

**HOUSE COMMITTEE AMENDMENTS**

Amendments proposed by House Committee on Education to Original House Bill No. 993  
by Representative Schroder

AMENDMENT NO. 1

On page 1, line 7, after "diploma;" and before "and to" insert "to provide for the calculation of school performance scores with respect to certain students with exceptionalities;"

AMENDMENT NO. 2

On page 1, line 16, after "17:1942(B)." and before "the" insert "except a gifted or talented student."

AMENDMENT NO. 3

On page 2, between lines 16 and 17, insert the following:

"(c)(i) For purposes of calculating the school performance scores pursuant to the school and district accountability system, such calculation shall include the percentage of students with exceptionalities whose Individualized Education Program teams determine are not required to meet the state-established benchmarks on the required state assessments in order for grade promotion compared to the total student population. The calculation shall provide for the assignment of points for every student who achieves his Individualized Education Program goals and objectives necessary for grade promotion and graduation.

(ii) A diploma issued to a student with exceptionalities based on achieving his Individualized Education Program goals and objectives shall count equally and be assigned the same number of points in the school performance score calculation for high schools as are assigned for a student with a regular diploma.

(d)(i) A student with exceptionalities who is on grade level and has met state-established performance standards on the required state assessments shall have promotion and graduation requirements that maintain his performance on grade level expectations as demonstrated by performance on the required state assessments. However, under extenuating circumstances, a student's Individualized Education Program team may determine that a student who has previously met state-established benchmarks on the required state assessments shall not be required to meet state-established performance levels as conditions for promotion or graduation. If an Individualized Education Program team determines that state-established requirements for academic proficiency on the required state assessments are no longer a condition for performance or graduation for a student, the team shall:

(aa) Determine appropriate individualized assessments to measure student proficiency on academic competencies and establish minimum score requirements.

(bb) Provide the student and his parent or legal guardian with information related to how requirements that vary from standard expectations may impact future educational and career options.

(cc) Provide reasons for the special and extraordinary circumstances as to why the student is not required to meet state-established benchmarks on the required state assessments. Extraordinary circumstances shall include but are not limited to significant mental or medical changes, regressive conditions, and family structure.

(ii) The state Department of Education, to the extent possible, shall track the performance of students with exceptionalities across school systems and, in collaboration with the Special Education Advisory Panel, establish indicators to identify school systems with disproportionately high rates of students with exceptionalities performing below expected levels and slippage of performance across subgroups of students with exceptionalities. The department, to the extent possible, shall develop and implement a monitoring and corrective action system to address school systems identified as having high rates of students with exceptionalities performing below expected levels.

(iii) Students with exceptionalities shall be afforded the same opportunities to pursue a high school diploma and to exit with all course credits, honors, and financial awards as other students. A student with exceptionalities is not guaranteed a diploma and shall meet either the standard requirements or those established by his Individualized Education Program team to be awarded a diploma."

AMENDMENT NO. 4

On page 4, line 7, after "R.S. 17:1942(B)." and before "to" insert "except a gifted or talented student."

AMENDMENT NO. 5

On page 4, line 10, after "R.S. 17:1942(B)." and before "who" insert "except a gifted or talented student."

AMENDMENT NO. 6

On page 5, line 15, after "R.S. 17:1942(B)." and before "the" insert "except a gifted or talented student."