

HOUSE SUMMARY OF SENATE AMENDMENTS**HB 316****2026 Regular Session****Wyble**

EDUCATION: Provides relative to student literacy

Synopsis of Senate Amendments

1. Revises components of instruction required for candidates seeking certification to teach students in kindergarten through third grade.
2. Relative to early literacy, provides that the provisions of any individualized education program or individualized accommodation program shall supersede and control to the extent of a conflict with present law or proposed law.
3. Revises required components of adolescent literacy professional development courses.
4. Revises required components of reading assessments.
5. Exempts certain charter schools from the requirement to submit an adolescent literacy skills plan and requires others to submit adolescent literacy plan to their chartering authorities.
6. Provides for teacher and employee compensation if certain courses or activities occur during a planning period or outside of regular work hours.

Digest of Bill as Finally Passed by Senate**Teacher Education Programs**

Present 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 such qualifications and requirements. Proposed law retains present law.

Present 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. Proposed law retains present law except that proposed law removes the requirement that this include behavior management, trauma informed principles for the classroom, and other developmentally appropriate supports to ensure that students can effectively access literacy instruction.

Proposed 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)

Proposed 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.

Proposed 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 proposed 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 parent within 15 days of identifying that a 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.

Proposed 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.

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

Proposed law provides that intervention courses and professional development courses be completed during existing weekly, job-embedded teacher collaboration time. Provides that nothing in proposed 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 present law.

Early Literacy (Kindergarten Through Third Grade)

Present law provides for individual student plans with respect to early literacy for students in grades kindergarten through three. Proposed 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 proposed law shall be construed to 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 present law or proposed law.

High-Dosage Tutoring

Present law requires extended academic support for students in kindergarten through fifth grade, including through high-dosage tutoring. Proposed 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 present law.

(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))