

Regular Session, 2014

HOUSE BILL NO. 993

BY REPRESENTATIVE SCHRODER AND SENATOR CLAITOR

EDUCATION/SPECIAL: Provides relative to requirements for pupil progression, graduation, and issuance of diplomas for students with exceptionalities

1 AN ACT

2 To amend and reenact R.S. 17:183.2(B)(1) and (C), 183.3(B)(3) and (D)(1)(a) and (b)(i) and  
3 (ii), and 2925(A)(2) and to enact R.S. 17:183.3(D)(1)(b)(iii)(dd) and (E), relative to  
4 high school career options for students with exceptionalities; to provide relative to  
5 requirements for Individual Graduation Plans, pupil progression, and graduation; to  
6 provide with respect to criteria for pursuing a career major curriculum; to provide for  
7 the issuance of a high school diploma; and to provide for related matters.

8 Be it enacted by the Legislature of Louisiana:

9 Section 1. R.S. 17:183.2(B)(1) and (C), 183.3(B)(3) and (D)(1)(a) and (b)(i) and (ii),  
10 and 2925(A)(2) are hereby amended and reenacted and R.S. 17:183.3(D)(1)(b)(iii)(dd) and  
11 (E) are hereby enacted to read as follows:

12 §183.2. Career option description

13 \* \* \*

14 B.(1)(a) By the end of the eighth grade, each student shall develop, with the  
15 input of his family, and for a student with an exceptionality, as defined in R.S.  
16 17:1942(B), the Individualized Education Program team, a Five Year Individual  
17 Graduation Plan. Such a plan shall include a sequence of courses which is consistent  
18 with the student's stated goals for one year after graduation. Each student's Five  
19 Year Individual Graduation Plan shall be reviewed annually ~~thereafter~~ by the student,

1 parents, ~~and~~ school advisor, and Individualized Education Program team, if  
2 applicable, and revised as needed.

3 (b) If an Individualized Education Program team determines that the student  
4 is not required to meet state or local established performance standards on any  
5 assessment for purposes of graduation, the team shall:

6 (i) Identify rigorous educational goals for the student.

7 (ii) Include diagnostic information, appropriate monitoring and intervention,  
8 and other evaluation strategies.

9 (iii) Include an intensive instructional program.

10 (iv) Provide innovative methods to promote the student's advancement  
11 including flexible scheduling, alternate learning environments, online instruction,  
12 and other interventions that are proven to accelerate the learning process and have  
13 been scientifically validated to improve learning and cognitive ability.

14 (v) Identify a course of study that promotes college or workforce readiness,  
15 or both, career placement and advancement, and transition from high school to  
16 postsecondary education or work placement.

17 \* \* \*

18 C. Throughout high school, each student shall pursue the rigorous  
19 curriculum required for his chosen major by his school as approved by the State  
20 Board of Elementary and Secondary Education or, for a student with an  
21 exceptionality, the rigorous requirements established for graduation by the  
22 Individualized Education Program team.

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24 §183.3. Career major; description; curriculum and graduation requirements

25 \* \* \*

26 B.

27 \* \* \*

28 (3) The questions included in any end-of-course examination administered  
29 to students pursuing a career major program and curriculum as provided in this

Section, the passage of which is required for high school graduation, shall be constructed in a manner that reflects course design and content and the method of instruction employed for the course.

\* \* \*

D.(1) A student who seeks to pursue a career major curriculum ~~must~~ shall meet one of the following conditions:

(a) The student has fulfilled all of the requirements established by the State Board of Elementary and Secondary Education and the city, parish, or other local public school board where the student is enrolled or the Individualized Education Program team, if applicable, for promotion to the ninth grade.

(b)(i) The student is at least fifteen years of age, or will attain the age of fifteen during the next school year, scored at least at the approaching basic level on either the English/Language Arts or Mathematics component of the eighth grade Louisiana Educational Assessment Program test, and meets the objective criteria established by the pupil progression plan of the city, parish, or other local public school system where the student is enrolled or the requirements for promotion established by the Individualized Education Program team, if applicable, to enter the ninth grade for the purpose of pursuing a career major curriculum.

(ii) Prior to entering the ninth grade, ~~such student must~~ the student shall complete a summer remediation program in the subject area of any component of the eighth grade Louisiana Educational Assessment Program test on which the student scored at the unsatisfactory level, as established by the State Board of Elementary and Secondary Education or complete the summer remediation requirements for promotion established by the Individualized Education Program team, if applicable.

Any such student who fails to satisfactorily complete a summer remediation program shall be required to complete any approved developmental course or courses, for credit, as may be deemed necessary to ensure that the student is prepared to undertake the coursework required for his chosen career major.

(iii) The State Board of Elementary and Secondary Education shall certify that the pupil progression plan established by each city, parish, or other local public school system that promotes a student to the ninth grade pursuant to this Subparagraph contains the following requirements:

\* \* \*

(dd) Provides for pupil progression determinations for a student with an exceptionality, as defined in R.S. 17:1942(B), to be made by the Individualized Education Program teams.

\* \* \*

E.(1) A student with an exceptionality, as defined in R.S. 17:1942(B), who successfully completes the requirements of his Individualized Education Program, including performance on any assessment required for graduation determined appropriate by their Individualized Education Program team, shall be issued a high school diploma. The student's Individualized Education Program team shall determine if the student is required to meet state or local established performance standards on any assessment for purposes of graduation.

(2) If a student's Individualized Education Program team determines that the student is not required to meet state or local performance standards on any assessment for purposes of graduation, the student shall be required to successfully complete Individualized Education Program goals and requirements and shall meet at least one of the following conditions, consistent with the Individualized Education Program:

(a) Employment in integrated, inclusive work environments, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain employment without direct and continuous educational support from the school district.

(b) Demonstrated mastery of specific employability skills and self-help skills that do not require direct and continuous educational support from the school district.

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(c) Access to services that are not within the legal responsibility of public

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education or employment or education options for which the student has been

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prepared by the academic program.

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§2925. Individual graduation plans

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A.

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(2) Each student, with the assistance of his parent or other legal guardian and

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school guidance personnel, shall be allowed to choose the high school curriculum

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framework and related graduation requirements that best meets his postsecondary

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goals. Each student's ~~individual graduation plan~~ Individual Graduation Plan shall

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include the recommended sequence of courses for successful completion of his

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chosen major that aligns with postsecondary education, training, and the workforce

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and shall be reviewed annually and updated or revised as needed. For a student with

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an exceptionality, as defined in R.S. 17:1942(B), the high school curriculum

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framework and related graduation requirements shall be determined by the

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Individualized Education Program team.

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DIGEST

The digest printed below was prepared by House Legislative Services. It constitutes no part of the legislative instrument. The keyword, one-liner, abstract, and digest do not constitute part of the law or proof or indicia of legislative intent. [R.S. 1:13(B) and 24:177(E)]

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Schroder

HB No. 993

**Abstract:** Provides relative to high school career options for students with exceptionalities including requirements for Individual Graduation Plans, pupil progression, and graduation and for the issuance of a high school diploma to such students.

Present law relative to the high school career option program, provides for an academic major (college prep. courses) and a career major (academic courses and modern vocational studies). Requires the State Board of Elementary and Secondary Education (BESE) to develop and adopt requirements for career major programs offered by school boards and to issue a career diploma to students who successfully complete such requirements. Requires students in a career major program to complete an academic core of courses and a career and technical sequence of courses and specifies course requirements. Requires a student seeking to pursue a career major curriculum to meet one of the following conditions:

- (1) Has fulfilled all requirements established by BESE and the local public school board for promotion to 9th grade.
- (2) Is at least 15 or will turn 15 during the upcoming school year and has scored at least approaching basic on certain LEAP tests and meets criteria established by the local school system's pupil progression plan to enter the 9th grade to pursue a career major curriculum. Such student must also complete a summer remediation program in the subject area of any LEAP test component on which he scored at the unsatisfactory level. A student who fails to satisfactorily complete summer remediation must complete developmental courses (for credit) necessary to be prepared to undertake the course work required for his chosen career major.

Requires BESE to certify that the pupil progression plan of each local school system that promotes a student who did not meet 8th grade LEAP standards to the 9th grade contains specified requirements.

Present law relative to Individual Graduation Plans, requires students by the end of the 8th grade, to develop a plan to help explore educational and career possibilities and to make appropriate decisions as part of an overall career plan. Permits students to choose the high school curriculum framework and related graduation requirements that best meet their postsecondary goals. Provides that each student's plan shall include the recommended sequence of courses needed for successful completion of his chosen career major and shall be reviewed annually and updated as needed. Requires that a student's plan be signed by the student and his parent or other legal guardian.

Proposed law provides for applicability of present law to students with exceptionalities as defined in present law (R.S. 17:1942(B)). Provides for determinations relative to pupil progression and graduation requirements to be made by the student's Individualized Education Program (IEP) team. Provides for involvement by the IEP team in the development and review of an Individual Graduation Plan. Provides that a student with an exceptionality who successfully completes his IEP requirements shall be issued a high school diploma.

(Amends R.S. 17:183.2(B)(1) and (C), 183.3(B)(3) and (D)(1)(a) and (b)(i) and (ii), and 2925(A)(2); Adds R.S. 17:183.3(D)(1)(b)(iii)(dd) and (E))