

**GREEN SHEET REDIGEST**

**HB 316**

**2026 Regular Session**

**Wyble**

**EDUCATION: Provides relative to student literacy.**

---

DIGEST

**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.

Proposed law provides that requirements of an individualized education program or individualized accommodation plan will not be conflicted or superseded by proposed law.

**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 and instructional materials meet certain criteria.
- (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.

Proposed law provides an exemption to submitting an adolescent literacy skills plan for charter schools with a school performance letter grade or progress index of "A", "B", or "C" and provides that a charter school with a letter grade of "D" or "F" must submit the skills plan to its chartering authority.

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 any adolescent literacy intervention course or professional development course to be completed during existing weekly, job-embedded teacher collaboration time and provides for compensation if completion of any course occurs during planning time or outside of regular work hours.

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.

#### **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.

#### **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.

Proposed law requires any professional learning course, intervention course, or coaching support completed by teachers who serve as tutors must be completed during weekly, job-embedded teacher collaboration time and provides for compensation if completion of any course occurs during planning time or outside of regular work hours.

(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))

#### Summary of Amendments Adopted by Senate

##### Committee Amendments Proposed by Senate Committee on Education to the reengrossed bill

1. Makes technical changes.
2. Provides that programs for candidates seeking certification to teach special education and secondary education include instruction on how to understand the negative impacts of the three-cueing systems model and prohibits instructional materials that include the three-cueing systems model.
3. Provides that the requirements of an individualized education program or individualized accommodation plan will not be conflicted by proposed law.
4. Makes changes to considerations on the approved list of reliable and valid reading assessments for students the department must develop.

5. Clarifies language related to services for students who are provided intensive interventions and language related to textbooks and instructional materials used for intervention services.
6. Provides an exemption and other requirements to submitting an adolescent literacy skills plan for charter schools with a certain school performance letter grade or progress index.
7. Requires any adolescent literacy intervention course or professional development course to be completed during existing weekly, job-embedded teacher collaboration time and provides for compensation if completion of any course occurs during planning time or outside of regular work hours.