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## HOUSE FLOOR AMENDMENTS

Amendments proposed by Representative Schroder to Engrossed House Bill No. 1015 by Representative Schroder

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### 1    AMENDMENT NO. 1

2    On page 1, line 2, after "R.S. 17:24.4(H)" delete the remainder of the line and insert a  
3    comma "," and insert the following:

4            "183.2(B)(1) and (C), 183.3(B)(3) and (D)(1)(introductory paragraph), (a),  
5            and (b)(i) and (ii), and 2925(A)(2) and to enact R.S. 17:24.4(K) and  
6            183.3(D)(1)(b)(iii)(dd) and (E), relative to students"

### 7    AMENDMENT NO. 2

8    On page 1, line 7, after "circumstances;" and before "to" insert the following:

9            "to provide for participation by a student's Individualized Education Program  
10           team relative to requirements for Individual Graduation Plans and  
11           graduation; to provide relative to criteria for pursuing a career major  
12           curriculum; to provide for the issuance of a high school diploma;"

### 13   AMENDMENT NO. 3

14   On page 1, line 15, after "R.S. 17:24.4(H)" delete the remainder of the line and at the  
15   beginning of line 16, delete "is" and insert a comma "," and insert the following:

16           "183.2(B)(1) and (C), 183.3(B)(3) and (D)(1)(introductory paragraph), (a),  
17           and (b)(i) and (ii), and 2925(A)(2) are hereby amended and reenacted and  
18           R.S. 17:24.4(K) and 183.3(D)(1)(b)(iii)(dd) and (E) are"

### 19   AMENDMENT NO. 4

20   On page 2, line 14, after "meet" and before "standards" change "established state or local  
21   performance" to "state or local established performance"

### 22   AMENDMENT NO. 5

23   On page 2, line 27, after "(2)(a)" delete the remainder of the line and delete lines 28 and 29  
24   and on page 3, delete lines 1 through 17 and insert the following:

25           "An alternative pathway to promotion determination by a student's  
26           Individualized Education Program team shall apply only if the student has  
27           not otherwise met the state and local requirements for promotion or has not  
28           otherwise met state-established benchmarks on the required state assessments  
29           in the year immediately prior to each grade level in which the student would  
30           otherwise be required to demonstrate certain proficiency levels in order to  
31           advance to the next grade level."

AMENDMENT NO. 6

On page 3, delete lines 27 through 29 and on page 4, delete lines 1 and 2

AMENDMENT NO. 7

On page 4, after line 11, insert the following:

"\*       \*       \*

§183.2. Career option description

\*       \*       \*

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

(b) An alternative pathway to graduation determination by a student's Individualized Education Program team shall apply only if the student has not otherwise met the state and local requirements for promotion or the state-established graduation requirements or has not otherwise met state-established benchmarks on the required state assessments in the year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level.

(c) If an Individualized Education Program team determines that state-established benchmarks on the required state assessments are no longer a condition for promotion or graduation for a student, the team shall:

(i) Establish minimum score requirements on appropriate individualized assessments measuring student proficiency on academic competencies for promotion and graduation.

(ii) 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.

(d) 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 an exceptionality 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 as provided in R.S. 17:183.3(E).

\*       \*       \*

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

\*       \*       \*

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

\*       \*       \*

B.

\*       \*       \*

(3) The questions included in any end-of-course examination administered 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 promotion determinations for a student with an exceptionality, as defined in R.S. 17:1942(B), except a gifted or talented student, to be made by the Individualized Education Program teams.

\* \* \*

E.(1) A student with an exceptionality, as defined in R.S. 17:1942(B), except a gifted or talented student, who successfully completes the requirements of his Individualized Education Program, including performance on any assessment required for graduation determined appropriate by his 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) Demonstrate mastery of specific employability skills and self-help skills that indicate that he does not require direct and continuous educational support from the school district.

(c) Access to services that are not within the legal responsibility of public education or employment or education options for which the student has been prepared by the academic program.

(3) A diploma issued to a student with an exceptionality 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.

\* \* \*

## §2925. Individual graduation plans

A.

\* \* \*

(2) Each student, with the assistance of his parent or other legal guardian and school guidance personnel, shall be allowed to choose the high school curriculum framework and related graduation requirements that best ~~meets~~ meet his postsecondary goals. Each student's ~~individual graduation plan~~ Individual Graduation Plan shall include the recommended sequence of courses for successful completion of his chosen major that aligns with postsecondary education, training, and the workforce and shall be reviewed annually and updated or revised as needed. For a student with an exceptionality, as defined in R.S. 17:1942(B), except a gifted or talented student, the high school curriculum framework and related graduation requirements shall be determined by the Individualized Education Program team.

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