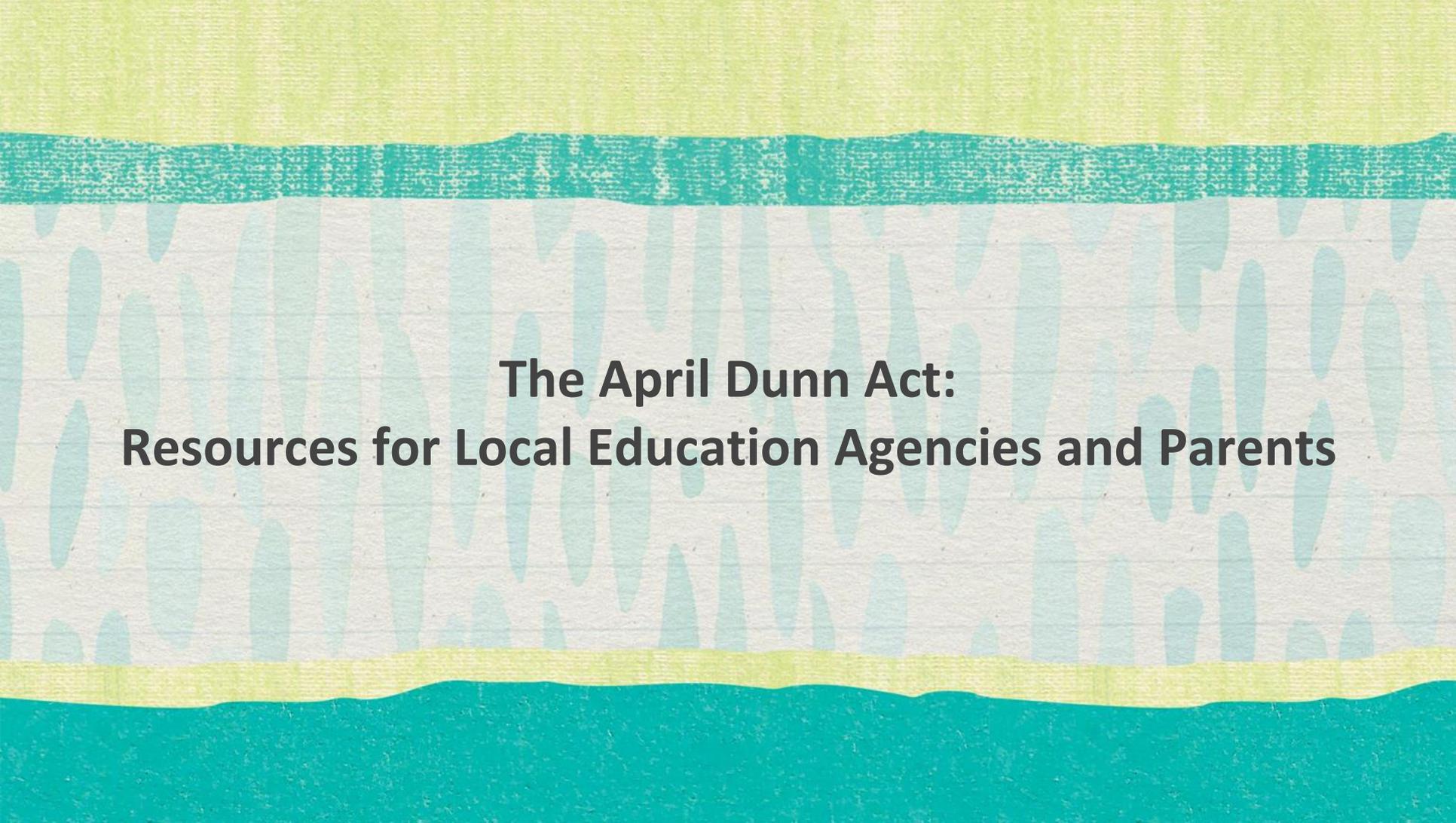


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SUMMIT 2022

MAKING A COMEBACK!

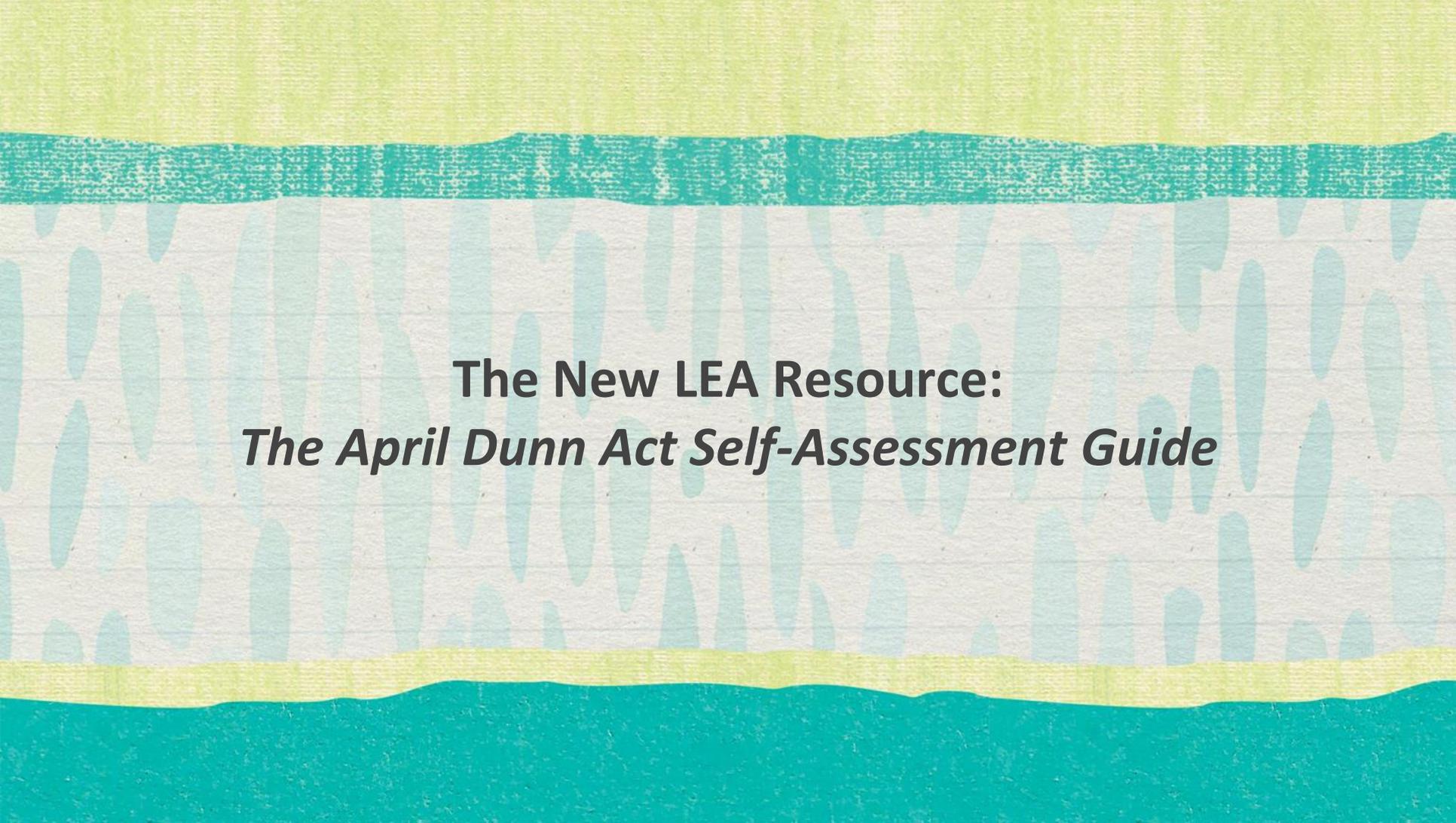


**The April Dunn Act:
Resources for Local Education Agencies and Parents**

The April Dunn Act: Resources for LEAs and Parents

Provide an overview of:

- The new Local Education Agency (LEA) resource
 - *The April Dunn Act Self-Assessment Guide*
- The new parent resource
 - *The April Dunn Act: A Parent Guide to Understanding the Law*



The New LEA Resource:
The April Dunn Act Self-Assessment Guide

The April Dunn Act Self-Assessment Guide

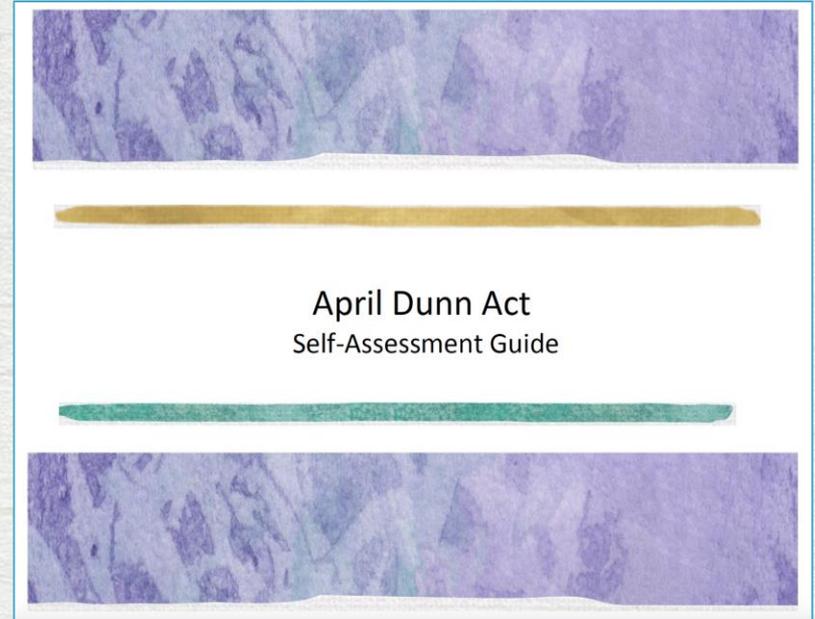
This section will examine the *April Dunn Act Self-Assessment Guide* including

- detailed instruction on how to use the guide,
- Section One – Procedures Review,
- Section Two – Data,
- the process for correcting findings that are not considered “Best Practices”, and
- the self assessment summary.

The April Dunn Act Self-Assessment Guide

The Louisiana Department of Education (LDOE) supports engagement in self-assessment as a method of analyzing the implementation of the April Dunn Act for students with disabilities.

Local education agencies (LEAs) will use this self-assessment guide to assess implementation of the April Dunn Act in their school system.



The April Dunn Act Self-Assessment Guide

Included in the guide are instructions related to

- the components,
- planning and preparation for the self-assessment,
- understanding the assessment process, and
- storing the results of the assessment.

the strengths and weaknesses of your local special education program by evaluating its impact on student achievement. When completed with fidelity, we expect this activity will be helpful in identifying any root causes of performance and implementation issues in your LEA.

COMPONENTS

There are two components in this self-assessment process related to the implementation of the April Dunn Act:

- Procedures Review, and
- Data Review.

A bank of questions, referred to as Best Practices, should be used to analyze whether the LEA has developed and implemented effective procedures for implementing the April Dunn Act. The LEA should examine established procedures and closely inspect data related to the implementation of the April Dunn Act. While LDOE strongly recommends written procedures, LEAs should review all procedures related to the implementation of the April Dunn Act, written, or unwritten. LDOE has established the following components related to the implementation of the April Dunn Act as the priority areas for this review:

- Determining Eligibility,
- Developing and Applying Individual Performance Criteria, and
- Documenting Achievement.

The results of this self-assessment will assist Special Education Leaders and LEAs in identifying systemic challenges with implementation, determining how student performance has been impacted and developing a plan for intervention.

PLANNING AND PREPARATION

The LEA should identify key staff to serve on the self-assessment team. The team member selection is at the discretion of the LEA; however, LDOE recommends including knowledgeable and experienced individuals such as

- the Special Education Leader,

The April Dunn Act Self-Assessment Guide

There are two components used in assessing the implementation process:

Section One: Procedures Review

Section One: Procedures Review (P)

This section asks LEAs to 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)

In this section, LEAs are asked to review established 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 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	<input type="checkbox"/> The LEA has written procedures for determining eligibility for the April Dunn act.	<input type="checkbox"/> The LEA does not have written procedures for determining eligibility for the April Dunn act.

Section Two: Data

Section Two: Data Review (DR)

This section asks LEAs to examine data systems for information related to the implementation of the April Dunn Act. LEAs are asked to use multiple sources for determining particular data results. For example, teams will need to use information from SER and data pulled from the LEAP 2025 Data file. The LEAP 2025 Data file is an excel file that will need to be sorted. To identify students eligible for the April Dunn Act, sort the data on the special education flag and filter on the remediation flag. This should produce the list of students with disabilities eligible for the April Dunn Act.

Sources for pulling data include but are not limited to

1. Special Education Reporting System (SER)
2. Student Information System (SIS)
3. School Transcript System (STS)
4. LEAP 2025 Data file (remediation flag indicates students that did not meet benchmark for grade)

Please enter data information under the column "Results of Review" next to the applicable year or grade.

Data Review	Results of Review
DR1: List the total number of students eligible for the April Dunn Act in the following school years	
1a: 2018-2019	
1b: 2019-2020	

The April Dunn Act Self-Assessment Guide

At the beginning of each section, there are recommendations for sources to use in completing the review.

Determining Eligibility (DE)

In this section, LEAs are asked to review established 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 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	<input type="checkbox"/> The LEA has written procedures for determining eligibility for the April Dunn	<input type="checkbox"/> The LEA does not have written procedures for determining eligibility for

Self-Assessment Guide: Section One

Section One: Procedures Review requires LEAs to examine established implementation procedures related to the implementation of the April Dunn Act in their school system, in particular the following three main areas:

- Determining Eligibility,
- Developing and Applying Individual Performance Criteria, and
- Documenting Achievement of Individual Performance Criteria.

Self-Assessment Guide: Section One

Each area in Section One contains a bank of questions, referred to as Review Questions, that guide the reviewer through a process of determining if implementation procedures related to April Dunn Act in their school system are effective, or based on Best Practices.

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?	<input type="checkbox"/> The LEA has written procedures for determining eligibility for the April Dunn act.	<input type="checkbox"/> 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?	<input type="checkbox"/> Procedures outline a process for determining eligibility for all students with disabilities entering high school.	<input type="checkbox"/> 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	<input type="checkbox"/> Procedures outline personnel or staff positions responsible for ensuring all students with disabilities are examined for eligibility.	<input type="checkbox"/> Procedures do not outline personnel or staff positions responsible for ensuring all students with disabilities are examined for eligibility.

Self-Assessment Guide: Section One

Here is a sample Review Question:

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?	<input type="checkbox"/> The LEA has written procedures for determining eligibility for the April Dunn act.	<input type="checkbox"/> The LEA does not have written procedures for determining eligibility for the April Dunn act.

Self-Assessment Guide: Section One

In response to the Review Question, there are two choices the LEA can make to indicate the Results of Review. The reviewer will indicate if evidence indicates Best Practices are being implemented or not.

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?	<input type="checkbox"/> The LEA has written procedures for determining eligibility for the April Dunn act.	<input type="checkbox"/> The LEA does not have written procedures for determining eligibility for the April Dunn act.

This process is repeated for all “Review Questions” and “Review Results” in Section One.

Self-Assessment Guide: Section Two

In **Section Two: Data Review**, LEAs are presented with scenarios that require particular sets of data be recorded. In completing this section, the LEA should closely inspect data related to the implementation of the April Dunn Act.

Section Two: Data Review (DR)

This section asks LEAs to examine data systems for information related to the implementation of the April Dunn Act. LEAs are asked to use multiple sources for determining particular data results. For example, teams will need to use information from SER and data pulled from the LEAP 2025 Data file. The LEAP 2025 Data file is an excel file that will need to be sorted. To identify students eligible for the April Dunn Act, sort the data on the special education flag and filter on the remediation flag. This should produce the list of students with disabilities eligible for the April Dunn Act.

Sources for pulling data include but are not limited to

1. Special Education Reporting System (SER)
2. Student Information System (SIS)
3. School Transcript System (STS)
4. LEAP 2025 Data file (remediation flag indicates students that did not meet benchmark for grade)

Please enter data information under the column "Results of Review" next to the applicable year or grade.

Data Review	Results of Review
DR1: List the total number of students eligible for the April Dunn Act in the following school years	
1a: 2018-2019	
1b: 2019-2020	
1c: 2020-2021	
DR2: List the total number of students with Individual Performance Criteria applied to their high	

Self-Assessment Guide: Section Two

Here is a sample Data Review scenario.

Data Review	Results of Review
DR1: List the total number of students eligible for the April Dunn Act in the following school years	
1a: 2018-2019	
1b: 2019-2020	
1c: 2020-2021	
DR2: List the total number of students with Individual Performance Criteria applied to their high	

In response to the Data Review scenario, the reviewer will indicate the findings under the Results of Review.

LEA Self-Assessment Summary Form

Once the Self-Assessment is completed, the findings from both sections should be recorded on the “Local Education Agency Self-Assessment Results Summary Form.”

Louisiana Department of Education
LOCAL EDUCATION AGENCY SELF-ASSESSMENT RESULTS SUMMARY FORM

Instructions: The Self-Assessment Results Summary must be completed and stored by LEAs according to the schedule included in this document. This form should be used by the self-assessment team to compile information recorded on the self-assessment score sheets, address the items found to be lacking in best practices, and indicate the dates those items have been or will be corrected. Below are specific instructions for documenting and/or addressing the lack of best practices and data for Sections One and Two.

Section One: Policy and Procedure Review

- Indicate whether the LEA found “Evidence Indicating Best Practices” or found “Evidence Does Not Indicate Best Practices” by selecting the button next to each item.
- LDOE strongly recommends that for any instances wherein the LEA found “Evidence Does Not Indicate Best Practices”, a plan for correcting the inadequacies must be created. Indicate the plan for correcting the instances of inadequacies.
- Indicate the date the inadequacies have been or will be completed.

Section Two: Data Review

- Next to each item, enter the data found in the review.

Section One: Policy and Procedure				
Review Question	Evidence Indicates Best Practice	Evidence Does Not Indicate Best Practice	Plan for Correcting Inadequacies	Date Completed

LEA Self-Assessment Summary Form

The Self-Assessment Summary Form is used by the self-assessment team to

- compile information recorded on the self-assessment score sheets,
- address the items found to be lacking in best practices,
- indicate the dates those items have been or will be corrected, and
- maintain documentation to validate the issues of inadequacies that have been corrected.

The LDOE recommends LEAs randomly conduct follow-up reviews to ensure best practices are being implemented, other systemic issues do not exist, and corrections are made when issues are identified.

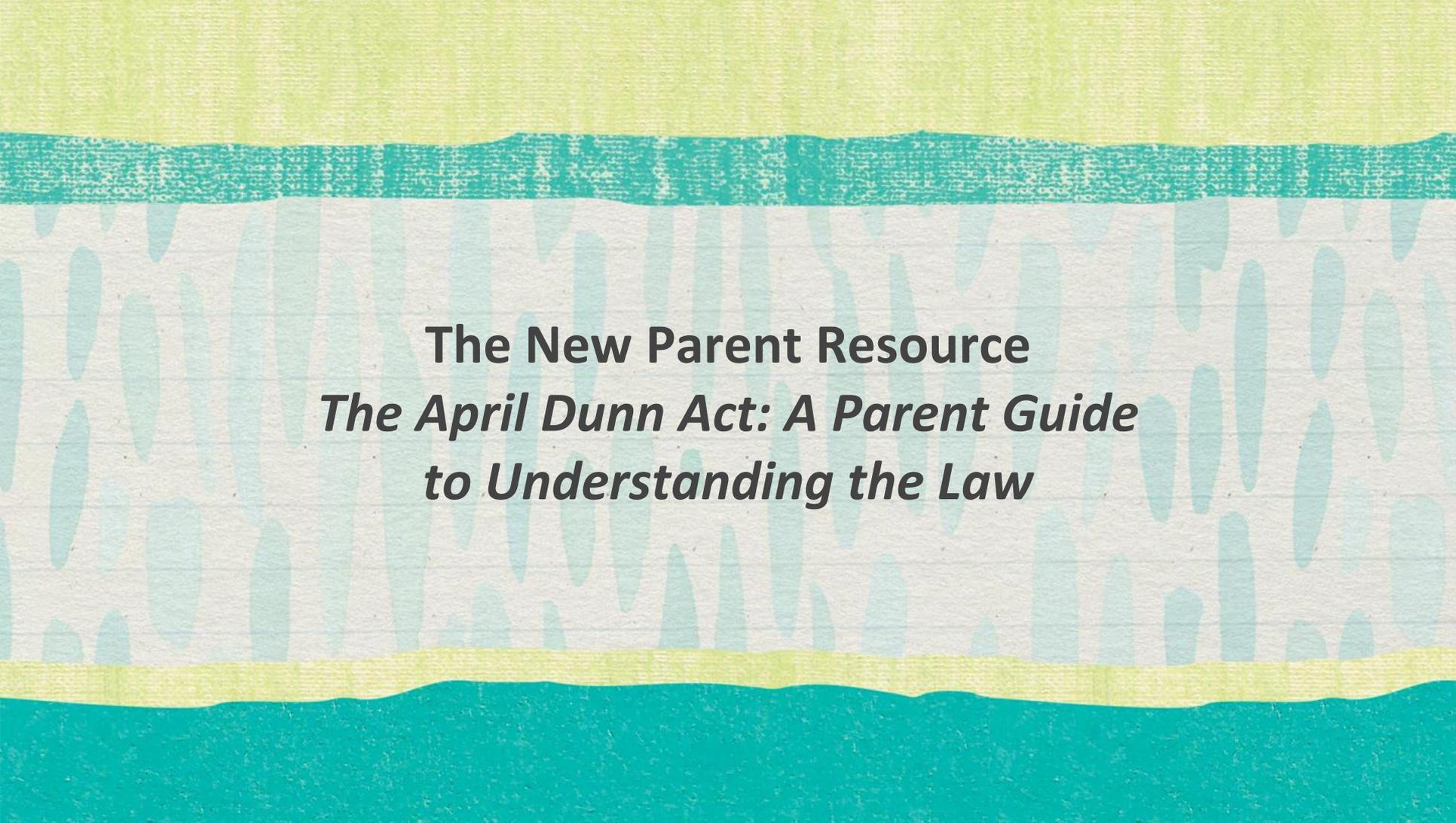
The April Dunn Act Self-Assessment Guide

Again, the LDOE strongly recommends LEAs

- randomly conduct follow-up reviews to ensure each individual instance of lack of implementing best practices was corrected, and other systemic issues do not exist, and
- immediately correct any additional issues of lack of implementing best practices that are identified.

The self-assessment results along with the Self-Assessments Results Summary form should be stored onsite in the LEAs self-assessment files.

LDOE recommends that self-assessments be conducted annually, no later than the last business day in February.



The New Parent Resource
***The April Dunn Act: A Parent Guide
to Understanding the Law***

A Parent Guide to Understanding the Law

In a continued effort to provide guidance and resources related to the April Dunn Act, the LDOE now offers a new module specifically for parents, *The April Dunn Act: A Parent Guide to Understanding the Law*.

Effective implementation of the April Dunn Act includes ensuring parents and students are making informed decisions when applying the provisions of the law.

This presentation can be shared with parents and students to explain the basic facts of the April Dunn Act and its influence on a student's high school experiences.

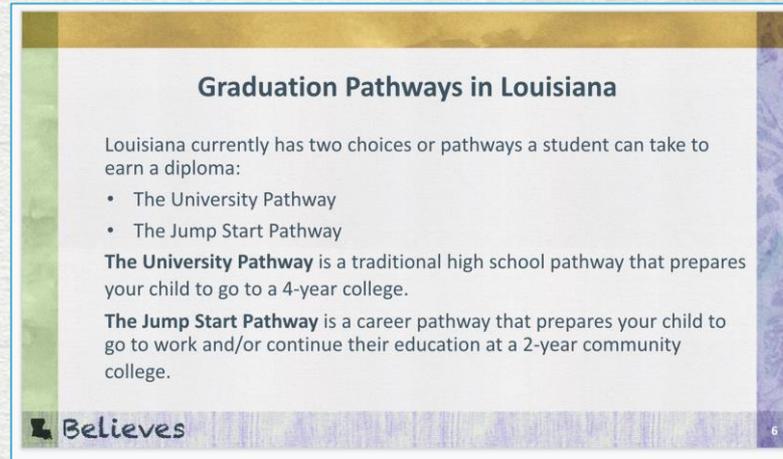
A Parent Guide to Understanding the Law

This section will examine the new parent module, *The April Dunn Act: A Parent Guide to Understanding the Law* including the following areas of the module

- Graduation requirements in Louisiana,
- Eligibility for the April Dunn Act,
- Developing and applying individual performance criteria,
- Help your child succeed, and
- A resource for you.

A Parent Guide to Understanding the Law

The presentation outlines the requirements of Louisiana's two graduation pathways. To understand the role April Dunn Act plays, a parent must be familiar with the graduation pathway their child is on.



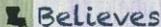
Graduation Pathways in Louisiana

Louisiana currently has two choices or pathways a student can take to earn a diploma:

- The University Pathway
- The Jump Start Pathway

The University Pathway is a traditional high school pathway that prepares your child to go to a 4-year college.

The Jump Start Pathway is a career pathway that prepares your child to go to work and/or continue their education at a 2-year community college.

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A Parent Guide to Understanding the Law

The section on eligibility explains

- how a student becomes eligible for the April Dunn Act,

How Your Child Becomes Eligible for April Dunn Act

The IEP team will determine April Dunn Act eligibility when your child

- enters high school without achieving (does not pass) the state-established benchmarks on the LEAP 2025 state assessment for two of the three most recent school years, or
- does not achieve (does not pass) the state-established benchmarks after two attempts of the same LEAP 2025 high school assessment.
 - IEP teams should use this criteria for determining eligibility once the student has taken at least one high school state assessment.

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A Parent Guide to Understanding the Law

- when an IEP team should examine a child for eligibility, and

When Should An IEP Team Exam Eligibility?

There are several critical times that your child should be examined for eligibility for the April Dunn Act

- upon entering high school
- after each high school state assessment, or LEAP 2025 Assessment.

At a minimum, your child's IEP team should examine eligibility at these points.

A Parent Guide to Understanding the Law

- eligibility using student examples Emma and Malik.

Meet Emma and Malik

Let's use two student examples to understand how a student becomes eligible for the April Dunn Act!

Meet Emma and Malik!
Emma is entering the 9th grade.
Malik is currently a 10th grader.



Emma



Malik

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A Parent Guide to Understanding the Law

Parents and students learn how IEP teams should develop and apply individual performance criteria.

Developing and Applying Individual Performance Criteria

The IEP team is responsible for developing and applying individual performance criteria to certain courses your child will be taking during the upcoming school year.

The following key people should be in attendance at the IEP meeting

- an administrator
- teacher of course wherein criteria are being applied
- special education teacher/IEP holder
- student/parent

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A Parent Guide to Understanding the Law

In the “Help Your Child Succeed” section, parents are given four action steps they can take to ensure their child has high school experiences that prepare them for post-secondary success.

Those steps include

Action Step 1: Know when your child will/should be examined for eligibility for the April Dunn Act!

Help Your Child Succeed - Action Step 1

Know when your child will/should be examined for eligibility for the April Dunn Act!

Your child should be examined for eligibility for April Dunn Act

- upon entering the 9th grade, and
- once in high school, after taking any LEAP 2025 state assessment.

A Parent Guide to Understanding the Law

Action Step 2: Know your child's assessment scores!

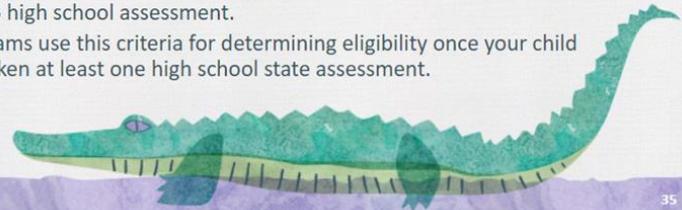
Help Your Child Succeed - Action Step 2

Action Step 2: Know your child's assessment scores!

Your child meets eligibility for the April Dunn Act when they

- enter high school without achieving the state-established benchmarks on the LEAP 2025 state assessment for two of the three most recent school years, or
- do not achieve the state-established benchmarks after two attempts of the same LEAP 2025 high school assessment.
 - IEP teams use this criteria for determining eligibility once your child has taken at least one high school state assessment.

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A Parent Guide to Understanding the Law

Action Step 3: Know when the April Dunn Act **MUST** be applied to your child's courses!

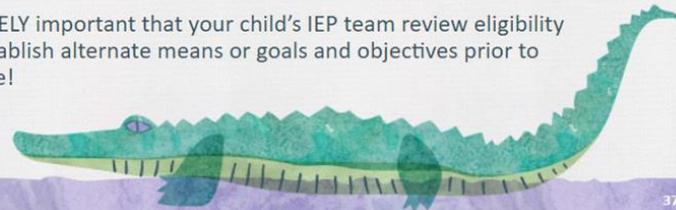
Help Your Child Succeed - Action Step 3

Know when the April Dunn Act **MUST** be applied to your child's courses.

The law requires April Dunn Act to be applied to a course "...within the first 30 days of a student entering the course."

Note: It is **EXTREMELY** important that your child's IEP team review eligibility for the law and establish alternate means or goals and objectives prior to the 30 day deadline!

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A Parent Guide to Understanding the Law

Action Step 4: Review the individual performance criteria to ensure they maintain the rigor and high expectations required of any other student!

Help Your Child Succeed - Action Step 4

Review the individual performance criteria to ensure they maintain the rigor and high expectations required of any other student.

The April Dunn Act does **NOT** give IEP teams the authority to compromise the standards or requirements of any course!

IEP teams are expected to develop goals and objectives that

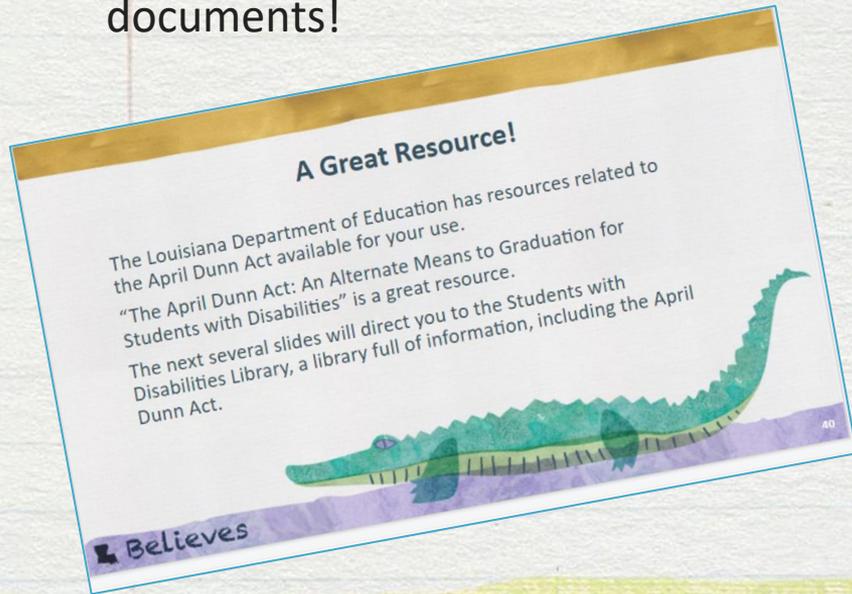
- address the entire course,
- maintain the rigor and expectations of academic achievement, and
- do NOT compromise the standards of the course!

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A Parent Guide to Understanding the Law

Finally, there's a section that guides parents to all of the new April Dunn Act guidance documents!



Questions or Comments?



More Questions or Comments?

Contact: SpecialEducation@la.gov