

Section One: Procedures Review (P)

In this section, LEAs will examine procedures for implementing the three main areas of the April Dunn Act: Determining Eligibility, Developing and Applying Individual Performance Criteria, and Documenting Achievement of Individual Performance Criteria.

Determining Eligibility (DE) Score Sheet:

Reviewers completing this section should use:

- the LEA's written procedures manual,
- forms used for DE, and/or
- evidence of activities supporting practices related to DE.

Items contained in this section are based on the best practices outlined in the guidance document "April Dunn Act - Developing Policies and Procedures for Effective Implementation".

Review Question	Results of Review	
	Evidence Indicates Best Practice	Evidence Does Not Indicate Best Practices
PDE1: Does the LEA have written procedures for determining eligibility for all students with disabilities for the April Dunn Act?	<ul style="list-style-type: none"> • The LEA has written procedures for determining eligibility for the April Dunn Act. 	<ul style="list-style-type: none"> ○ The LEA does not have written procedures for determining eligibility for the April Dunn Act.
PDE2: Does the LEA have procedures for determining eligibility for all students with disabilities entering high school?	<ul style="list-style-type: none"> • Procedures outline a process for determining eligibility for all students with disabilities entering high school. 	<ul style="list-style-type: none"> ○ Procedures do not outline a process for determining eligibility for all students with disabilities entering high school.
PDE3: Do procedures outline personnel or staff positions responsible for ensuring all students have been examined for eligibility for April Dunn?	<ul style="list-style-type: none"> • Procedures outline personnel or staff positions responsible for ensuring all students with disabilities are examined for eligibility. 	<ul style="list-style-type: none"> ○ Procedures do not outline personnel or staff positions responsible for ensuring all students with disabilities are examined for eligibility.
PDE4: Do the LEA's procedures outline when eligibility will be examined for students with disabilities?	<ul style="list-style-type: none"> • Procedures outline when eligibility will be examined for students with disabilities. 	<ul style="list-style-type: none"> ○ Procedures do not outline when eligibility will be examined for students with disabilities.
PDE5: Do procedures outline the graduation criteria IEP teams will use for determining	<ul style="list-style-type: none"> • Procedures outline the graduation criteria IEP teams will use for 	<ul style="list-style-type: none"> ○ Procedures do not outline the graduation criteria IEP teams will use for determining

<p>eligibility for students entering the 9th grade?</p>	<p>determining eligibility for students entering the 9th grade.</p>	<p>eligibility for students entering the 9th grade.</p>
<p>PDE6: Do procedures outline the graduation criteria for use in determining eligibility for students who entered the 9th grade ineligible but have now taken at least one state assessment?</p>	<ul style="list-style-type: none"> ● Procedures outline the graduation criteria used to determine eligibility for students who entered the 9th grade ineligible but have now taken at least one state assessment. 	<ul style="list-style-type: none"> ○ Procedures do not outline the graduation criteria used to determine eligibility for students who entered the 9th grade ineligible but have now taken at least one state assessment.
<p>PDE7: Does the LEA have a process in place for ensuring students are being examined for eligibility at appropriate times in their high school experiences?</p>	<ul style="list-style-type: none"> ● There is a process in place for ensuring students are being examined for eligibility at appropriate times in their high school experiences. 	<ul style="list-style-type: none"> ○ There is no process to ensure students are being examined for eligibility at appropriate times in their high school experiences.

Developing and Applying Individual Performance Criteria (IPC) Score Sheet:

In this section, LEAs will examine procedures related to the effective implementation of the April Dunn Act. Reviewers completing this section should use:

- the LEA's written procedures manual,
- forms used for IPC, and/or
- evidence of activities supporting practices related to IPC.

Items contained in this section are based on the best practices outlined in the guidance document "April Dunn Act - Developing Policies and Procedures for Effective Implementation".

Review Question	Results of Review	
	Evidence Indicates Best Practice	Evidence Does Not Indicate Best Practices
PIPC1: Does the LEA have written procedures related to developing and applying individual performance criteria?	<ul style="list-style-type: none"> • Procedures are written. 	<ul style="list-style-type: none"> o Procedures are not written.
PIPC2: Does the LEA have procedures outlining the processes for developing and applying individual performance criteria?	<ul style="list-style-type: none"> • There are procedures outlining a process for developing and applying individual performance criteria. 	<ul style="list-style-type: none"> o There are no procedures outlining a process for developing or applying individual performance criteria. o There are procedures for developing but not applying individual performance criteria. o There are procedures for applying but not developing individual performance criteria.
PIPC3: Do procedures provide IEP teams and staff with guidance for developing individual performance criteria including		
3a: considering a student's current level of performance, including strengths and weaknesses.	<ul style="list-style-type: none"> • Procedures provide guidance that IEP teams and staff consider a student's current level of performance, including strengths and weaknesses, when developing individual performance criteria. 	<ul style="list-style-type: none"> o Procedures do not provide guidance that IEP teams and staff consider a student's current level of performance, including strengths and weaknesses, when developing individual performance criteria.

<p>3b: considering strategies and supports necessary for resolving gaps between the student's current performance and what the student is expected to know and be able to do in the course.</p>	<ul style="list-style-type: none"> • Procedures provide guidance that IEP teams and staff consider strategies and support necessary for resolving gaps between the student's current performance and what the student is expected to know and be able to do in the courses when developing individual performance criteria. 	<ul style="list-style-type: none"> o Procedures do not provide guidance that IEP teams and staff consider strategies and support necessary for resolving gaps between the student's current performance and what the student is expected to know and be able to do in the courses when developing individual performance criteria.
<p>3c: writing measurable goals that reflect the strategies and supports proven successful with the student in the past.</p>	<ul style="list-style-type: none"> • Procedures provide guidance that IEP teams and staff must write measurable goals that reflect the strategies and supports proven successful with the student in the past. 	<ul style="list-style-type: none"> o Procedures do not provide guidance that IEP teams and staff must write measurable goals that reflect the strategies and supports proven successful with the student in the past.
<p>3d: developing measurable goal-aligned objectives that, when accomplished, achieve the overall goal.</p>	<ul style="list-style-type: none"> • Procedures provide guidance that IEP teams and staff create measurable goal-aligned objectives that, when accomplished, achieve the overall goal. 	<ul style="list-style-type: none"> o Procedures do not provide guidance that IEP teams and staff create measurable goal-aligned objectives that, when accomplished, achieve the overall goal.
<p>PIPC4: Do procedures provide IEP teams and staff with guidance for applying individual performance criteria including using the student's</p>		
<p>4a. Individualized Graduation Plan when choosing courses to apply the April Dunn Act.</p>	<ul style="list-style-type: none"> • Procedures provide guidance for using the student's Individualized Graduation Plan when choosing courses to apply the April Dunn Act. 	<ul style="list-style-type: none"> o Procedures do not provide guidance for using the student's Individualized Graduation Plan when choosing courses to apply the April Dunn Act.
<p>4b. current schedule when choosing courses to apply the April Dunn</p>	<ul style="list-style-type: none"> • Procedures provide guidance for using the student's current 	<ul style="list-style-type: none"> o Procedures do not provide guidance for using the student's current schedule

Act.	schedule when choosing courses to apply the April Dunn Act.	when choosing courses to apply the April Dunn Act.
4c. assessment history and present levels of academic performance information when choosing courses to apply the April Dunn Act.	<ul style="list-style-type: none"> ● Procedures provide guidance for using the student's assessment history and present levels of academic performance information when choosing courses to apply the April Dunn Act. 	<ul style="list-style-type: none"> ○ Procedures do not provide guidance for using the student's assessment history and present levels of academic performance information when choosing courses to apply the April Dunn Act.
PIPC5: Do procedures indicate that individual performance criteria are applied within the first 30 days of the student entering the course?	<ul style="list-style-type: none"> ● Procedures indicate that individual performance criteria are applied within the first 30 days of the student entering the course. 	<ul style="list-style-type: none"> ○ Procedures do not indicate that individual performance criteria are applied within the first 30 days of the student entering the course.
PIPC6: Do procedures provide clear expectations that individual performance criteria:		
6a: will maintain rigorous learning expectations.	<ul style="list-style-type: none"> ● Procedures provide clear expectations that individual performance criteria will maintain rigorous learning expectations. 	<ul style="list-style-type: none"> ○ Procedures do not provide clear expectations that individual performance criteria will maintain rigorous learning expectations.
6b: are aligned with the scope and sequence of the course standards.	<ul style="list-style-type: none"> ● Procedures provide clear expectations that individual performance criteria are aligned with the scope and sequence of the course standards. 	<ul style="list-style-type: none"> ○ Procedures do not provide clear expectations that individual performance criteria are aligned with the scope and sequence of the course standards.
6c: are developed within the first 30 days of the student entering the course.	<ul style="list-style-type: none"> ● Procedures provide clear expectations that individual performance criteria are developed within the first 30 days of the student entering the course. 	<ul style="list-style-type: none"> ○ Procedures do not provide clear expectations that individual performance criteria are developed within the first 30 days of the student entering the course.

<p>PIPC7: Do procedures clearly define the names or positions of personnel that comprise the IEP team responsible for developing and applying individual performance criteria related to the April Dunn Act?</p>	<ul style="list-style-type: none"> ● Procedures clearly define the names or positions of required personnel that will comprise the IEP team responsible for developing and applying individual performance criteria related to the April Dunn Act. 	<ul style="list-style-type: none"> ○ Procedures do not define the names or positions of required personnel that will comprise the IEP team responsible for developing and applying individual performance criteria related to the April Dunn Act.
<p>PIPC8: Do procedures clearly define the names or positions of staff members who will be trained on developing and applying individual performance criteria related to the April Dunn Act?</p>	<ul style="list-style-type: none"> ● Procedures clearly define the names or positions of staff members who will be trained on developing and applying individual performance criteria related to the April Dunn Act. 	<ul style="list-style-type: none"> ○ Procedures do not define the names or positions of staff members who will be trained on developing and applying individual performance criteria related to the April Dunn Act.
<p>PIPC9: Do procedures clearly define a timeline for when staff will be trained on developing and applying individual performance criteria related to the April Dunn Act?</p>	<ul style="list-style-type: none"> ● Procedures clearly define a timeline for when staff will be trained on developing and applying individual performance criteria related to the April Dunn Act. 	<ul style="list-style-type: none"> ○ Procedures do not define a timeline for when staff will be trained on developing and applying individual performance criteria related to the April Dunn Act.
<p>PIPC10: Do procedures clearly outline a communication structure that IEP team members and staff will use to convey the individual performance criteria to all stakeholders, such as the teacher of record?</p>	<ul style="list-style-type: none"> ● Procedures clearly outline a communication structure that IEP team members and staff will use to convey the individual performance criteria to all stakeholders, such as the teacher of record. 	<ul style="list-style-type: none"> ○ Procedures do not clearly outline a communication structure that IEP team members and staff will use to convey the individual performance criteria to all stakeholders, such as the teacher of record.

Documenting Achievement of Individual Performance Criteria (DA) Score Sheet:

In this section, LEAs will review established procedures for documenting the achievement of individual performance criteria (DA), or goals and objectives, associated with the April Dunn Act. Reviewers completing this section can use:

- the LEA's written policies and procedures manual,
- forms used for DA, and/or
- evidence of activities supporting practices related to DA.

Items contained in this section are based on the best practices outlined in the guidance document “April Dunn Act - Developing Policies and Procedures for Effective Implementation.”

Review Question	Results of Review	
	Evidence Indicates Best Practice	Evidence Does Not Indicate Best Practices
PDA1: Do procedures outline the staff member(s) or position of the person(s) responsible for		
1a: tracking student progress toward achieving the individual performance criteria throughout the school year?	<ul style="list-style-type: none"> • Procedures outline the staff member(s) or position of the person(s) responsible for tracking student progress toward achieving the individual performance criteria throughout the school year. 	<ul style="list-style-type: none"> o Procedures do not outline the staff member(s) or position of the person(s) responsible for tracking student progress toward achieving the individual performance criteria throughout the school year.
1b: determining if a student has met the individual performance criteria?	<ul style="list-style-type: none"> • Procedures outline the staff member(s) or position of the person(s) responsible for determining if a student has met the individual performance criteria. 	<ul style="list-style-type: none"> o Procedures do not outline the staff member(s) or position of the person(s) responsible for determining if a student has met the individual performance criteria.
1c: awarding course credit?	<ul style="list-style-type: none"> • Procedures outline the teacher of record as the person responsible for awarding course credit. 	<ul style="list-style-type: none"> o Procedures do not outline the teacher of record as the person responsible for awarding course credit.
PDA2: Do procedures outline the role the IEP team and/or staff will play in documenting achievement of individual		

performance criteria including		
2a: reviewing data to confirm student progress and achievement?	<ul style="list-style-type: none"> • Procedures outline the role the IEP team and/or staff will play in reviewing data to confirm student progress and achievement. 	<ul style="list-style-type: none"> ○ Procedures do not outline the role the IEP team and/or staff will play in reviewing data to confirm student progress and achievement.
2b: recording student progress and achievement on IEP?	<ul style="list-style-type: none"> • Procedures outline the role the IEP team and/or staff will play in recording student progress and achievement on IEP. 	<ul style="list-style-type: none"> ○ Procedures do not outline the role the IEP team and/or staff will play in recording student progress and achievement on IEP.
2c: completing the Goal Summary Form?	<ul style="list-style-type: none"> • Procedures outline the role the IEP team and/or staff will play in completing the Goal Summary Form. 	<ul style="list-style-type: none"> ○ Procedures do not outline the role the IEP team and/or staff will play in completing the Goal Summary Form.

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

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

Section One: Procedure Review Summary Form

Please complete a summary form for each IEP reviewed by transferring information from the Score Sheet and addressing the Plan for Correcting Inadequacies found during the monitoring phase. If assistance is needed with addressing inadequacies, please reach out to SpecialEducation@la.gov.

Kimberly J. James 2/2/2024

Section One: Procedure Review				
Review Question	Evidence Indicates Best Practice	Evidence Does Not Indicate Best Practice	Plan for Correcting Inadequacies	Date Completed
PDE1	✓		<i>Laurel DiBenedetto</i>	<i>2/2/24</i>
PDE2	✓		<i>SPED Coordinator</i>	
PDE3	✓		<i>(12)</i>	
PDE4	✓		<i>Mildred Johnson</i>	
PDE5	✓		<i>Transition Coordinator</i>	
PDE6	✓			<i>2/2/24</i>
PDE7	✓			
PDE8	✓			
PIPC1	✓			
PIPC2	✓			
PIPC3a	✓			
PIPC3b	✓			
PIPC3c	✓			
PIPC3d	✓			
PIPC4a	✓			
PIPC4b	✓			
PIPC4c	✓			
PIPC5	✓			

PIPC6a	✓			
PIPC6b	✓			
PIPC6c	✓			
PIPC7	✓			
PIPC8	✓			
PIPC9	✓			
PIPC10	✓			
PDA1a	✓			
PDA1b	✓			
PDA1c	✓			
PDA2a	✓			
PDA2b	✓			
PDA2c	✓			