



The April Dunn Act
Developing 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

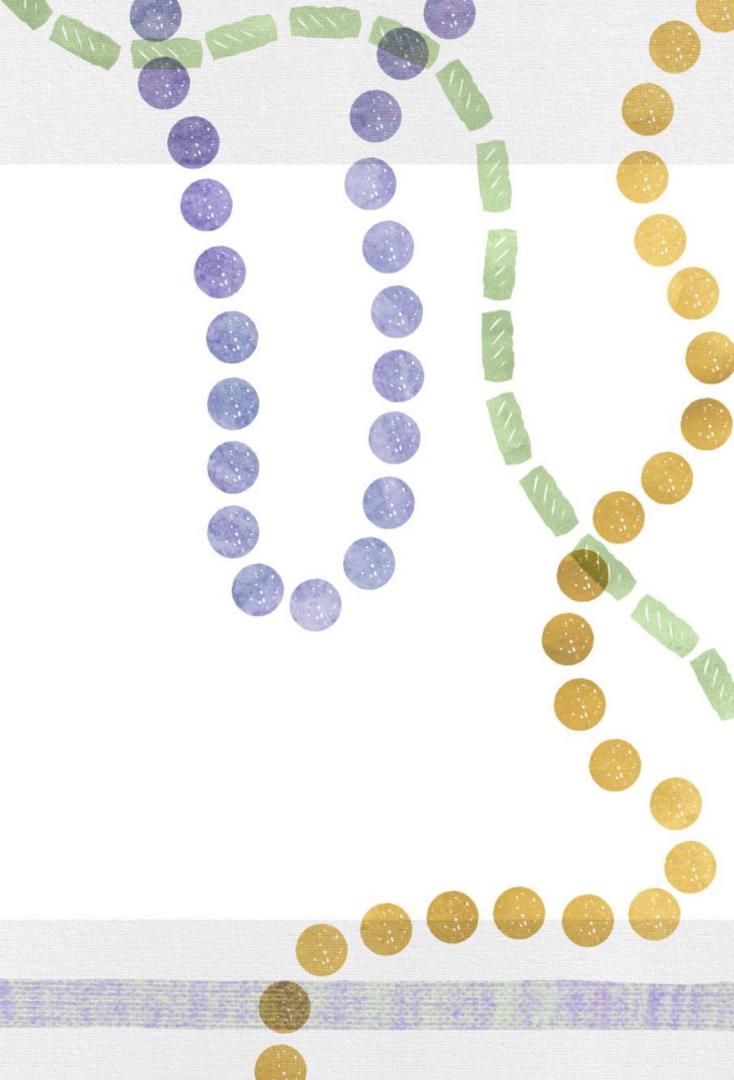
- Effective implementation of the April Dunn Act is critical to student success.
- Consistent procedures will assist administrators and teachers as they, in turn, support students in their pursuit of a diploma via the April Dunn Act.

Objectives

Provide an overview of

- the thought processes to use when creating 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.
- great resources for use when creating 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 procedures that facilitate appropriate and timely student identification by

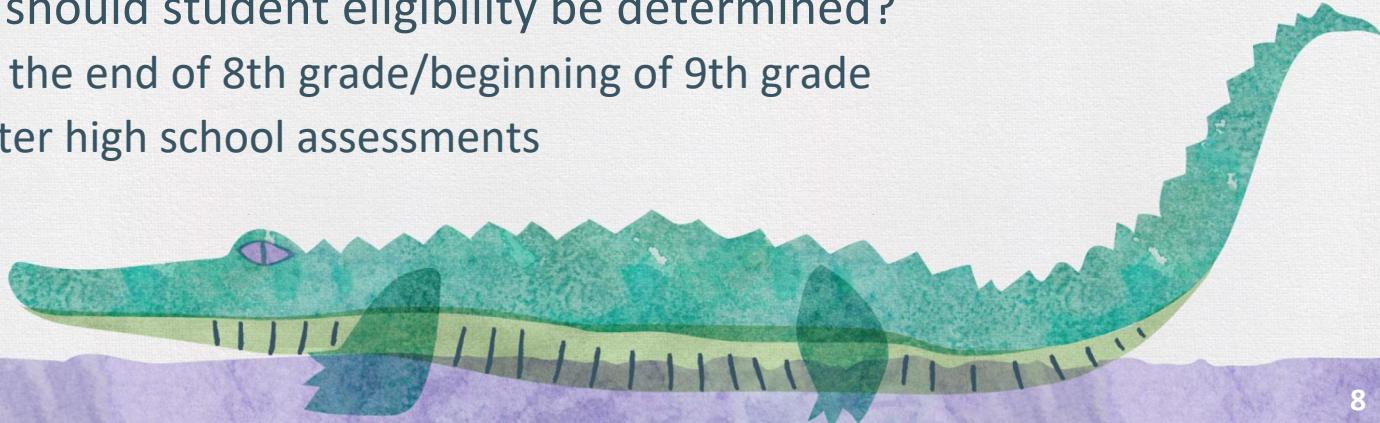
- defining a clear process for determining eligibility, and
- monitoring the process to ensure all students are properly identified.



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

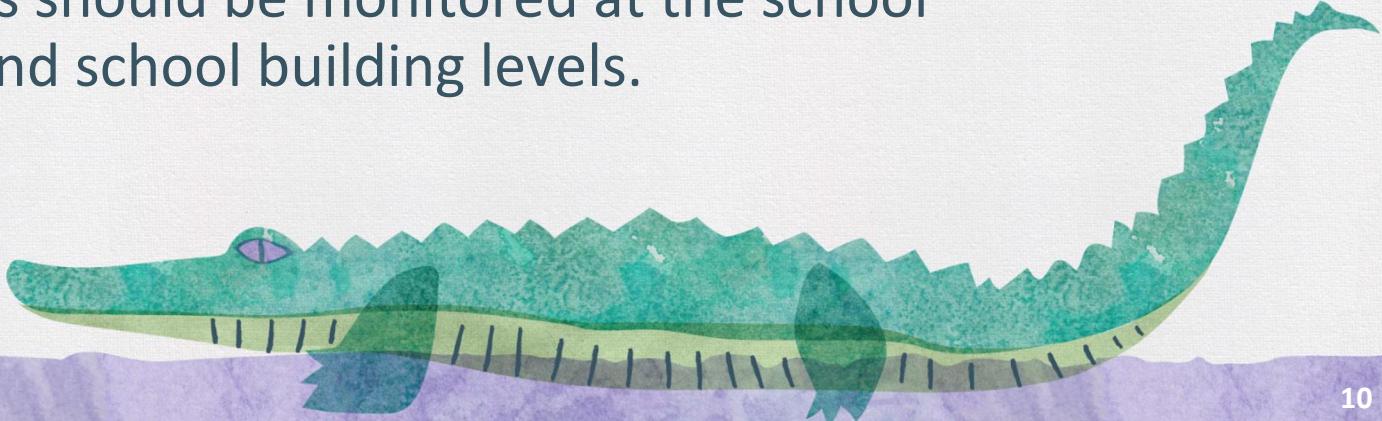
- How often will student eligibility be examined?
 - beginning of the year
 - middle of the year for school districts that are on block schedules
 - after each state assessment
- What tools will be used to determine eligibility?
- What is the process for reviewing data?



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

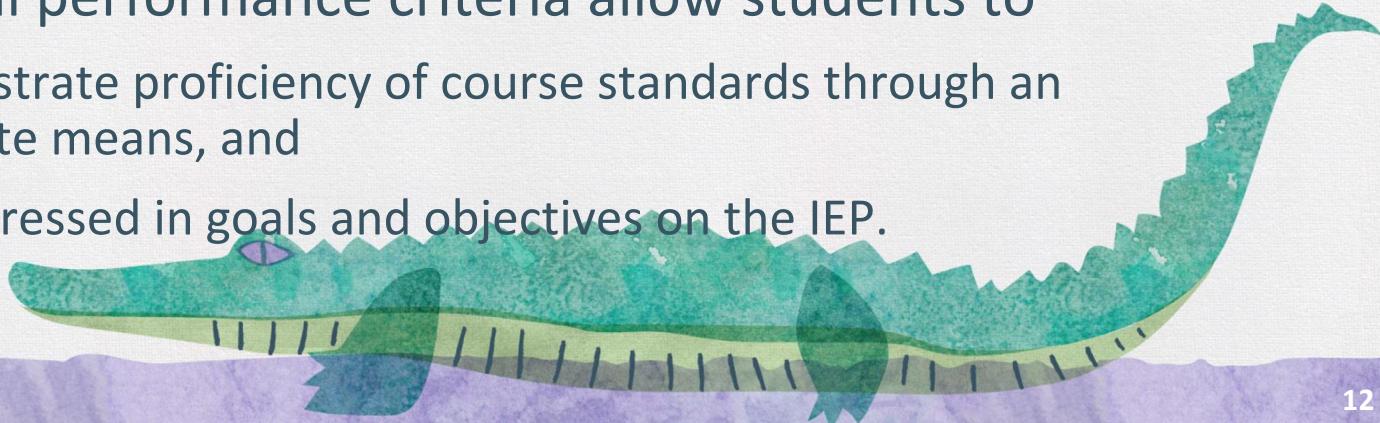


Developing and Applying Individual Performance Criteria

The April Dunn Act allows the IEP team to develop individual performance criteria for an assessment in a particular 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 procedures to guide IEP teams and staff in developing and applying individual performance criteria.

Note: Individual performance criteria are developed to address state assessments. Students must achieve all requirements of a course related to earning the Carnegie Unit.



Developing and Applying Individual Performance Criteria

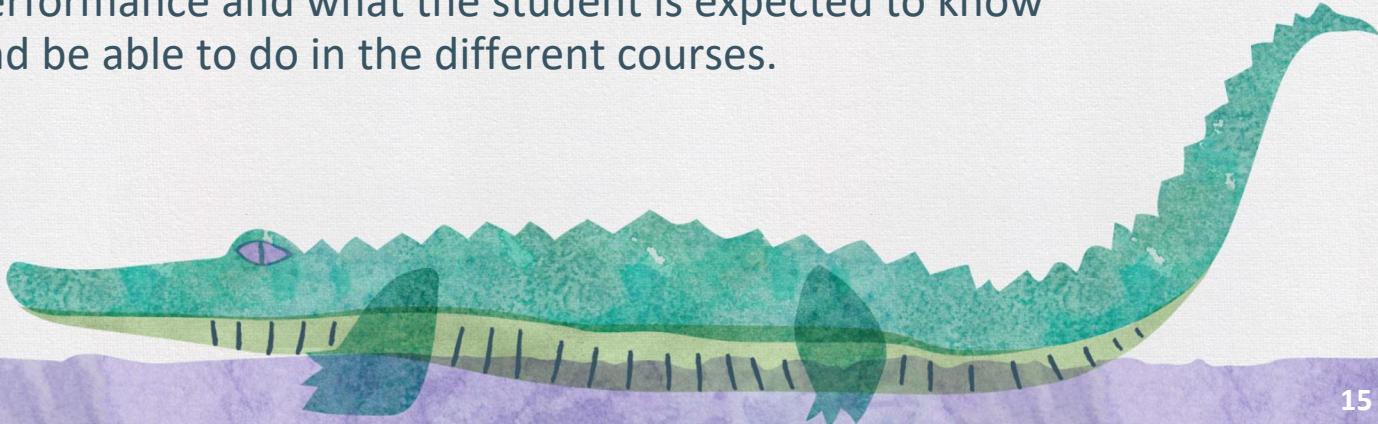
School systems should consider the following when developing such procedures:

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



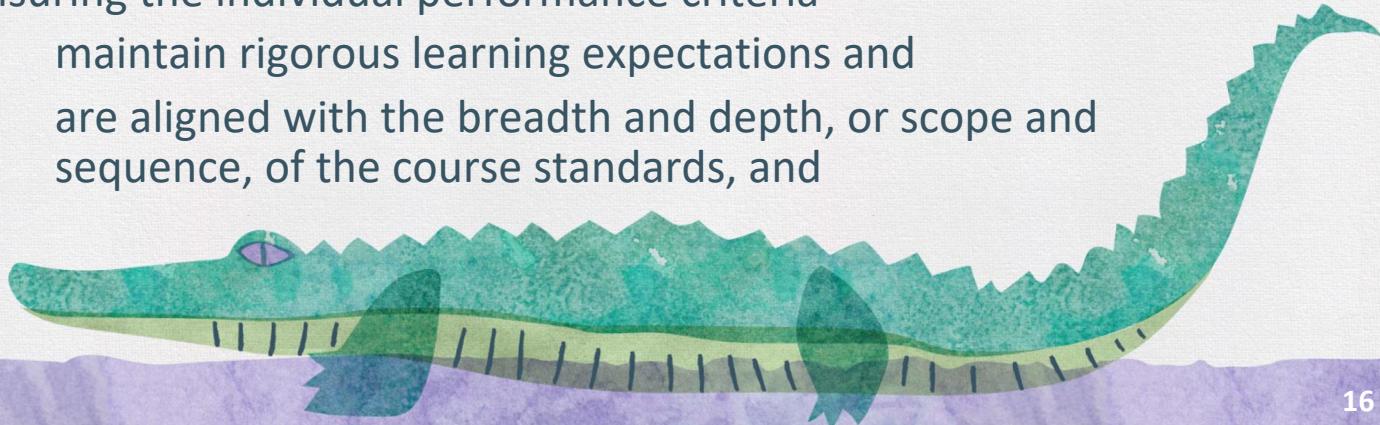
Developing and Applying Individual Performance Criteria

- 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

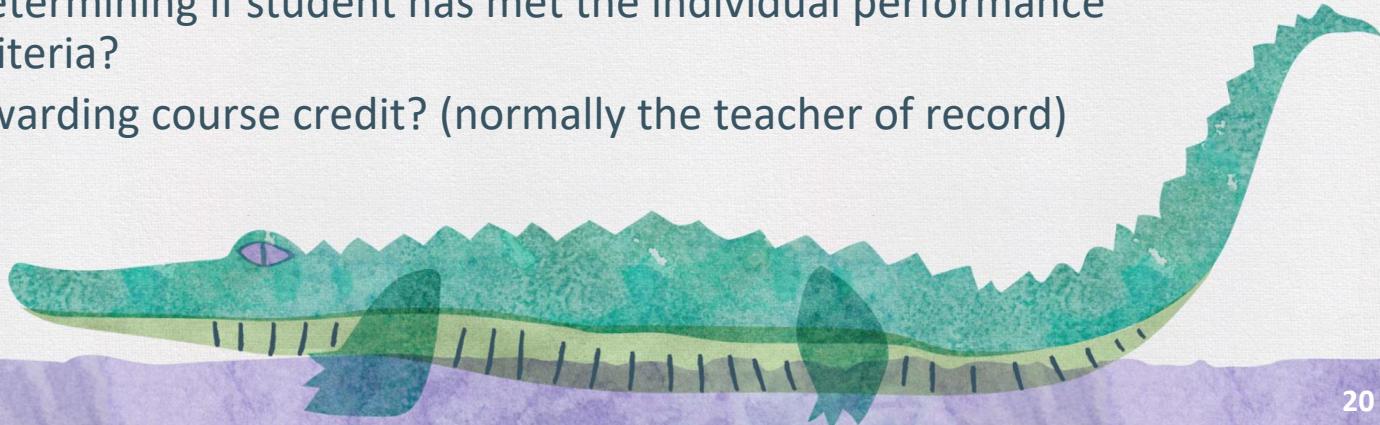
Administrators should develop local procedures to support IEP teams in documenting successful completion of individual performance criteria.



Documenting Achievement of Performance Criteria

Consider the following when developing procedures 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? (normally the teacher of record)

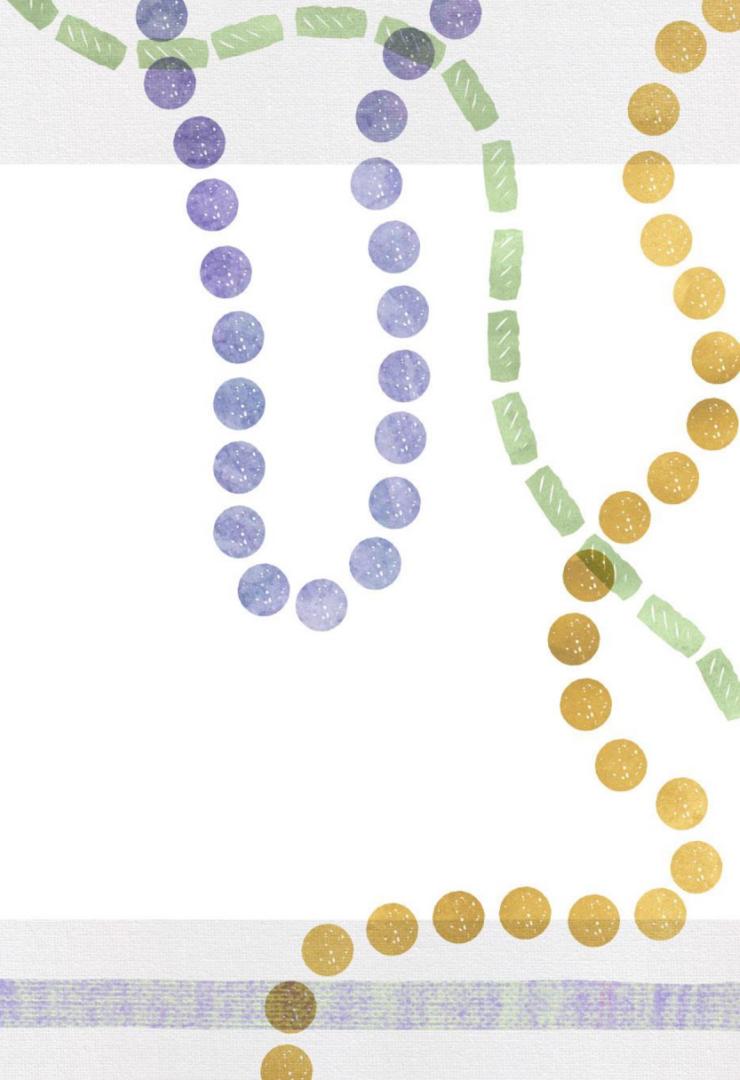


Documenting Achievement of Performance Criteria

- 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



Great Resources



Great Resources

“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.



Great Resources

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



Great Resources



The April Dunn Act: Creating Procedures for Effective Implementation

Checklist for Creating Procedures for Effectively Implementing the April Dunn Act

Effective implementation of the April Dunn Act is critical to student success. Consistent procedures will assist administrators and teachers as they, in turn, support students in their pursuit of a diploma via the April Dunn Act. This document guides Local Education Agencies (LEAs) in creating procedures for effectively implementing the April Dunn Act. The information below is based on the "[April Dunn Act: Developing Policies and Procedures for Effective Implementation](#)" module in the Students with Disabilities Library on [LouisianaBelieves.com](#).

To develop procedures for effectively implementing the April Dunn Act, LEAs must create procedures related to

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

Identifying Eligible Students

Procedures for identifying eligible students for the April Dunn Act should

- ensure all students with disabilities with Individualized Education Plans (IEPs), except those identified as gifted and talented, are considered for eligibility for the April Dunn Act,

“Checklist for Creating Procedures for Effectively Implementing the April Dunn Act” can also be found in the Students with Disabilities library



Great Resources

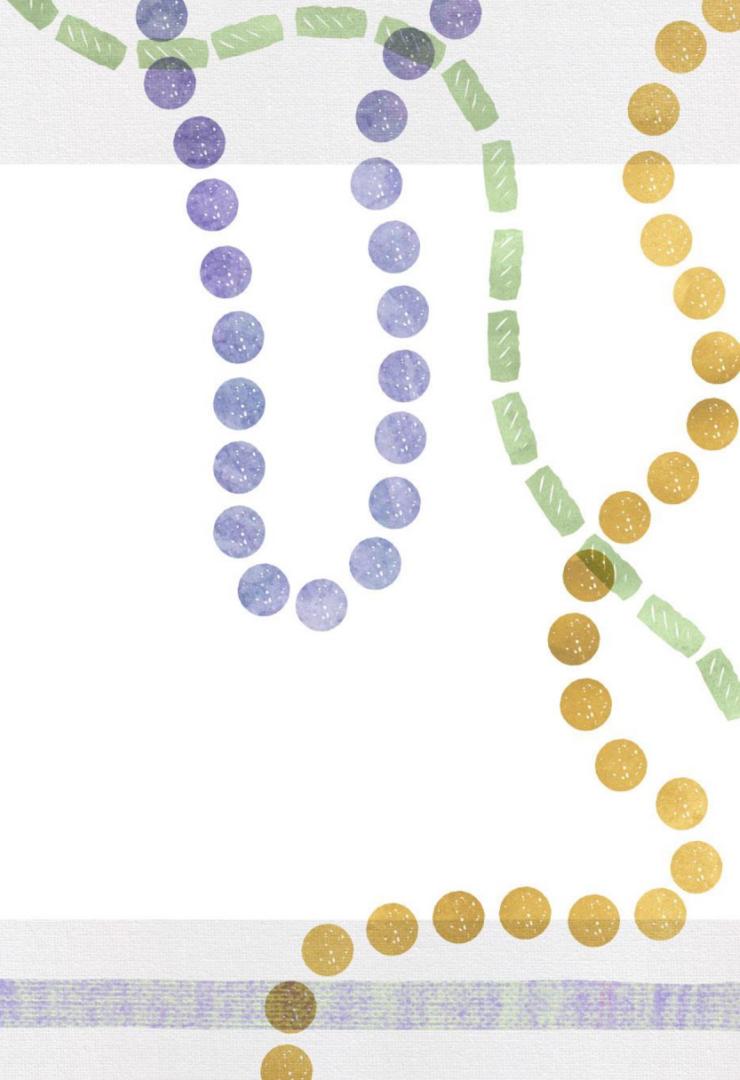
Under “Quick Links”, click on Students with Disabilities.

The screenshot shows a webpage with three main sections: two support toolboxes on the left and a list of quick links on the right. The first toolbox is titled 'FAMILY SUPPORT TOOLBOX' and contains a blue briefcase icon. The second toolbox is titled 'CLASSROOM SUPPORT TOOLBOX' and contains a pink briefcase icon. Below these toolboxes are two ovals: one for 'Tools to Support Student Learning at Home' and another for 'Tools to Support Teachers and School + System Leaders'. To the right is a large graphic of the state of Indiana with a magnifying glass over it, labeled 'FIND A SCHOOL OR CENTER'. On the far right is a list of 'QUICK LINKS' with eight items, each preceded by a blue circular bullet point. The eighth item, 'STUDENTS WITH DISABILITIES', is highlighted with a yellow oval and a yellow arrow pointing to it from the center of the page.

QUICK LINKS

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

A Quick Review



A Quick Review

- Effective implementation of the April Dunn Act is critical to student success.
- Consistent 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 procedures.

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

Questions or Comments?



Contact Information:

SpecialEducation@la.gov