering Freshmen. Are school systems allowed to use LEAP 2025 Assessments results from a student's 5th-grade year to determine eligibility?*](#)

[*The April Dunn Act requires IEP teams to examine two of the three most recent years of testing data for determining high school eligibility for entering Freshmen. Are school systems allowed to use LEAP 2025 Assessment data from two of three previous assessments as opposed to data from two of the three most recent years to determine high school eligibility for entering Freshmen?*](#)

Application Questions

[*Is it possible for a student that is eligible for the April Dunn Act to fail a course regardless of achieving the individual performance criteria or IEP goals and objectives established by the IEP team?*](#)

[*Who decides if the student receives credit for a course?*](#)

[*When creating individual performance criteria, can IEP teams use scores such as "Unsatisfactory" for the purposes of measuring the achievement of a goal or objective on an IEP?*](#)

Can the IEP team change the achievement level definitions of a LEAP 2025 or any state assessment for accountability purposes?

Can IEP teams use the WorkKeys Assessments to establish individual performance criteria related to academic courses on a student's IEP?

When a portfolio is included in IEP goals or objectives as a tool for a student to demonstrate proficiency, who decides what documents or pieces of evidence should be included in the portfolio?

How does the 30-day timeline outlined in the April Dunn Act impact districts?

Can the April Dunn Act be applied to assessments that a student failed prior to being eligible for the Act? In other words, can the April Dunn Act be applied retroactively?

Is it ok for districts to make a student eligible for the April Dunn Act but choose NOT to create or apply individual performance criteria until a later time?

How do LEAs document information related to the April Dunn ACT?

The April Dunn Act requires IEP teams to create and apply individual performance criteria within the first 30 days of a student entering the selected course. Are these 30 "school" days or 30 "calendar" days?

What are examples of programming that districts can create that provide students opportunities to fulfill Requirement 2 of the April Dunn Act?

Can school systems use credit recovery courses for addressing the individual performance criteria for a course a student already passed and earned the Carnegie unit?

Eligibility Answers

Do graduation eligibility criteria require a student to fail the same assessment twice or fail two assessments within the same subject area?

A high school student becomes eligible for the April Dunn Act under the graduation criteria if they fail the same assessment twice.

Example: Trevon is a high school freshman. Upon entering his freshman year, Trevon was not eligible for the April Dunn Act. In the spring of his freshman year, he took the LEAP 2025 English I assessment and scored Unsatisfactory. In the summer following his freshman year, Trevon retook the LEAP 2025 English I assessment and scored Unsatisfactory. He did not meet the state-required benchmarks on the same assessment twice, therefore; Trevon is now eligible for the provisions of the April Dunn Act.

If a student is eligible for the April Dunn Act in the 8th grade, does eligibility follow the student to high school thus making the student automatically eligible upon entering the 9th grade?

No. There are two sets of eligibility criteria in the April Dunn Act: **promotion and graduation**. IEP teams should use the **promotion** eligibility criteria to determine eligibility for students in the 8th grade and lower. For students entering the 9th grade and currently in high school, IEP teams should use the **graduation** eligibility criteria to determine if a student is eligible for the provisions of the April Dunn Act.

Example: Based on her 7th-grade statewide assessments, Amanda was eligible as an 8th grader for the April Dunn Act via the **promotion** criteria. Now entering the 9th grade, Amanda's IEP team will use the **graduation** eligibility criteria to determine if they should apply the April Dunn Act to her high school experiences.

Which graduation criteria should be used to determine eligibility for the April Dunn Act for a student that entered high school ineligible but has since taken at least one LEAP 2025 assessment?

For a student entering high school that has not yet taken a high school statewide assessment, IEP teams should use middle school data to determine eligibility for the April Dunn Act. Once a student takes a high school statewide assessment, the IEP team should rely on data gathered from high school statewide assessments to determine eligibility for the April Dunn Act.

Example: Jalen entered high school ineligible for the April Dunn Act. At the end of his 9th-grade year, Jalen scored an Approaching Basic on the LEAP 2025 English I Assessment. At the end of his 10th-grade year, Jalen scored an Unsatisfactory twice on the LEAP English II Assessment. Based on the score on the LEAP 2025 English II Assessment, Jalen's IEP team determined he was eligible for the April Dunn Act.

Is a student, taking the LEAP Connect Alternate Assessment, required to be eligible for the April Dunn Act to pursue a diploma via the LEAP Connect Alternate Graduation Pathway?

No, a student taking the LEAP Connect Alternate Assessment does not have to be eligible for the April Dunn Act to pursue a diploma via the LEAP Connect Alternate Graduation Pathway. A student is eligible to pursue a diploma via the LEAP Connect Alternate Graduation Pathway once they are eligible for the LEAP Connect Alternate Assessment. The April Dunn Act plays no role in a student being eligible to pursue a diploma via the LEAP Connect Alternate Graduation Pathway.

Example: Molly is a 10th-grade student that became eligible for the LEAP Connect Alternate Assessment in middle school. Upon entering high school, Molly and her IEP team decided she would pursue a diploma via the LEAP Connect Alternate Graduation Pathway. Molly can travel this pathway because of being eligible for the LEAP Connect Alternate Assessment, which she will take in the 11th grade. Although the IEP team examined eligibility for the April Dunn Act, the team determined the different components and requirements of the LEAP Connect Alternate Graduation Pathway offers everything Molly needs to pursue a diploma successfully.

Can a student on the Tops University pathway be eligible for and have the April Dunn Act applied to their high school course experiences?

Yes, the IEP team will determine eligibility for the April Dunn Act for any student that is a student with an exceptionality as defined in R.S. 17:1942(B), except a student identified as gifted and talented and who has no other exceptionality. A note of caution: IEP teams must be vigilant to ensure all students are prepared for success when applying the April Dunn Act to their high school experiences, including students on the TOPS University pathway!

Are there resources available to districts to assist IEP teams with determining April Dunn Act eligibility for students entering or currently in high school?

Yes, resources such as the CSV Data File and LEADS Inquiry (LIQ) can be great assets for determining April Dunn Act eligibility for students entering or currently in high school. The CSV Data File is available to test coordinators at the end of each testing window in DRC INSIGHT and remains available for up to two years. For students in grades 4-8, DRC and the LDOE provide a remediation flag currently used to identify students who must have an Individual Academic Improvement Plan (IAIP). Since this flag indicates that the student did not meet benchmark requirements, the IAIP is useful in April Dunn eligibility for grades 6-8. LIQ provides historical test data for every student enrolled in a school system. This history includes all scores earned in any school system for all years of testing.

How do IEP teams handle determining eligibility for students that come from other states without test scores on state assessments?

School systems should **not** use test scores from other states to meet Louisiana assessment graduation requirements. Similarly, IEP teams should **not** use test scores from other states to determine eligibility for the April Dunn Act. The student will not be eligible for April Dunn until they fail the same LEAP 2025 subject assessment two times.

The April Dunn Act requires IEP teams to examine two of the three most recent years of testing data for determining high school eligibility for entering Freshmen. Are school systems allowed to use LEAP 2025 Assessments results from a student's 5th-grade year to determine eligibility?

No. School systems cannot use LEAP 2025 Assessments results from a student's 5th-grade year to determine high school eligibility for April Dunn Act for entering Freshmen. When determining April Dunn Act high school eligibility for entering Freshman, an IEP team must examine data from two of the three most recent years. For entering Freshmen, school systems should examine 6th, 7th, and 8th grade LEAP 2025 Assessment data. The Department issued no guidance allowing the use of 5th grade LEAP 2025 Assessment scores in determining April Dunn Act high school eligibility for entering Freshmen.

The April Dunn Act requires IEP teams to examine two of the three most recent years of testing data for determining high school eligibility for entering Freshmen. Are school systems allowed to use LEAP 2025 Assessment data from two of three previous assessments as opposed to data from two of the three most recent years to determine high school eligibility for entering Freshmen?

No, school systems are not allowed to use two of three previous assessments as opposed to data from two of the three most recent years to determine high school eligibility for the April Dunn Act. When determining April Dunn Act eligibility for entering Freshmen, an IEP team must use data from two of the three most recent years.

Application Answers

Is it possible for a student that is eligible for the April Dunn Act to fail a course regardless of achieving the individual performance criteria or IEP goals and objectives established by the IEP team?

Yes. According to Bulletin 741, a LEAP 2025 assessment score accounts for 5% of the final grade for students with disabilities. Once factored in, if 5% of a LEAP Assessment score brings the student's final grade down to a failing score, the student will fail the course, regardless of the results of the individual performance criteria.

Example: Emma is currently in English II. Before taking the LEAP 2025 English II assessment, she has an average of 68%, which indicates that the student earns a D and is eligible to earn credit for the course. However, Emma earns an achievement level of Unsatisfactory on the LEAP 2025 English II assessment, which lowers her overall average to 66% and a grade of F. Emma is no longer eligible to earn course credit.

Who decides if the student receives credit for a course?

The teacher of record determines if the student will receive credit for the course. When determining if the student will receive course credit, the teacher of record should incorporate progress towards achieving the individual performance criteria as well as other course expectations. Additionally, the score on the LEAP 2025 assessment is used to determine the final grade in the course if the course is LEAP 2025 assessment course. According to Bulletin 741, the LEAP 2025 assessment score accounts for 5% of the final grade for students with disabilities.

When creating individual performance criteria, can IEP teams use scores such as "Unsatisfactory" for the purposes of measuring the achievement of a goal or objective on an IEP?

Using scores or wording such as "Unsatisfactory" in a goal or objective is an unacceptable practice. Although responsible for creating individual performance criteria, IEP teams should avoid such words or scores. Instead, IEP teams should incorporate the individual needs and strengths of each student while addressing the breadth and depth, or scope and sequence, of the grade-level standards of the selected course(s).

Example: Willie's IEP team has determined he is eligible for the April Dunn Act. The team created the following individual performance criteria or objective for U.S. History:

Given one or more primary sources related to the U.S. history content across the units of study, the student will answer literal and inferential questions, orally or in writing, to demonstrate an understanding of those sources with 70% accuracy on 8 of 12 trials based on standards-based assessments and/or high-quality instructional materials.

Note: For more examples of individual performance criteria, please see the

Appendix A of “The April Dunn Act: An Alternate Means to Graduation for Students with Disabilities”

Can the IEP team change the achievement level definitions of a LEAP 2025 or any state assessment for accountability purposes?

No, the achievement level definitions for all state assessments are approved by the Board of Elementary and Secondary Education (BESE) and cannot be altered. For example, an IEP Team cannot determine that an "Unsatisfactory" achievement level will meet graduation requirements. The IEP Team, in conjunction with the teacher of record, can develop an education plan that includes how the student will demonstrate individual performance requirements necessary to receive course credits, including, but not limited to, applicable LEAP 2025 assessments. The IEP team cannot remove the requirement to include the LEAP 2025 test score as 5% of the final grade for the course.

Can IEP teams use the WorkKeys Assessments to establish individual performance criteria related to academic courses on a student's IEP?

No. As stated in the guidance document *The April Dunn Act: An Alternate Means to Graduation for Students with Disabilities*, IEP teams must create individual performance criteria that address the breadth and depth, or scope and sequence, of the standards as well as maintain the rigor and expectations of the course(s) and, if applicable, the accompanying assessment or IBC. The WorkKeys assessments do not address the Louisiana State Standards. Instead, the assessments “...measure foundational skills required for success in the workplace and help measure the workplace skills that can affect job performance.”

When a portfolio is included in IEP goals or objectives as a tool for a student to demonstrate proficiency, who decides what documents or pieces of evidence should be included in the portfolio?

If individual performance criteria include a portfolio as a means of demonstrating mastery of content standards, the IEP team should clearly establish and define the content of the portfolio. Additionally, the IEP team should identify the person responsible for compiling or maintaining the portfolio.

Example: Malik’s IEP team established individual performance criteria for U.S. History including the following objective:

Given a standards-aligned U.S. history task set and visual and verbal support, the student will score at least 4 of 8 points on the extended-response two-dimensional rubric on at least 2 tasks by the end of the U.S. history course as evidenced in a portfolio.

The IEP team determined and documented that the portfolio will include the scored rubric and the teacher of record will maintain the portfolio for documenting achievement of the objective.

How does the 30-day timeline outlined in the April Dunn Act impact districts?

The April Dunn Act states that within 30 days of an eligible student entering a course, the IEP team must establish individual performance criteria, or IEP goals and objectives, for the course. Individual performance criteria cannot be established past this deadline. School systems must establish policies and procedures that ensure the provisions of the April Dunn Act are applied in a timely manner, including the 30-day timeline.

Can the April Dunn Act be applied to assessments that a student failed prior to being eligible for the Act? In other words, can the provisions of the April Dunn Act be applied retroactively?

No, the April Dunn Act cannot be applied retroactively. The April Dunn Act cannot be applied to any state assessments that were failed prior to the student becoming eligible for the Act. The April Dunn Act cannot be applied to a course wherein no individual performance criteria were developed or applied within the 30-day timeline.

Example: Luke is currently in the 12th grade. In reviewing Luke’s transcript for graduation requirements, the counselor discovers that, while in the 9th grade, he passed English I but did not meet the state-established benchmark on the English I LEAP 2025 Assessment. Furthermore, the counselor determined that, although Luke was eligible for the April Dunn Act in the 9th grade, the IEP team failed to establish individual performance criteria for English I. Unfortunately, the IEP team cannot retroactively apply the April Dunn Act to the English I LEAP 2025 Assessment Luke took in the 9th grade. To avoid these situations, IEP teams must establish and apply individual performance criteria within the first 30 days of students entering a course.

It is imperative school systems establish policies and procedures to address the requirements of the April Dunn Act in a timely and efficient manner. In the scenario above, school administrators should pause and examine how and why Luke’s IEP team failed to establish individual performance criteria in accordance with the April Dunn Act. Additionally, administrators must put a system in place to ensure this lapse in processes does not happen again.

As a possible solution to Luke’s situation above, the counselor and IEP team recommend entering Luke into an Accelerated Learning English I course to address the scope and sequence of the English I course. Remember; Luke passed the English I course. He did not pass the English I LEAP 2025 Assessment. Once Luke enters the English I Accelerated Learning course, the IEP team will establish individual performance criteria. The IEP team must complete this task within the first 30 days of Luke entering the course. Luke will address the depth and breadth of the English I standards. At the end of the course, Luke will take the English I LEAP 2025 assessment. If he achieves the goal and objectives as outlined by the IEP team, Luke fulfills the assessment requirement for graduation regardless of whether he meets the state-established benchmark. Additionally, the course will appear on his transcript. Unfortunately, this may mean Luke would have to

return to school during the summer months. **Because solutions of this nature are dependent on the individual situation, LDOE strongly recommends reaching out to SpecialEducation@la.gov should this situation arise in your school system. School systems will receive recommendations on a case-by-case basis.**

Is it ok for districts to make a student eligible for the April Dunn Act but choose NOT to create or apply individual performance criteria until a later time?

Absolutely. The decision to apply individual performance criteria is the responsibility of the IEP team. The team, after reviewing student data, may determine not to create or apply the individual performance criteria to certain courses. Eligibility and application are two different stages of the April Dunn Act. Although a student must be eligible for the provisions to be applied, IEP teams must review all available data to determine, not only which courses to apply the Act to, but also, when to apply the Act.

Example: Claire and her mother are meeting with Claire’s IEP team to determine her eligibility for the April Dunn Act. After reviewing student data from past assessments, the IEP team agrees Claire meets the eligibility criteria. Next, the IEP team reviews additional student data and decides to establish individual performance criteria for Algebra but not for English I. The decision is based on Claire’s grades and scores on past assessments indicating Claire has consistently struggled in math courses across multiple grades. Conversely, Claire met state standards on state assessments and course requirements in English courses.

How do LEAs document information related to the April Dunn ACT?

The IEP team may reflect April Dunn Act decisions in multiple places of the IEP. This can include but is not limited to documenting information in the General Student Information (GSI), Present Levels of Performance, Programs Services, and Comments sections on the IEP. Additionally, the IEP team should document the individual performance criteria, or goal(s) and objectives, that align to the scope and sequence of the standards for specific courses found in the Instructional section of the IEP. Document progress towards achieving these goals and objectives on Progress Reports. Finally, complete a Goal Summary Form each year.

The April Dunn Act requires IEP teams to create and apply individual performance criteria within the first 30 days of a student entering the selected course. Are these 30 “school” days or 30 “calendar” days?

The April Dunn Act does not stipulate if the 30 days are to be “school” or “calendar” days. District administrators should make this determination when establishing their guidelines for implementing the April Dunn Act.

What are examples of programming that districts can create that provide students with opportunities to fulfill Requirement 2 of the April Dunn Act?

Requirement 2 of the April Dunn Act reads as follows:

- In addition to Requirement 1, students pursuing a high school diploma through the April Dunn Act must meet at least one of the following criteria to graduation:
 - Gain employment in an inclusive integrated environment.
 - Demonstrate mastery of specific employability skills.

- Gain access to services that are not provided by the school, employment, or education options.

This requirement is associated with the successful transition of students with disabilities to post-secondary opportunities. Several school districts have created programs that offer students opportunities to achieve one of the three components of Requirement 2. Examples of such programming include:

- job training programs wherein students learn to work and are then placed on paid job sites in the community.
- partnerships with state agencies such as Louisiana Rehabilitation Services (LRS). LRS offers Pre-employment Transition Services, or Pre-ETS, to all students with disabilities who qualify. Pre-ETS includes job readiness training and paid work-based learning experiences. These services are oftentimes at no cost to districts.
- extensive Jump Start training opportunities through Career and Technical Education courses such as welding, nursing, or restaurant management. These courses provide students with opportunities to earn an Industry Based Certificate (IBC). With an IBC, students can enter most industries directly after high school. Some districts partner with local community colleges to create these opportunities.
- creative dual enrollment programs with post-secondary educational institutions that allow students with disabilities to earn college credits while still in high school.

Can school systems use credit recovery courses for addressing the individual performance criteria for a course a student already passed and earned the Carnegie unit?

No, school systems cannot use credit recovery courses for addressing the individual performance criteria for a course a student already passed and earned the Carnegie unit. The following options are available for addressing individual performance criteria for a course a student has passed but failed the associated LEAP 2025 assessment. These options are limited to students on the Jump Start diploma pathway and freshmen that entered high school ineligible for the April Dunn Act.

- Option 1: Schedule the student in the second course that is in the pair of courses required for graduation. This option is recommended by the LDOE.

Example	Johnny passed the Algebra I course but failed the LEAP 2025 Algebra I assessment twice, thus making him eligible for the April Dunn Act. High school students must pass either the Algebra I or Geometry LEAP 2025 assessment for the purposes of graduation. Johnny is not required to take Geometry as part of his Jump Start diploma pathway. He must, however, pass one of the pair of LEAP 2025 Assessments, Algebra I or Geometry, to graduate. Johnny decides to take Geometry and apply individual performance criteria via his eligibility for the April Dunn Act.
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- Option 2: Offer the student the option of repeating the Algebra I course and assessment regardless of the student's already passing the course.

Example:	Johnny passed the Algebra I course but failed the LEAP 2025 Algebra I assessment twice, thus making him eligible for the April Dunn Act. High
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school students must pass either the Algebra I or Geometry LEAP 2025 assessment for the purposes of graduation. Johnny is not required to take Geometry as part of his Jump Start diploma pathway. He must, however, pass one of the pair of LEAP 2025 Assessments, Algebra I or Geometry, to graduate. Johnny decides he will repeat the Algebra I course regardless of meeting the course requirements. Repeating the Algebra I course will allow individual performance criteria to be applied via the April Dunn Act to the course and the LEAP 2025 Assessment he will take. If Johnny achieves the individual performance criteria, then he will have met the requirements of graduation for this pair of assessments.

- Option 3: Offer the student the option of repeating the Algebra I course via Accelerated Learning. The student will have April Dunn individual performance criteria applied to the Algebra 1 Accelerated Learning.

NOTE: It is important that any course addressed via an Accelerated Learning opportunity must allow enough time to cover the breadth and depth, or scope and sequence, of the standards.

Example Johnny passed the Algebra I course but failed the LEAP 2025 Algebra I assessment twice, thus making him eligible for the April Dunn Act. High school students must pass either the Algebra I or Geometry LEAP 2025 assessment for the purposes of graduation. Johnny is not required to take Geometry as part of his Jump Start diploma pathway. He must, however, pass one of the pair of LEAP 2025 Assessments, Algebra I or Geometry, to graduate. Johnny decides he will repeat the Algebra I course via Accelerated Learning. This will allow individual performance criteria to be applied via the April Dunn Act to the repeat Algebra I course and the LEAP 2025 Assessment he will take. If Johnny achieves the individual performance criteria, then he will have met the requirements of graduation for this pair of assessments.

Appendix D

April Dunn Act Goal Summary Form Instructions

This document provides guidance for completing the Goal Summary Form for students eligible for the April Dunn Act. The Goal Summary Form is used to indicate if the student is meeting the goals and objectives established by the IEP team and found on each Instructional Plan page.

When the April Dunn Act is applied, the “Educational Need Area”, “Content Area”, and “Course” areas on the Goal Summary Form will automatically populate from the content on the Instructional Plan page. For each Instructional Plan page wherein the April Dunn act has been applied, there will be an “Educational Need Area” on the Goal Summary Form.

IMPORTANT: The Goal Summary Form **must** be completed before a new IEP can be submitted to SER. A new IEP **cannot be submitted to SER** until the Goal Summary questions are answered on the previous IEP. Additionally, this form **must be completed prior** to certifying a graduating student’s transcript in STS.

Directions for completing the Goal Summary Form

- Indicate if the goal for which April Dunn Act was applied was met by marking **Yes** or **No** and clicking the Save button.
 - A mark of **Yes** indicates the student successfully met the goals and objectives on the IEP.
 - A mark of **No** indicates the student did not successfully meet the goals and objectives on the IEP.
- If neither **Yes** or **No** is applicable, select **N/A**.
 - There are multiple reasons why **Yes** or **No** may not be applicable.
 - Examples of when **N/A** can be used:
 - An instructional plan was mistakenly created and April Dunn Act applied was selected. The LEA can delete the Instructional Plan page.
 - **N/A** is checked as the reason why April Dunn Act was not met for the deleted page, (in other words the page will not be deleted).

- A student transferred out of the class.
- A student dropped the class.
- The student did not use the provisions provided on the IEP and completed the course via the traditional method or standard.