

RÉSUMÉ DIGEST

ACT 964 (HB 316)

2026 Regular Session

Wyble

Teacher Education Programs

Existing law requires the State Bd. of Elementary and Secondary Education (BESE) to establish qualifications and requirements for the approval of teacher education programs and provides specific parameters for the qualifications and requirements.

Existing law requires that a program for candidates seeking certification to teach students in kindergarten through third grade include instruction on certain specified foundational literacy skills. Prior law required this to include behavior management, trauma informed principles for the classroom, and other developmentally appropriate supports to ensure that students can effectively access literacy instruction. New law removes this requirement.

New law, applicable to students entering programs during or after the 2027-2028 academic year, additionally requires that programs for candidates seeking certification to teach special education and secondary education include instruction on certain specified adolescent literacy skills.

Adolescent Literacy (Fourth Through Eighth Grade)

New law requires the state Dept. of Education (DOE) to do the following with respect to adolescent literacy:

- (1) Develop an adolescent literacy program for students, including special education students.
- (2) Develop an approved list of one or more reliable and valid reading assessments.
- (3) Develop or identify and approve adolescent literacy professional development courses and adolescent literacy intervention courses and make available resources for job-embedded coaching support for administrators and teachers.

New law requires public schools to do the following with respect to adolescent literacy:

- (1) Provide each student with core instruction that includes specified literacy components.
- (2) Administer the aforementioned new law reading assessment to any student who scored below mastery in English language arts on the state assessment administered the prior school year.
- (3) Notify the parent of a student within 15 days of identifying that the student has reading deficiencies based on the assessment results.
- (4) Provide each such student with intensive interventions to address specific deficiencies.
- (5) Provide each such student, within 30 days of such identification, with an individual reading improvement plan.
- (6) Ensure that all textbooks, instructional materials, and curricula meet certain criteria, including not using the three-cueing systems model.
- (7) Beginning Sept. 1, 2026, and triennially thereafter, develop and submit to the department an adolescent literacy skills plan for students and post the plan on its website. Provides that a charter school with a school performance letter grade or progress index of "A", "B", or "C" is exempt from this requirement and requires a charter school with a school performance letter grade or progress index of "D" or "F" to submit this plan to its chartering authority instead of the department.

New law requires public school governing authorities to ensure that any individual student plan developed in a prior school year is annually reviewed during the first eight weeks of school and provides specific requirements for such review.

New law requires BESE to adopt rules for new law implementation, provides for new law implementation beginning with the 2027-2028 school year, and is applicable to all public schools, including charter schools.

New law provides that intervention courses and professional development courses be completed during existing weekly, job-embedded teacher collaboration time. Provides that nothing in new law shall be construed to require or authorize an increase in such time or to extend the teacher's work day or work year. Provides that if such course occurs during planning time or outside of regular work hours, the employee shall be compensated as provided in new law.

Early Literacy (Kindergarten Through Third Grade)

Existing law provides for individual student plans with respect to early literacy for students in grades kindergarten through three. New law requires each public school governing authority to ensure that any plan developed in a prior school year is annually reviewed during the first eight weeks of school and provides specific requirements for such review. Provides that nothing in new law shall be construed to supersede, conflict with, or override the requirements of an individualized education program or an individualized accommodation plan, including the provision of any related services or accommodations required by federal law. Provides that the provisions of any such program or plan shall supersede and control to the extent of a conflict with existing law or new law.

High-Dosage Tutoring

Existing law requires extended academic support for students in kindergarten through fifth grade, including through high-dosage tutoring. New law authorizes a school board to provide ongoing coaching support in evidence-based instruction to tutors delivering high-dosage tutoring. Provides that for teachers who serve as tutors, any professional learning course, intervention course, or coaching support shall be completed during weekly, job-embedded teacher collaboration time and shall not require an increase in such time. Provides that if such activities occur during planning time or outside of regular work hours, the employee shall be compensated as provided in existing law.

Effective August 1, 2026.

(Amends R.S. 17:24.10(K); Adds R.S. 17:7.2(A)(11)-(13), 24.14, 100.13(N) and (O), and 3996(B)(24); Repeals R.S. 17:24.9(C))