



Secondary Education (BESE) revise teacher certification requirements and the requirements of teacher education programs to include foundational literacy skills standards in all educator preparation program of teachers in grades K-3. The foundational literacy skills standards shall include:

- (1) How to effectively teach the foundational literacy skills of phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- (2) How to differentiate instruction for teaching students with advanced literacy skills and students with significant literacy deficiencies.
- (3) Dyslexia identification and how to provide effective instruction for teaching students with dyslexia, using appropriate scientific research and brain-based multisensory intervention methods and strategies.
- (4) How to implement effective literacy instruction using high-quality instructional materials.
- (5) Behavior management, trauma-informed principles and practices for the classroom, and other developmentally appropriate supports to ensure that students can effectively access literacy instruction.
- (6) How to administer literacy screenings to students and use the resulting data to improve literacy instruction for students.

Proposed law requires BESE to adopt rules in accordance with the Administrative Procedure Act to implement the provisions of proposed law and to plan for the coordination of the initiative with existing programs and funding sources within schools and school systems.

Proposed law requires BESE to, not later than ninety days after the beginning of each school year, compile and submit a report to the Senate Committee on Education and the House Committee on Education detailing for each public elementary school, each school system, and for the state as a whole, the number of students in grades K-3 with literacy skills below grade level. The data for each school, for each school system, and the state as a whole, shall be reported in the school progress profiles.

Proposed law also requires each public school to:

- (1) Provide each student in grades K-3 age-appropriate, systematic foundational literacy skills with instruction based on scientifically researched methods proven to provide a strong literacy foundation.
- (2) To, within the first thirty days of each school year, administer the literacy screening developed and provided by the department to each student in grades K-3 to determine each student's literacy level.

- (3) Provide literacy interventions and supports designed to improve the foundational literacy skills of any student identified as having literacy skills below grade level.
- (4) Ensure that all textbooks and instructional materials used to teach students to read are aligned to state content standards and based on literacy strategies that are scientifically researched with proven results in teaching phonological awareness, letter formation, phonics, decoding, fluency, vocabulary, and comprehension.
- (5) To, not later than forty-five days after the beginning of each school year, submit a literacy screening report regarding the number of students who were determined to be below, on, and above grade level to teachers, the school principal, and the local school superintendent. Further requires the report to include data on the number of students referred for gifted evaluation and the number targeted for literacy intervention.
- (6) To, not later than sixty days after the beginning of each school year, submit a report to the department and provide information on the number and percentage of teachers who teach grades K-3 who have completed the foundational literacy skills professional development courses for the past academic year.

Proposed law further requires the data reported to be submitted in the aggregate and not include any personally identifiable information.

Proposed law requires the school to, within fifteen days of identifying that a student in grades K-3 is below grade level, notify the student's parent or legal guardian in writing that the student has been identified as being below grade level, and provide the student's parent with the following:

- (1) Information regarding the importance of being able to read proficiently by the end of 3rd grade.
- (2) Activities that may be used at home to improve literacy proficiency.
- (3) Information regarding the specific interventions and supports that the school will provide to improve the literacy proficiency of the student.

Proposed law requires each school to provide mid-year and end-of-the-year updates to the parent or legal guardian of each student identified as having literacy below grade level detailing the student's progress in gaining foundational literacy skills and providing the parent with additional tools to use at home to improve the student's literacy proficiency.

Proposed law requires each school to, beginning June 1, 2023, and triennially thereafter, develop, and submit to the department, a foundational literacy skills plan for students in grades K-3.

Proposed law requires each foundational literacy skills plan to include:

- (1) The amount of time to be devoted daily to foundational literacy skills instruction and a

description of how the instructional time will be utilized.

- (2) A list of English language arts textbooks and instructional materials adopted by the school.
- (3) A description of the interventions and supports available to students identified as having literacy skills below grade level.
- (4) A description of the professional development in foundational literacy skills instruction provided to teachers who teach grades K-3.

Proposed law further requires that each school post its foundational literacy skills plan and the latest report on the literacy screening provided to the department on the school's website.

Proposed law requires the BESE to adopt rules in accordance with the Administrative Procedure Act to implement the proposed law.

Present law provides for charter schools and provides for requirements for those schools.

Proposed law requires charter schools to be comply with provisions of proposed law.

Present law (R.S. 17:24.11) provides for pilot projects for screening dyslexic students.

Proposed law repeals the pilot project law.

Present law (R.S. 17:182) provides for student reading skills reports.

Proposed law incorporates reporting requirements into proposed law and repeals existing provisions.

Effective August 1, 2021.

(Amends R.S. 17:24.9; adds R.S. 17:24.10 and 3996(B)(59) and (60); repeals R.S. 17:24.11 and 182)