

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,
- facilitate appropriate student identification according to the graduation criteria outlined in [“April Dunn Act: An Alternate Means to Graduation for Students with Disabilities”](#) in the Students with Disabilities Library on [LouisianaBelieves.com](#),
- ensure timely student identification,
- outline a clear process for determining eligibility that all staff can understand and implement, by determining
 - individuals responsible for identifying potentially eligible students
 - when student eligibility should be determined
 - at the end of 8th grade and/or beginning of 9th grade
 - after each high school assessment
 - the frequency of student eligibility should be examined
 - beginning of the year
 - middle of the year for schools on block schedules
 - after each state assessment
 - resources or data that will be used to determine eligibility

- process for reviewing the resources or data.
- include a monitoring process to ensure all students are properly identified.

Developing and Applying Individual Performance Criteria

Procedures for developing and applying individual performance criteria for the April Dunn Act should identify

- how and when IEP team members will 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,
 - collaborating with the teacher of record to determine the strategies and support needs of the student,
 - 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
 - are developed within the first 30 days of the student entering the course.
- the decision-making processes IEP teams should use when choosing courses for applying Individual performance criteria
- a communication structure for sharing individual performance criteria for specific courses with all staff members responsible for implementing the criteria.

Documenting Achievement of Performance Criteria

Procedures for documenting achievement of individual performance criteria for the April Dunn Act should identify

- the staff responsible for

- tracking student progress throughout the school year
 - determining if the student has met the individual performance criteria
 - awarding course credit (hint -teacher of record).
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- the process the teacher of record will use to communicate achievement of performance criteria/course credit to the IEP team and special education staff

 - the role the IEP team plays in documenting the achievement of individual performance criteria including
 - reviewing data to confirm student progress and achievement
 - record student progress and achievement on IEP
 - complete Goal Summary Form.