

Tangipahoa Parish Public Schools

April Dunn Act Guide



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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 who was 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.

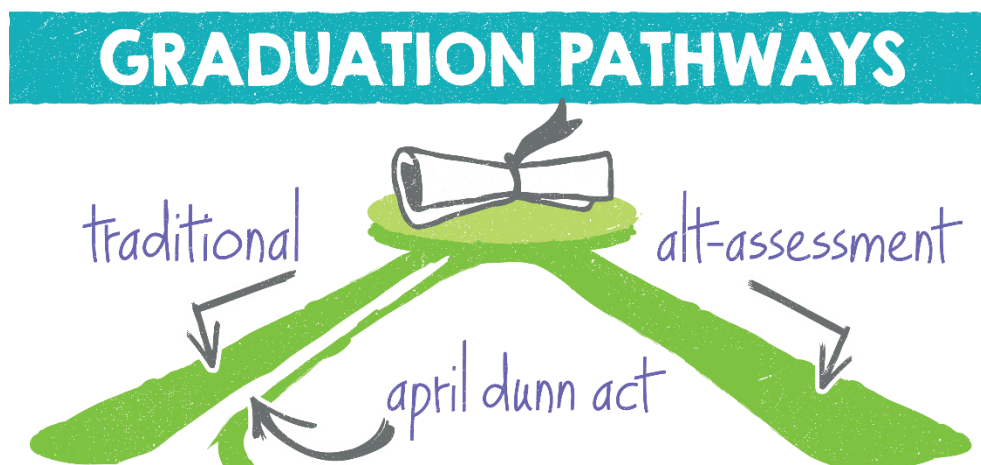
The April Dunn Act allows the student's Individualized Education Program (IEP) team to determine an alternate means to a diploma. Students with disabilities entering high school, grades 9 through 12, must first meet the graduation eligibility criteria. Students pursuing a high school diploma through 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 guide supports Tangipahoa Parish Public Schools with

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

Graduation Pathways

GRADUATION PATHWAYS FOR STUDENTS WITH DISABILITIES



While most students with disabilities in Louisiana will pursue a traditional pathway to a high school diploma, **certain** students with disabilities who have an IEP have alternative pathways to a diploma available to them.

- Students at the high school level who are eligible under the April Dunn Act* can pursue a standard high school diploma by meeting standard graduation requirements through **alternate means**.
- Students at the high school level who are assessed on Louisiana Alternate Assessment Level 1 (LAA 1) can pursue a diploma pathway by meeting **alternate requirements**.

Resources are available which can assist both educators and families in planning and implementing a successful high school experience for students with disabilities who have Individualized Education Programs (IEPs).

*In June 2020, Gov. Edwards signed HB 848 into law which renamed Act 833 of 2014 as the [April Dunn Act](#). April Dunn was a longtime advocate for people with disabilities who was instrumental in the passing of Act 833. The Department is in the process of updating language in our guidance documents to reflect the name change of Act 833 to the April Dunn Act.

Graduation Criteria/April Dunn Eligibility:

· 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:

- o Earn all Carnegie Credits required by the graduation pathway and statewide credential (for Jump Start).

- o 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. **(Sped Teachers MUST Get General Education Teacher Input). This should NOT be done in isolation.**

· 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:

- o Gain employment in an inclusive integrated environment.

- o Demonstrate mastery of specific employment skills.

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

Determining Eligibility:

Eligibility for the April Dunn Act – students in grades K-8

- Student is repeating a grade. (Ex. Student was in second grade last year, and the student is repeating second grade this year.) Eligibility is determined each year. If the student was eligible the previous year and has moved to the next grade, the student is no longer eligible.

Eligibility for the April Dunn Act - high school students

- enters high school without achieving the state-established benchmarks on the LEAP 2025 state assessment for two of the three most recent school years,

State established benchmarks/Passing score:

**Grade 8: Combination of Approaching Basic/Basic in ELA and Math.
Grades 6 and 7: Score at least two Basics in the four subjects. (Eligibility will be determined by Kimberly James, SPED Program Facilitator or Mildred Johnson, Transition Coordinator from the Special Education Department once scores are in. Folders and forms will be distributed to the Case Teacher at each school.**

Or

- does not achieve the state-established benchmarks after two attempts of the **same** LEAP 2025 high school test (Ex. Algebra I in spring of freshman year and in summer between freshman and sophomore year are both unsatisfactory)

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. If a student, found eligible for the April Dunn Act, achieves the state established benchmark on a required state assessment, the student remains eligible. However, students no longer eligible for special education services can no longer be eligible for the April Dunn Act. Case teachers are responsible for determining and tracking April Dunn Eligibility. An April Dunn tracking form is maintained in the student's green Transition Folder and provided to counselors. (See Attached). Promotion.

Procedures for beginning of the year (Steps):

. All High Schools are provided procedures for Determining Eligibility, schools are provided with a list of all 8th grade students who are eligible for the April Dunn Act. (See Attached).

NEW PERMISSION NEEDED!

Current legislation, the Consent for Alternative Pathway to Graduation must be signed prior to the IEP team discussing and applying the April Dunn Act altering graduation requirements.

On the Parental Notification Letter page 2, check all appropriate boxes and the 3rd box when considering April Dunn or LEAP Connect prior to sending home via email and/or printed and sent home:

This letter of notification is for you to attend a meeting to:

- ☐ discuss the results of the evaluation and documentation of determination of eligibility of your child.
- ☐ develop, review, or amend an Individualized Education Program (I.E.P.) and to determine placement for your child. The development of the I.E.P. will be based on information from a variety of sources including the strengths of the child, the concerns of the parents for enhancing the education of their child, the results of the initial or most recent evaluation of the child, the academic, developmental, and functional needs of the child, and any other special factors. At this meeting, unless you disagree, we will have a draft copy of the instructional plan IEP for the Team to review. In all cases, the I.E.P. Team, of which you will be an equal participant, must review each section of the I.E.P. to assure agreement. Any section of the I.E.P. can be modified by the Team before it is finalized.
- ☒ discuss at the I.E.P. Team meeting, your child's possible eligibility for Alternative Pathways to a Diploma or a Certificate of Achievement (April Dunn Act, LEAP Connect) because:
data appears to support your child's participation in alternate assessments. Students participating in alternate assessment are eligible to work toward a Certificate of Achievement or alternative diploma. The decision for participation in alternate assessment will be made with you at the I.E.P. meeting.

When contacting parents/guardians of eligible students, explain that the student is eligible for consideration of the April Dunn Act. Also, schedule a meeting at that time to:

- Conduct an amendment meeting to note eligibility
- Conduct an amendment to apply the April Dunn Act
- Conduct a full IEP to consider applying the April Dunn Act if the annual review is due.

The school must have a Parent Notification with the page 3 consent section initiated on the proper line by the parent, and the parent signature and date giving permission to consider applying the April Dunn Act PRIOR to beginning the IEP meeting.

PLEASE COMPLETE, SIGN AND RETURN ALL PARTS OF THIS FORM TO THE SCHOOL WITHIN THREE (3) DAYS TO:			
TEACHER: _____		SCHOOL: _____	
Parent Initial: _____			
<input checked="" type="checkbox"/> I AGREE TO DISCUSS THE OPTION OF DETERMINING AN ALTERNATIVE PATHWAY TO GRADUATION FOR MY STUDENT.			
<input checked="" type="checkbox"/> I HAVE RECEIVED A COPY OF THE EVALUATION AND DOCUMENTATION OF DETERMINATION OF ELIGIBILITY.			
<input checked="" type="checkbox"/> I HAVE RECEIVED A COPY OF THE PROCEDURAL SAFEGUARDS WHICH ARE DESCRIBED IN THE ENCLOSED BOOKLET(S):			
Louisiana's Educational Rights of Children with Disabilities (January 2020)			
Louisiana's Educational Rights of Gifted/Talented Children in Public Schools			
PARENT/GUARDIAN SIGNATURE: _____		DATE: _____	
Family's Home Phone #: _____	Cell: _____	Work: _____	

Managing April Dunn caseload:

Each Student with Teacher With IEP Authority (TWIEPA) will create a spreadsheet with ALL students eligible for the April Dunn Act. As IEPs are held, the TWIEPA will make note of which students' IEP teams have applied the April Dunn Act for LEAP 2025 test and/or an industry-based certification test and the course associated with those assessments.

ALL MEETINGS MUST BE HELD WITHIN THE FIRST 30 SCHOOL DAYS OF A COURSE.

Beginning of the year for grades K-8:

NEW PERMISSION NEEDED!

Due to new legislation, the Consent for Alternative Pathway to Graduation must be signed prior to the IEP team discussing applying the April Dunn Act altering graduation requirements or LEAP Connect.

On the Parental Notification Letter page 2, check all appropriate boxes and the 3rd box when considering April Dunn or LEAP Connect prior to sending home via email and/or printed and sent home:

This letter of notification is for you to attend a meeting to:

- ☐ discuss the results of the evaluation and documentation of determination of eligibility of your child.
- ☐ develop, review, or amend an Individualized Education Program (I.E.P.) and to determine placement for your child. The development of the I.E.P. will be based on information from a variety of sources including the strengths of the child, the concerns of the parents for enhancing the education of their child, the results of the initial or most recent evaluation of the child, the academic, developmental, and functional needs of the child, and any other special factors. At this meeting, unless you disagree, we will have a draft copy of the instructional plan IEP for the Team to review. In all cases, the I.E.P. Team, of which you will be an equal participant, must review each section of the I.E.P. to assure agreement. Any section of the I.E.P. can be modified by the Team before it is finalized.
- ☒ discuss at the I.E.P. Team meeting, your child's possible eligibility for Alternative Pathways to a Diploma or a Certificate of Achievement (April Dunn Act, LEAP Connect) because:
data appears to support your child's participation in alternate assessments. Students participating in alternate assessment are eligible to work toward a Certificate of Achievement or alternative diploma. The decision for participation in alternate assessment will be made with you at the I.E.P. meeting.

On the Prior Written Notice page 2, check the 3rd box above the Parent Signature prior to sending home via email and/or printed and sent home. When contacting parents/guardians of eligible students, explain that the student is eligible for consideration of the April Dunn Act. Also, confirm time and date of the meeting at that time because either:

- An amendment meeting will be held to note eligibility
- Aa full IEP to consider applying the April Dunn Act will be required if the annual IEP is due
- An amendment to consider applying the April Dunn act will be held if the annual IEP is not due.

The school must have a Parent Notification with the page 3 consent section initiated on the proper line by the parent and the parent signature and date giving permission to consider applying the April Dunn Act PRIOR to beginning the IEP meeting.

PLEASE COMPLETE, SIGN AND RETURN ALL PARTS OF THIS FORM TO THE SCHOOL WITHIN THREE (3) DAYS TO:			
TEACHER: _____		SCHOOL: _____	
Parent Initial: _____			
<input type="checkbox"/> I AGREE TO DISCUSS THE OPTION OF DETERMINING AN ALTERNATIVE PATHWAY TO GRADUATION FOR MY STUDENT.			
<input type="checkbox"/> I HAVE RECEIVED A COPY OF THE EVALUATION AND DOCUMENTATION OF DETERMINATION OF ELIGIBILITY.			
<input type="checkbox"/> I HAVE RECEIVED A COPY OF THE PROCEDURAL SAFEGUARDS WHICH ARE DESCRIBED IN THE ENCLOSED BOOKLET(S):			
Louisiana's Educational Rights of Children with Disabilities (January 2020)			
Louisiana's Educational Rights of Gifted/Talented Children in Public Schools			
PARENT/GUARDIAN SIGNATURE: _____		DATE: _____	
Family's Home Phone #: _____		Cell: _____	Work: _____

For any student repeating a grade, convene an IEP to discuss eligibility for the April Dunn Act. Tangipahoa Parish Public Schools Pupil Progression Plan indicates that students are not held in a grade for more than two consecutive years. With that consideration, the IEP team will note eligibility and consider application.

ALL MEETINGS MUST BE HELD WITHIN THE FIRST 30 SCHOOL DAYS OF SCHOOL.

Managing April Dunn caseload:

Each Students Teacher With IEP Authority (TWIEPA) will create a spreadsheet with ALL students eligible for the April Dunn Act. The spreadsheet will also include when IEPs are conducted

At this time, the IEP team for each K-8 school must amend IEPs for students who are no longer eligible for the April Dunn Act.

IEP Considerations for high school students:

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.

Prior to the IEP meeting, use the following guidance to draft the IEP:

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 to individual performance criteria.

Teams should complete the following actions:

- Collaborate with the teacher of record for all classes being considered for applying the April Dunn Act. **(School Counselor/General Ed Teacher and Parent).**
- 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.**
- **Case teachers are trained annually on April dunn Policy and Procedures.**

- **Incorporate measurable academic goals aligned to April Dunn Carnegie Unit on Documentation Form (See Attached).**
- IEP TWIEPA is responsible for supplying ALL General Education teachers with the eligible student's current Academic April Dunn Goal.

See Appendix A, April Dunn Act Data Analysis for Alternate Pathway Diploma form, for data collection form to be filed in the student's brown folder.

General Student Information (GSI) Page

Record all IEP team members under the Participants section. If this is an amendment, place the name of the team member and the date of the amendment in this section.

GSI Box:

Not Applying: Amend IEP(date of meeting) *"April Dunn Act was discussed. Although the student is eligible, the IEP team which includes the parent has decided that the April Dunn Act will not be applied at this time."*

Previously reviewed/revisiting: Amend IEP (date of meeting) *"Student continues to be eligible for April Dunn Act. Team agrees to not apply."*

Applying: (date of meeting) Full IEP or amendment depending on date of annual IEP *"The student is eligible for April Dunn Act. The Team is meeting to discuss applying the April Dunn Act for....(examples: Biology LEAP 2025 or Prostart Industry Based Certification)."*

Instructional Plan Pages

Use the April Dunn Act Data Analysis for Alternative Pathway Diploma (Appendix A) to assist in writing the present level of performance. Include strengths and areas of need that establish the determining factors for applying the April Dunn Act for the course. For example, if applying for English II, note literacy deficits that will be addressed in individual performance criteria. This must match what is addressed in the goal and objectives. Note all supporting data including performance on standardized tests, interim assessments, course grades and scores on benchmark assessments. Include potential accommodations and support needed for the student to access course content.

Add goals and objectives for the course(s) that the team agrees to apply along with goals to address the student's deficits. Goals addressing applied April Dunn MUST include objectives. Ensure that all objectives are included for all April Dunn applied course goals.

Create individualized goals and objectives for each student's individual needs. See April Dunn Act Sample Goals and Objectives in Appendix B.

Program Services Page

Mark April Dunn Act box “*eligible*” and click the box “*graduation*”. A page called April Dunn Act Eligibility Criteria Documentation Form will need to be completed.

To add April Dunn Act Eligibility Criteria Documentation Form:

**Edit Sections
Add**

Plus Button

Choose April Dunn Act

The screenshot shows the 'IEP Sections' interface. On the left, there are buttons for 'Submit', 'Validate', 'Edit Section(s)', and 'IEP List'. The 'Edit Section(s)' button is highlighted with a yellow circle. In the center, there is a table with columns for 'Section Name', 'General Student Information', 'Instructional Plan', and 'Remove'. A green circle with a white plus sign is overlaid on the 'IEP Sections' header. On the right, there is a dropdown menu titled 'Select Section(s)' with options: 'Section', 'Site Determination', 'Progress Reports', 'April Dunn Act', and 'LEAP Connect'. The 'April Dunn Act' option is highlighted with a yellow circle.

Note in the comment box: If the student is taking study skills as 1 of the 9 electives for a Tops Tech Diploma pathway, “*The student is taking Study Skills Class to support academic success. It will be used as one of the 9 required electives for the TOPS Tech Diploma Pathway.*”

For students with disabilities identified under IDEA who meet the participation criteria found in Bulletin 1530 - Louisiana’s IEP Handbook for Students with Exceptionalities: **LEAP 2025 High School Assessment** score shall count for 5 percent of the students’ final grade for the course.

Include a statement to describe what the IEP team decided: *The IEP team decided to apply April Dunn Act for the following: ie. Algebra I for graduation requirement of LEAP 2025 or course name for the graduation requirement of IBC name*

If the student has not been eligible for April Dunn previously but becomes eligible after failing the LEAP 2025 two times but passed the class, the student must retake both semesters of the course to apply April Dunn for the LEAP 2025 graduation requirement.

CALL YOUR IEP FACILITATOR OR ASSISTANT DIRECTOR IF YOU NEED CLARIFICATION. The student must be in the full course, and the IEP team must meet to discuss applying the April Dunn Act for the student.

April Dunn cannot be applied retroactively after the first 30 days of the course.

April Dunn Act Page

When completing the April Dunn Act Documentation Form, do the following:

For students who are eligible due to scores from 6th, 7th and 8th grade state assessments mark the first circle noting eligibility, then mark all grades where the student did not meet state assessment passing requirements. See below.

April Dunn Act Eligibility Criteria Determination Form

Graduation (Complete this section only for students in T9 - 12, and 8th grade if appropriate)

☒ Student entered high school without achieving the state-established benchmarks on the LEAP 2025 state assessment for two of the three most recent school years. For grades 6 and 7, student did not score Basic or higher in at least two subject areas. For grade 8, student did not score a Basic and Approaching Basic combination in ELA and math. Select the grades below that the student did not meet the benchmark.

☒ 6th Grade ☒ 7th Grade ☐ 8th Grade ☐ T9 ☐ Other* (e.g., repeated grade)

☐ The student did not score Approaching Basic on two administrations of the same subject test on a state assessment (LEAP 2025).

Eligibility Date Determined (only determined once):

Comments:

☒ I certify that information above is accurate

For a student who did not score Approaching Basic on two administrations the same subject test on a state LEAP 2025 assessment, mark the second circle for eligibility.

Enter the date that the student was determined to be eligible for the April Dunn Act. This date will not change for high school students.

Mark to certify that the information shown is accurate.

IEP Considerations for grades K to 8 students:

During the IEP, use the following guidance to complete the IEP:

For any student repeating a grade, convene an IEP to discuss eligibility for the April Dunn Act. Tangipahoa Parish School System's Pupil Progression Plan indicates that students are not held in a grade for more than two consecutive years. With that consideration, the IEP team will note eligibility and consider application.

General Student Information (GSI) Page

Record all IEP team members under the Participants section. If this is an amendment, place the name of the team member and the date of the amendment in this section.

GSI Box:

Not Applying: Amend IEP(date of meeting) *“April Dunn Act was discussed. Although the student is eligible, the IEP team of which the parent is a member has decided that the April Dunn Act will not be applied at this time.”*

If a team is discussing applying for a student in grades K-8, an IEP Facilitator or Assistant Director must be present at the meeting. The meeting will need to be reconvened.

Program Services Page

Mark April Dunn Act box *“eligible”* and click the box *“promotion”*. A page called April Dunn Act Eligibility Criteria Documentation Form that will need to be completed.

To add April Dunn Act Eligibility Criteria Documentation Form:

**Edit Sections
Add**

Plus Button

Choose April Dunn Act

The screenshot shows the 'IEP Sections' interface. At the top, there are buttons: 'Submit', 'Validate', 'Edit Section(s)', and 'IEP List'. The 'Edit Section(s)' button is highlighted with a yellow box. Below this is a 'Select Section(s)' dialog box. In the dialog, there is a table with columns 'Section' and 'Add'. The 'Add' column has checkboxes. The 'April Dunn Act' checkbox is highlighted with a yellow box. To the right of the dialog, there is a table with columns 'Section Name' and 'Remove'. The 'General Student Information' and 'Instructional Plan' rows are visible. A yellow circle highlights the '+' button next to the 'IEP Sections' header, with a 'Return to IEP' link next to it.

Section Name	Remove
General Student Information	
Instructional Plan	

April Dunn Act Page

When completing the April Dunn Act Documentation Form, do the following:

For students who are eligible due to scores from 6th, 7th and 8th grade state assessments mark the first circle noting eligibility, then mark all grades where the student did not meet state assessment passing requirements. See below.

April Dunn Act Eligibility Criteria Determination Form

Graduation (Complete this section only for students in T9 - 12, and 8th grade if appropriate)

☒ Student entered high school without achieving the state-established benchmarks on the LEAP 2025 state assessment for two of the three most recent school years. For grades 6 and 7, student did not score Basic or higher in at least two subject areas. For grade 8, student did not score a Basic and Approaching Basic combination in ELA and math. Select the grades below that the student did not meet the benchmark.

☒ 6th Grade ☒ 7th Grade ☐ 8th Grade ☐ T9 ☐ Other* (e.g., repeated grade)

☐ The student did not score Approaching Basic on two administrations of the same subject test on a state assessment (LEAP 2025).

Eligibility Date Determined (only determined once):

Comments:

☒ I certify that information above is accurate

For a student who did not score Approaching Basic on two administrations of the same subject test on a state LEAP 2025 assessment, mark the second circle for eligibility.

Enter the date that the student was determined to be eligible for the April Dunn Act. This date will not change for high school students.

Mark to certify that the information shown is accurate.

Procedure for midyear eligibility determination:

For students participating in midyear LEAP 2025, upon receipt of scores, the TWIEPA must reconsider each tester's eligibility.

Once a student is determined to be eligible for the April Dunn Act, the TWIEPA will update the spreadsheet. The caseload teacher will convene an IEP or amendment following directions above.

NOTE: April Dunn Act can only be applied during the first 30 days of a course.

Procedures for End of Year

High school

In collaboration with the school counselor and school to work coordinator, TWIEPA will update the original spreadsheet to record which students passed LEAP 2025 and IBCs in a traditional method.

Caseload teachers will communicate via the April Dunn Tracker to record progress throughout the year and collect artifacts for data review to confirm progress and achievement.

Teachers of record may either provide hard copies of artifacts to caseload teachers or utilize an electronic system.

See Appendix C for April Dunn Tracker.

For students who did not meet minimum requirements on LEAP 2025 or an IBC and April Dunn Act was applied, caseload teachers will convene an amendment or IEP meeting.

During the meeting the following will be addressed by the IEP team:

- reviewing data to confirm student progress and achievement
- record student progress and achievement on IEP
- complete Goal Summary Form

In ESer do the following at the IEP or amendment meeting:

General Student Information page:

Participant Box

For an amendment include names of participants and date of amendment.

For an IEP, complete as usual.

GSI box:

Record date of amendment. State that the purpose of the meeting is to review data to confirm student progress and achievement on April Dunn Act goals and objectives, and to record progress and complete Goal Summary Form.

Statewide Assessment box

Document student LEAP 2025 score results and if student achieved graduation requirements via April Dunn Act individual performance criteria.

Progress or lack of expected progress in general curriculum box

Date of amendment will be followed by a statement of the student's progress or lack of progress toward April Dunn Act goals and objectives and whether or not the teacher of record awarded the course credit. If applied for an IBC, note progress/lack of progress and achievement/lack of achievement as reported by the teacher of record. If a student passed the course and/or IBC via traditional methods, note that information.

For graduating Seniors who used the April Dunn Act to meet at least one graduation requirement, add the following:

The student has met graduation requirements for _____ (TOPS University or TOPS Tech) diploma via April Dunn Act for the following: (Include all that apply.)

For example

- Carnegie units for Algebra I
- LEAP 2025 Algebra I
- IBC requirements for Customer Service and Sales

Additionally, include a statement of student's evidence of employability.

Examples are:

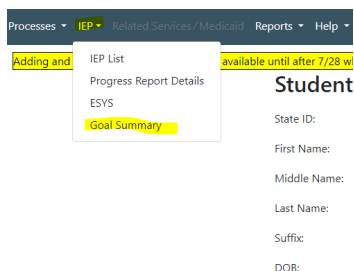
- Student is currently employed at a local fast food establishment.
- "Student" earned the following Industry Based Certification(s) in Adobe Certified Premiere Pro Photoshop.
- Student has an open case with Louisiana Rehabilitation Services.

Instructional Plan Pages

In appropriate boxes on each instructional plan page, record the date of achievement for each objective and goal.

Goal Summary Page

Go to the IEP drop down to find the Goal Summary form:



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 the 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.

Below is a screenshot of possible Goal Summary page outcomes.

Academic/Cognitive Content Area	Course	ESY Instruction	April Dunn Met	Goal Description
Pre-Apprenticeship	080210	No	<input type="radio"/> Yes <input checked="" type="radio"/> No	N/A
US History	220403	No	<input type="radio"/> Yes <input checked="" type="radio"/> No	Student Transferred out of class.
Biology	150301	No	<input type="radio"/> Yes <input checked="" type="radio"/> No	Student dropped class.
Geometry	160323	No	<input type="radio"/> Yes <input checked="" type="radio"/> No	Student completed course via traditional stand
English II	120332	No	<input type="radio"/> Yes <input checked="" type="radio"/> No	Federal/BESE assessment waiver
Results per page: 10		Records 1 to 5 of 5		Page 1 of 1

Tracking Student's Results:

After the IEP team has determined student progress and achievement, follow the procedure below:

For Industry Based Certification test:

1. The TWIEPA and the School Counselor or Case Teacher will complete the Completion of Industry Based Certification via April Dunn form (Appendix D)
2. The TWIEP will provide a copy of the instructional plan page related to the IBC to the School to School Counselor or Case Teacher.
3. The TWIEPA and Case Teacher will provide a copy of the IBC scores/results to attach to the form.
4. The TWIEPA and Case Teacher will obtain the SPED Director's Assistant Director's signature. (Rachel D)
5. The School to Work Coordinator will upload the documentation to eScholar following instructions on the form.
6. The TWIEPA will file the copies of the Completion of IBC via April Dunn form and score results in the student's green transition folder.

For LEAP 2025:

1. The caseload will provide the TWIEPA with the following documentation for the appointed person on that campus to address LEAP 2025 in JPAMS:
 - LEAP 2025 April Dunn Act Achievement Form (in triplicate)(Appendix E)
 - Copy of IEP April Dunn Act goal for course related to LEAP 2025
 - Copy of completed Goal Summary form noting achievement of goal
 - Artifacts as outlined in goal
2. TWIEPA verifies that the above documentation is complete and accurate.
3. TWIEPA returns original LEAP 2025 April Dunn Act Achievement Form to caseload teacher to be filed in student's green folder.
4. TWIEPA gives the copy of LEAP 2025 April Dunn Act Achievement Form to the appointed staff member on campus who changes score to alternate in JPAMS.
5. TWIEPA keeps the copy of LEAP 2025 April Dunn Act Achievement Form to update the master spreadsheet.
6. The General Education Teacher of Record is the person who will award the course credit.

Tangipahoa Parish Department of Special Education
April Dunn Act Data Analysis for Alternate Pathway Diploma

Appendix A

(To be completed after eligibility criteria has been determined and used for IEP meeting)

Student: _____Exceptionality: _____

Complete all sections for each student eligible for Alternate Pathways Diploma using most recent data and scores.

SECTION I. STANDARDIZED TEST SCORES

- **Attach the most recent copy of the JPAMS student test score card for consideration.**
- **Highlight scores that determined that student is eligible for the April Dunn Act.**

SECTION 2: ACADEMIC AREAS OF NEED AND STRENGTHS ACCORDING TO CURRENT LEVEL OF PERFORMANCE ON STUDENT LEARNING TARGETS, COURSE GRADES AND SCORES ON BENCHMARK ASSESSMENTS

AREAS OF NEED:

AREAS OF STRENGTH:

SECTION 3: Print and attach the following for making application decisions:

- **student transcript**
- **IGP**
- **current year schedule**

Consider the student's schedule and courses necessary for completion of an alternative pathways diploma. List courses below for semester A and semester B that should be discussed in the IEP meeting for possible goals and objectives development.

Signature of person completing this form

Date

Sample April Dunn Act Goals and Objectives

Appendix B

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 April 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 on the LEAP 2025 for the purpose of graduation and the April Dunn Act.
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.

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 April Dunn Act for LEAP 2025 graduation requirement 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, or practice tests.
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, or practice tests.
Objective 3	<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

Objective 4	<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
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IEP Goal	<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 the April Dunn Act for LEAP 2025 graduation requirement by achieving 3 of 4 objectives by the end of the Geometry course.</p>
Objective 1	<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, or practice tests.</p>
Objective 2	<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 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, or practice tests.</p>

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 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 or · Earning a minimum score of 3 on a 6-point MA constructed-response task

IEP Goal	<p>Given teacher instruction, modeling, and guided practices, the student will demonstrate mastery of the Louisiana Student Standards for U.S. History through standards-based assessments that will apply to the April Dunn Act for LEAP 2025 graduation requirement by achieving 3 of 4 (4 of 6) objectives by the end of the U. S. History course.</p>
Objective 1	<p>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 6 of 8 trials based on standards-based assessments and/or high-quality instructional materials.</p>

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, 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.

IEP Goal	Given teacher instruction, modeling, and guided practices, the student will be able to demonstrate mastery of Biology standards by the objectives below, which will serve as evidence of proficiency for the LEAP 2025 graduation requirement and the April Dunn Act.
Objective 1	The student will demonstrate, orally or in writing, knowledge of the Investigate Biology category by asking questions, defining problems and planning investigations with 67% accuracy as measured by teacher-made assessments, classroom assignments, projects, oral responses, and/or rubrics.
Objective 2	The student will demonstrate, orally or in writing, knowledge of the Evaluate Biology category by analyzing and interpreting data, using mathematics and computational thinking, and engaging in argument from evidence with 67% accuracy as measured by teacher-made assessments, classroom assignments, projects, oral responses, and/or rubrics.
Objective 3	The student will demonstrate, orally or in writing, knowledge of the Reason Scientifically Biology category by developing and using models, constructing explanations, and designing solutions with 67% accuracy as measured by teacher-made assessments, classroom assignments, projects, oral responses, and/or rubrics.



Completion of an Industry Based Certification (IBC) via April Dunn

Complete these tasks for documenting when a student, eligible for April Dunn Act, completes the requirements of graduation (as determined by the Individualized Education Plan (IEP) team) related to an Industry Based Certification (IBC) via an alternate means:

1. Answer the questions below.
2. Obtain required signatures.
3. Obtain appropriate supporting documentation:
 - a. Attach the Instructional Plan page from the IEP showing the completed goals and objectives related to the IBC and alternate means established by the team.
4. For uploading to eScholar, save the documents using the following filename:
6-Digit Site Code_Student Local ID Number_Beginning School Year Earned_3-Digit Career Option Code from STS_833 (ex: 001003_123456789_2016_S16_833.docx).
5. Upload form and supporting documentation to the eScholar FTP Credentials Folder.

1. Did the student complete the requirements of graduation related to an IBC via April Dunn Act alternate means?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. When did student complete the requirements?	Date:
3. Please provide a brief summary of how the student completed the requirements.	

My signature below certifies the information reported in this document is accurate.

Signature of Staff Completing Form

Date

My signature below certifies the information reported in this document is accurate.

Special Education Director's Signature or Designee

Date

Tangipahoa Parish Special Education Department

LEAP 2025 via April Dunn Act Achievement Form

Appendix E

This form is completed when a student, eligible for the April Dunn Act, meets the requirements for graduation (as determined by the Individual Education Plan (IEP) team) related to a LEAP 2025 assessment via alternate means.

Student: _____

LEAP 2025: _____

Did the student complete the requirements for graduation related to a LEAP 2025 assessment via April Dunn through alternate means?	____ Yes ____ No
When did the student complete the requirement?	
Provide a brief description of how the student met the requirement.	

After the IEP team has determined student progress and achievement, follow the procedure below:

1. The caseload will provide the SWEDL with the following documentation for the appointed person on that campus to address LEAP 2025 in JPAMS:
 - a. LEAP 2025 April Dunn Act Achievement Form (in triplicate)
 - b. Copy of IEP April Dunn Act goal for course related to LEAP 2025
 - c. Copy of completed Goal Summary form noting achievement of goal
 - d. Artifacts as outlined in goal
2. TWIEPA verifies that the above documentation is complete and accurate.
3. TWIEPA returns original LEAP 2025 April Dunn Act Achievement Form to caseload teacher to be filed in student's brown folder.
4. TWIEPA gives the pink copy of LEAP 2025 April Dunn Act Achievement Form to the appointed staff member on campus who changes score to alternate in JPAMS.
5. TWIEPA keeps the yellow copy of LEAP 2025 April Dunn Act Achievement Form to update the master spreadsheet.
6. TWIEPA keeps all yellow copies in a file for each year.

Caseload Teacher Signature

Date

TWIEPA Signature

Date