



STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

P.O. Box 94064, Capitol Station, Baton Rouge, LA 70804-9064 · PHONE: 225-342-5840 · FAX: 225-342-5843

Joseph Cao
1st BESE District

February 1, 2026


Sharon Clark
2nd BESE District

MEMORANDUM

Sandy Holloway
3rd BESE District

TO: Senator Cameron Henry, Senate President
Representative Phillip DeVillier, Speaker of the House
Senator Rick Edmonds, Chair, Senate Committee on Education
Representative Laurie Schlegel, Chair, House Committee on Education

Stacey Melerine
4th BESE District

FROM: Tavares A. Walker, Executive Director 
Board of Elementary and Secondary Education

Lance Harris
5th BESE District

RE: 2025 Yearly Action Report

Ronnie Morris
6th BESE District

Kevin Berken
7th BESE District

Pursuant to R.S. 49:968(K), the Board of Elementary and Secondary Education is submitting the attached 2025 Yearly Action Report regarding adoption, amendment, or repeal of any rule or the adoption, increase, or decrease of any fee during the calendar year 2025 (January 1, 2025, through December 31, 2025). (See attachment 1)

Preston Castille
8th BESE District

Conrad Appel
Member-at-Large

Judy Armstrong
Member-at-Large

Also, attached are the summaries regarding petitions for rulemaking reviewed by the Board during the calendar year 2025 (January 1, 2025, through December 31, 2025). (See attachment 2)

Simone Champagne
Member-at-Large

Please contact me if I may be of assistance to you concerning these documents.

TAW:med

Attachments (2)

Tavares A. Walker
Executive Director

Dr. Cade Brumley
State Superintendent

Attachment 1

2025 Yearly Action Report

Bulletin and Notice of Intent Title	Date of Board Action	1st Report-NOI/Rules submitted to OSR and 4 Legis. Entities	Date Notice of Intent Published	Public Comments Received	Request for Public Hearing received	Summary Report (2nd Report) - no hearing or comments	Summary Report (2nd Report) - with hearing or comments	Rule
LAC 28:1-August sections 503, 505, and 507 // 106-August section 109 // 111-August section 103 // 140-August section 1101 // 741-August section 1319	8/21/24	10/10/24	10/20/24	no	no	11/10/24	NA	Jan-2025
126-August many sections	8/21/24	10/10/24	10/20/24	no	no	11/10/24	NA	Jan-2025
741-August many sections	8/21/24	10/10/24	10/20/24	no	no	11/10/24	NA	Jan-2025
741NP-August many sections	8/21/24	10/10/24	10/20/24	no	no	11/10/24	NA	Jan-2025
103-August section 309 // 111-August sections 907 and 909 // 741-August many sections	8/21/24	10/10/24	10/20/24	yes	no	NA	12/11/24	Jan-2025
135-August many sections	8/21/24	10/10/24	10/20/24	no	no	11/10/24	NA	Jan-2025
1929-August section 1503	8/21/24	10/10/24	10/20/24	no	no	11/10/24	NA	Jan-2025
1566-August sections 700, 701, and 705	8/21/24	10/10/24	10/20/24	no	no	11/10/24	NA	Jan-2025
1573-August section 305 // 1706-August many sections // 1922-August many sections // 741-August sections 303, 331, and 332	8/21/24	10/10/24	10/20/24	no	no	11/10/24	NA	Jan-2025
130-August sections 313 and 331	8/21/24	10/10/24	10/20/24	no	no	11/10/24	NA	Jan-2025
104-October many sections	10/9/24	11/10/24	11/20/24	no	no	12/11/24	NA	Feb-2025
118-October section 7501	10/9/24	11/10/24	11/20/24	no	no	12/11/24	NA	Feb-2025
125-October many sections // 146-October many sections // 746-October many sections // 996-October many sections	10/9/24	11/10/24	11/20/24	no	no	12/11/24	NA	Feb-2025
126-October section 2713	10/9/24	11/10/24	11/20/24	no	no	12/11/24	NA	Feb-2025
132-October many sections	10/9/24	11/10/24	11/20/24	no	no	12/11/24	NA	Feb-2025
133-October section 1506	10/9/24	11/10/24	11/20/24	no	no	12/11/24	NA	Feb-2025
741-October section 303 // 126-October section 2103	10/9/24	11/10/24	11/20/24	no	no	12/11/24	NA	Feb-2025
741NP-October-section-1101-//135-October-section-303	10/9/24	11/10/24	11/20/24	yes	no	12/11/24	4/13/25	Feb-2025
1903-October section 110	10/9/24	11/10/24	11/20/24	no	no	12/11/24	NA	Feb-2025

The 2025 Action Report reflects policy revisions that occurred during the 2025 calendar year, whether or not the action was taken in the form of a Board approved Notice of Intent or in the form of a Final Rule noticed in the Louisiana Register.

2025 Yearly Action Report

Bulletin and Notice of Intent Title	Date of Board Action	1st Report-NOI/Rules submitted to OSR and 4 Legis. Entities	Date Notice of Intent Published	Public Comments Received	Request for Public Hearing received	Summary Report (2nd Report) - no hearing or comments	Summary Report (2nd Report) - with hearing or comments	Rule
LAC 28:1-section 501	10/9/24	11/10/24	11/20/24	no	no	12/11/24	NA	Feb-2025
137-December many sections // 139-December many sections	12/11/24	1/10/25	1/20/25	no	no	2/10/25	NA	Apr-2025
741NP-January section 1101 // 135-October section 303	1/10/25	2/10/25	2/20/25	no	no	3/13/25	NA	May-2025
118-March sections 5901, 5903, 5907, and 5909 // 741-March section 325	3/12/25	4/10/25	4/20/25	no	no	5/12/25	NA	Jul-2025
741NP-March many sections	3/12/25	4/10/25	4/20/25	no	no	5/12/25	NA	Jul-2025
1530-March section 505	3/12/25	4/10/25	4/20/25	no	no	5/12/25	NA	Jul-2025
4508-April many sections	4/9/25	5/10/25	5/20/25	yes	no	-	-	-
118-April section 5316	4/9/25	5/10/25	5/20/25	no	no	6/10/25	NA	Aug-2025
741-April section 2317	4/9/25	5/10/25	5/20/25	no	no	6/10/25	NA	Aug-2025
1929-April section 1301	4/9/25	5/10/25	5/20/25	no	no	6/10/25	NA	Aug-2025
130-April sections 307 and 701 // 746-April sections 507 and 1315 // 996 April-sections 743 and 745	4/9/25	5/10/25	5/20/25	no	no	6/10/25	NA	Aug-2025
1964-March sections 1103 and 1303	3/12/25	6/10/25	6/20/25	no	no	7/11/25	NA	Sep-2025
741-June section 1119	6/3/25	7/10/25	7/20/25	no	no	8/12/25	NA	Oct-2025
111-June sections 1901 and 1903 // 118-June section 6821	6/3/25	7/10/25	7/20/25	no	no	8/12/25	NA	Oct-2025
741-August sections 331 and 332 // 1706-August sections 301, 540, 541, 542, 543, 545, 547, and 549	8/20/25	9/10/25	9/20/25	no	no	10/13/25	NA	Dec-2025
741-August many sections // 741NP-August sections 107, 121, 123, 1303, 1903, 2107, 2109, 2111, 2110, and 3019	8/20/25	9/10/25	9/20/25	no	no	10/13/25	NA	Dec-2025
111-August section 405 // 118-August sections 5107, 5701, 6115, and 6813	8/20/25	9/10/25	9/20/25	no	no	10/13/25	NA	Dec-2025

The 2025 Action Report reflects policy revisions that occurred during the 2025 calendar year, whether or not the action was taken in the form of a Board approved Notice of Intent or in the form of a Final Rule noticed in the Louisiana Register.

2025 Yearly Action Report

Bulletin and Notice of Intent Title	Date of Board Action	1st Report-NOI/Rules submitted to OSR and 4 Legis. Entities	Date Notice of Intent Published	Public Comments Received	Request for Public Hearing received	Summary Report (2nd Report) - no hearing or comments	Summary Report (2nd Report) - with hearing or comments	Rule
119-August section 1909 // 126-August sections 305, 503, 2103, 2509, 4003, 4301, 4313, and 1603 // 134-August sections 103, 303, 311, and 1109 // 135-August section 307	8/20/25	9/10/25	9/20/25	no	no	10/13/25	NA	Dec-2025
130-August section 325 // 146-August sections 301, 303, and 315 // 746-August sections 507 and 1505 // 996-August sections 103, 401, 403, 743, 745, and 307	8/20/25	9/10/25	9/20/25	no	no	10/13/25	NA	Dec-2025
1508-August many sections	8/20/25	9/10/25	9/20/25	no	no	10/13/25	NA	Dec-2025
137-August many sections // 139-August sections 103, 310, 503, and 507	8/20/25	9/10/25	9/20/25	yes	yes	10/13/25	12/11/25	Jan-2026
137-October sections 1715, and 1727 // 741-October section 1301	10/15/25	11/10/25	11/20/25	no	no	12/11/25	NA	Feb-2026
111-October sections 1707 and 1903 // 118-October sections 5107, 5701, 6803, 6821, 6827, and 6829 // 741-October sections 323 and 2316	10/15/25	11/10/25	11/20/25	no	no	12/11/25	NA	Feb-2026
746-October section 1353	10/15/25	11/10/25	11/20/25	no	no	12/11/25	NA	Feb-2026
1929-December sections 1107 and 1301	12/10/25	1/10/26	1/20/26			2/10/26		Apr-2026
130-December sections 301 and 307	12/10/25	1/10/26	1/20/26			2/10/26		Apr-2026
111-October section 1903	10/15/25							

The 2025 Action Report reflects policy revisions that occurred during the 2025 calendar year, whether or not the action was taken in the form of a Board approved Notice of Intent or in the form of a Final Rule noticed in the Louisiana Register.

Attachment 2



STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

P.O. Box 94064, Capitol Station, Baton Rouge, LA 70804-9064 · PHONE: 225-342-5840 · FAX: 225-342-5843

June 5, 2025

Paul Hollis
1st BESE District

Sharon Clark
2nd BESE District

Sandy Holloway
3rd BESE District

Stacey Melerine
4th BESE District

Lance Harris
5th BESE District

Ronnie Morris
6th BESE District

Kevin Berken
7th BESE District

Preston Castille
8th BESE District

Conrad Appel
Member-at-Large

Judy Armstrong
Member-at-Large

Simone Champagne
Member-at-Large

Ms. Erin Pizarro
Librarian
J.S. Clark Elementary School
351 Hearne Avenue
Shreveport, Louisiana 71103

RE: Request/Petition for Rulemaking

Dear Ms. Pizarro:

The Louisiana State Board of Elementary and Secondary Education (BESE) office is in receipt of your Request/Petition for Rulemaking request to amend Bulletin 130 or adopt new rules concerning evaluation rubrics for school librarians. We have reviewed your request and considered our current BESE policy and the law.

The Louisiana Department of Education is working with the Louisiana Association of School Librarians to create the Louisiana Library Program Rubric and guidance documents on how to use the Louisiana Educator Rubric for librarians. LDOE plans to finalize the rubric and guidance next month and release them in July.

Using the new rubric with librarians will not require a change to policy – it will just create new resources for implementation with this population of educators. Therefore, your request for a rulemaking is hereby denied.

If you have any further questions or comments, please contact our office.

Sincerely,

Tavares A. Walker
Executive Director

Tavares A. Walker
Executive Director

Dr. Cade Brumley
State Superintendent



STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

P.O. Box 94064, Capitol Station, Baton Rouge, LA 70804-9064 · PHONE: 225-342-5840 · FAX: 225-342-5843

September 11, 2025

Paul Hollis
1st BESE District

Sharon Clark
2nd BESE District

Sandy Holloway
3rd BESE District

Stacey Melerine
4th BESE District

Lance Harris
5th BESE District

Ronnie Morris
6th BESE District

Kevin Berken
7th BESE District

Preston Castille
8th BESE District

Conrad Appel
Member-at-Large

Judy Armstrong
Member-at-Large

Simone Champagne
Member-at-Large

Monique Malone Moore, Ed.D.
Assistant Principal
Prairieville High School
40070 Parker Rd
Prairieville, LA 70769

SENT VIA EMAIL: monique.moore@apsb.org
RE: Request/Petition for Rulemaking

Dear Dr. Moore,

The Office of the State Board of Elementary and Secondary Education (BESE) has received and reviewed your petition for rulemaking to amend Bulletin 1706, section 322.

Also, thank you for attending the Special Education Advisory Panel. Your feedback and insights were appreciated. As mentioned during the meeting, your concerns will be addressed through LDOE policy guidance. Therefore, rulemaking is not necessary.

Your request for rulemaking is hereby denied at this time. If you have any further questions or comments, please contact our office.

Sincerely,

Tavares A. Walker
Executive Director

Cc: Kim Tripeaux, BESE 8(g) Director
Shannon Rawson, BESE Education Administrator
Ashley Townsend, LDOE Deputy Chief for Policy
Meredith Jordan, LDOE Executive Director of Diverse Learners

Tavares A. Walker
Executive Director

Dr. Cade Brumley
State Superintendent



STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

P.O. Box 94064, Capitol Station, Baton Rouge, LA 70804-9064 · PHONE: 225-342-5840 · FAX: 225-342-5843

August 7, 2025

Paul Hollis
1st BESE District

Sharon Clark
2nd BESE District

Sandy Holloway
3rd BESE District

Stacey Melerine
4th BESE District

Lance Harris
5th BESE District

Ronnie Morris
6th BESE District

Kevin Berken
7th BESE District

Preston Castille
8th BESE District

Conrad Appel
Member-at-Large

Judy Armstrong
Member-at-Large

Simone Champagne
Member-at-Large

Monique Malone Moore, Ed.D.
Assistant Principal
Prairieville High School
40070 Parker Rd
Prairieville, LA 70769

SENT VIA EMAIL: monique.moore@apsb.org
RE: Request/Petition for Rulemaking

Dear Dr. Moore:

The Louisiana State Board of Elementary and Secondary Education (BESE) office is in receipt of your Petition for Rulemaking request to amend Bulletin 1706 & 1530 or adopt new rules pertaining to the same.

We are currently reviewing your request. This request, if rulemaking is appropriate, will be presented to BESE at its October 2025.

If you have any further questions or comments, please contact our office.

Sincerely,

Tavares A. Walker
Executive Director

Cc: Kim Tripeaux, BESE 8(g) Director
Shannon Rawson, BESE Education Administrator
Ashley Townsend, LDOE Deputy Chief for Policy
Meredith Jordan, LDOE Executive Director of Diverse Learners

Tavares A. Walker
Executive Director

Dr. Cade Brumley
State Superintendent



Petition for Rulemaking

for submission to the
Louisiana State Board of Elementary
and Secondary Education (BESE)

For BESE Office Use Only	
Date received	<u>7/31/25</u>
Received by	<u>T. Walker</u>
Signature	<u>[Signature]</u>
Date formally presented to BESE	<u>N/A</u>

I, Dr. Monique Moore, a citizen of the state of Louisiana, whose signature is appended to this petition, hereby petition the Louisiana State Board of Elementary and Secondary Education (BESE), in accordance with the Louisiana Administrative Procedure Act, R.S. 49:953(C) and LAC 28:1.1309, regarding the following: (Use separate form for each bulletin)

Bulletin number: 1706

Section number(s): 322

The petition requests that BESE: (Check all that apply)

Adopt new Rule(s) Amend current Rule(s) Repeal current Rule(s), as follows:

Justification for the requested revision(s): (Summarize content and impact of proposal)

The purpose of this petition is to improve communication between parents and schools, providing communication safeguards. These safeguards provide Individual Education Plan teams with structural guidelines, creating clarity and transparency in communication during the IEP meeting for a more efficient productive meeting. Why is this necessary?

Currently, IEP meeting can last 4-6 hours long. At this length a substitute is required to cover two teachers' classes, the Regular and the Special Education teacher. The greater cost is the loss of special services when the special education.....

Additional pages or a separate attachment are acceptable.

Continued on n

Petitioner's designee: (if applicable)

The petitioner designates _____ as the representative of this petition.

Mailing Address 40070 Parker Rd, Prairieville, LA 7069

Email (optional) monique.moore@apsb.org Phone (optional) 225-907-7024

Petitioner information:

Name Dr. Monique Moore

Mailing Address 40070 Parker Rd, Prairieville, LA 7069

Email (optional) monique.moore@apsb.org Phone (optional) 225-907-7024

Petitioner's signature Dr. Monique Moore Date 7/30/2025

Designee's signature (if applicable) _____ Date _____

The petition must be submitted via certified mail and addressed to:

Board of Elementary and Secondary Education
 Attn: Tavares A. Walker, Executive Director
 P.O. Box 94064, Capitol Station
 Baton Rouge, LA 70804-9064

close-out letter
 ↳ will be addressed in guidance
 ↳ will be on SEAP meeting

Petition Summary Continued:

- Special services are not being met at that time. The school is not only absorbing a monetary cost, but also the much greater loss is the possibility of FAPE due to the loss of services.
- In these lengthy IEP meetings, the parent has invitees. These participants are present to support the parent. More often than not, these parental participants request to be the central communicator in lieu of the parent; this request is reaffirmed by the parent. This not only clouds clarity and confuses communication, such gestures do not comply with regulatory compliance measures.

There is nothing in the bulletin the tells/guides/advises IEP teams that any of the following is allowable:

1. It is allowable to reschedule to the next day or thereafter, if after 2 hours, the team has not affirmed an IEP or come to a consensus on a draft of an IEP.
2. It is allowed to reschedule to the next day or thereafter as long as the reschedule date is within the anniversary review date of the current IEP.
3. It is allowable for IEP teams to provide clear and transparent communication guidance to parents and their invitees. Parental invitee(s) are allowed to communicate and collaborate with the parent. The parent communicates and collaborates with the school.

A meeting structure with clear communication guidance and safeguards is necessary because there is not a section in the bulletin that addresses IEP meeting structure and how IEP teams should structure communication with the parent and parental invitees when the parents make such a request and remain in regulatory compliance. Bulletin 1706 and Bulletin 1530 do not address the actual meeting structure nor its infrastructure.

Suggested Language for the amendment of §322. Parent Participation. Add a subcomponent after “F” to include “G” with the following suggested language.

G. The IEP Meeting. To ensure clarity and transparency for both the parent and the (LEA) public agency stakeholders responsible for educating the student, the parent shall communicate directly with the agency using the parent's preferred mode of communication either in person, phone call, or video conferencing.

1. The IEP meeting can be held using the parent's preferred mode of communication either in-person, phone, or video conferencing. The parent shall communicate concerns and needs to the public agency and agency stakeholders directly responsible for educating the student.
2. It is critical for the parent to actively participate in the IEP meeting and throughout the IEP development process directly engaging the public agency in providing parental insight of student's strength's, communicating the student's support needs, learning style, temperament, ability to work in various environments, acquired adaptive skills, and postsecondary aspirations. The parent shall engage the public agency in discussion about the afore mentioned regarding the student to ensure decision-making clarity in finalizing a viable individual education plan for the student.
3. To ensure an efficiency and clarity, either party, the parent or agency have the option to meet the next day or thereafter if it is evident that the meeting with proceed beyond two hours and the IEP team has not yet agreed to confirm a viable individualized education plan that supports the student in the manner the IEP team deems necessary. **This is an option for the IEP team as long as the later date selected is within the timeframe of the current IEP's anniversary date.**



STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

P.O. Box 94064, Capitol Station, Baton Rouge, LA 70804-9064 · PHONE: 225-342-5840 · FAX: 225-342-5843

September 11, 2025

Paul Hollis
1st BESE District

Sharon Clark
2nd BESE District

Sandy Holloway
3rd BESE District

Stacey Melerine
4th BESE District

Lance Harris
5th BESE District

Ronnie Morris
6th BESE District

Kevin Berken
7th BESE District

Preston Castille
8th BESE District

Conrad Appel
Member-at-Large

Judy Armstrong
Member-at-Large

Simone Champagne
Member-at-Large

Duane LeBlanc
Advocacy Chair
Louisiana Music Educators Association
8956 Trudeau Avenue
Baton Rouge, Louisiana 70806

SENT VIA EMAIL: dleblanc72@gmail.com
RE: Request/Petition for Rulemaking

Dear Sir/Ma'am:

The State Board of Elementary and Secondary Education (BESE) office is in receipt of your Petition for Rulemaking request to amend Bulletin 111, section 605.

With the approval of Louisiana's revised accountability system in 2024, the Interests and Opportunities indicator will only be in place for alternate schools, making the proposal in the petition inapplicable for the majority of Louisiana schools. However, R.S. 17:7 and BESE policy in Bulletin 741 – Louisiana Handbook for School Administrators, §2313, still requires that public elementary schools "provide 60 minutes of instruction in the performing arts and 60 minutes of instruction in the visual arts each school week for students in kindergarten – grade eight." BESE policy also requires that students earn a credit in fine arts for both Louisiana diploma pathways.

Therefore, your request for rulemaking is hereby denied at this time. If you have any further questions or comments, please contact our office.

Sincerely,

Tavares A. Walker
Executive Director

Tavares A. Walker
Executive Director

Dr. Cade Brumley
State Superintendent

Cc: Kim Tripeaux, BESE 8(g) Director
Shannon Rawson, BESE Education Administrator
Ashley Townsend, LDOE Deputy Chief for Policy



STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

P.O. Box 94064, Capitol Station, Baton Rouge, LA 70804-9064 · PHONE: 225-342-5840 · FAX: 225-342-5843

August 27, 2025

Paul Hollis
1st BESE District

Sharon Clark
2nd BESE District

Sandy Holloway
3rd BESE District

Stacey Melerine
4th BESE District

Lance Harris
5th BESE District

Ronnie Morris
6th BESE District

Kevin Berken
7th BESE District

Preston Castille
8th BESE District

Conrad Appel
Member-at-Large

Judy Armstrong
Member-at-Large

Simone Champagne
Member-at-Large

Duane LeBlanc
Advocacy Chair
Louisiana Music Educators Association
8956 Trudeau Avenue
Baton Rouge, Louisiana 70806

SENT VIA EMAIL: dleblanc72@gmail.com
RE: Request/Petition for Rulemaking

Dear Sir/Ma'am:

The Louisiana State Board of Elementary and Secondary Education (BESE) office is in receipt of your Petition for Rulemaking which requests BESE to amend Bulletin 111 or adopt new rules pertaining to the same.

We are currently reviewing your request. This request, if rulemaking is appropriate, will be presented to BESE at its October 2025.

If you have any further questions or comments, please contact our office.

Sincerely,

Tavares A. Walker
Executive Director

Cc: Kim Tripeaux, BESE 8(g) Director
Shannon Rawson, BESE Education Administrator
Ashley Townsend, LDOE Deputy Chief for Policy
Thomas Lambert, LDOE Assistant Superintendent

Tavares A. Walker
Executive Director

Dr. Cade Brumley
State Superintendent



Petition for Rulemaking

for submission to the
Louisiana State Board of Elementary
and Secondary Education (BESE)

<i>For BESE Office Use Only</i>	
RECEIVED	
Date received	<u>AUG 20 2025</u>
Received by	<u>[Signature]</u>
Signature	<u>[Signature]</u>
Date formally presented to BESE	<u>Board of Elementary and Secondary Education</u>

I, Duane LeBlanc, a citizen of the state of Louisiana, whose signature is appended to this petition, hereby petition the Louisiana State Board of Elementary and Secondary Education (BESE), in accordance with the Louisiana Administrative Procedure Act, R.S. 49:953(C) and LAC 28:I.1309, regarding the following: (Use separate form for each bulletin)

Bulletin number: 111 - The Louisiana School, District, and State Accountability System

Section number(s): Section 605 (Interest and Opportunities Index)

The petition requests that BESE: *(Check all that apply)*

Adopt new Rule(s) * Amend current Rule(s) Repeal current Rule(s), as follows:

Justification for the requested revision(s): *(Summarize content and impact of proposal)*

~~I serve as Advocacy Chair for the Louisiana Music Educators Association, representing 800 members and thousands of students and parents involved in school music programs statewide. I request that BESE amend Bulletin 111 to require every school and district to include at least one arts and music indicator in the Interests and Opportunities Index to ensure consistent statewide reporting, equitable access, and better policy data. See attached.~~

Additional pages or a separate attachment are acceptable.

Petitioner's designee: *(if applicable)*

The petitioner designates _____ as the representative of this petition.

Mailing Address _____

Email *(optional)* _____ Phone *(optional)* _____

Petitioner information:

Name Duane LeBlanc

Mailing Address 8956 Trudeau Ave. Baton Rouge, LA 70806

Email *(optional)* dleblanc72@gmail.com Phone *(optional)* 225-806-0070

Petitioner's signature [Signature] Date 8/14/25

Designee's signature *(if applicable)* _____ Date _____

The petition must be submitted via certified mail and addressed to:

Board of Elementary and Secondary Education
Attn: Tavares A. Walker, Executive Director
P.O. Box 94064, Capitol Station
Baton Rouge, LA 70804-9064

Mr. Tavares A. Walker
Executive Director
Louisiana Board of Elementary and Secondary Education

Dear Mr. Walker and the members of the board:

I serve as the Advocacy Chair for the Louisiana Music Educators Association, representing our 800 members along with the thousands of students and parents involved in Louisiana's bands, choirs, orchestras, and other music programs. I write on behalf of this statewide community to address a significant concern with the current menu-based approach to the Interests and Opportunities Index in Bulletin 111.

This approach allows schools to select a limited number of indicators, which can result in the omission of arts and music access data. Such omissions create gaps in statewide reporting and limit transparency about whether students have equitable access to a well-rounded education, as outlined in the Every Student Succeeds Act.

I propose that BESE amend Bulletin 111 to require the inclusion of at least one indicator from the arts and music category for all schools and districts, regardless of other indicator selections. This change would ensure consistent measurement of access to arts and music programs across Louisiana, support equitable opportunities for all students, and provide more accurate and comprehensive data for policy decisions.

Thank you for taking the time to consider our petition.



Duane D. LeBlanc
LMEA Advocacy Chair
225-806-0070



STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

P.O. Box 94064, Capitol Station, Baton Rouge, LA 70804-9064 · PHONE: 225-342-5840 · FAX: 225-342-5843

December 10, 2025

Paul Hollis
1st BESE District

Sharon Clark
2nd BESE District

Sandy Holloway
3rd BESE District

Stacey Melerine
4th BESE District

Lance Harris
5th BESE District

Ronnie Morris
6th BESE District

Kevin Berken
7th BESE District

Preston Castille
8th BESE District

Conrad Appel
Member-at-Large

Judy Armstrong
Member-at-Large

Simone Champagne
Member-at-Large

Bethany Statum
29606 Fairhope Drive
Pochatoula, LA 70454

SENT VIA EMAIL: bethanystatum@gmail.com
RE: Request/Petition for Rulemaking

Dear Ms. Statum:

The Louisiana State Board of Elementary and Secondary Education (BESE) office is in receipt of your Petition for Rulemaking which requests BESE to amend Bulletin 1508 or adopt new rules pertaining to the same.

Your request will be presented to the Special Education Advisory Panel on January 28, 2026. If rulemaking is appropriate, recommendations will be made to BESE at its March 2026 meeting.

If you have any further questions or comments, please contact our office.

Sincerely,

Tavares A. Walker
Executive Director

Cc: Kim Tripeaux, BESE 8(g) Director
Chelsea Guillory, BESE Education Administrator
Ashley Townsend, LDOE Assistant Superintendent
Dr. Lauren Wells, LDOE Executive Director – Diverse Learners

Tavares A. Walker
Executive Director

Dr. Cade Brumley
State Superintendent

Bethany Statum

39606 Fairhope Dr

Ponchatoula, LA 70454

bethanystatum@gmail.com

December 8, 2025

RECEIVED
DEC 08 2025
Board of Elementary
and Secondary Education

Louisiana Board of Elementary and Secondary Education

PO Box 94064

Baton Rouge, LA 70804-9064

Dear Members of the Louisiana Board of Elementary and Secondary Education,

I am writing to respectfully request that BESE amend the initial evaluation timeline in Bulletin 1508 to align with the federal Individuals with Disabilities Education Act (IDEA) requirement of 60 *calendar* days. Louisiana's current allowance of 60 *business* days routinely delays services far longer than federal expectations, and these delays have serious consequences for students of all ages who may have disabilities but are not yet identified.

Under IDEA, evaluations must be completed within 60 calendar days (or within a state-established timeline that does not result in unnecessary delays). However, Bulletin 1508 not only uses a longer timeline—60 business days—but also starts that timeline **only after parental consent is obtained**. This creates an additional layer of delay because the time a district spends deciding whether it will even conduct an evaluation—holding meetings, reviewing data, gathering documentation, and completing the internal “decision to evaluate” process—is not counted toward any timeline at all. As a result, families may wait weeks or even months before the 60-business-day clock even begins. When weekends, holidays, school breaks, and in-service days are added, the total wait for an initial evaluation can easily stretch to four, five, or even six months. In real school settings, this often results in students waiting an entire semester—or longer—without the support they need.

Early identification is critical—not only in early childhood, when timely evaluation can dramatically alter a child's developmental trajectory, but for students of all ages. Delaying an evaluation postpones essential supports, allowing academic, behavioral, and emotional challenges to deepen. Any student who is struggling due to an unidentified disability is at risk when evaluations are prolonged. Older students may face failing grades, repeated disciplinary consequences, loss of instructional time, declining mental health, and disengagement from school. The longer a child waits for evaluation and intervention, the wider the gap becomes—and

by the time the process is finally completed, the harm caused by months without appropriate support can be significant, compounding, and in some cases, difficult to reverse.

My own child's experience is one example of a problem that affects students across grade levels. His evaluation was requested in August, immediately after he turned three, but his eligibility meeting was not held until January. During those months without support, he was removed from his daycare due to disability-related behaviors. While the details differ for older students, the pattern is the same: delayed evaluations lead to worsening behaviors, academic decline, and preventable negative outcomes.

Timely evaluations are not a procedural formality—they are the gateway to receiving services, protections, and specialized instruction. When the process is delayed:

- Students continue to struggle academically or behaviorally without appropriate support.
- Families face stress, confusion, and a lack of guidance.
- Schools may resort to repeated suspensions or disciplinary removals for behaviors related to disability.
- Learning gaps widen, sometimes permanently.
- Disparities increase, especially for students from marginalized or under-resourced communities.

By adopting a 60 *calendar*-day timeline, Louisiana would better align with the intent of IDEA and ensure evaluations occur as swiftly as possible. This change would not only prevent unnecessary harm to students but also support schools in meeting their legal obligations and improving educational outcomes.

I respectfully urge BESE to revise Bulletin 1508 so that Louisiana students—regardless of age, grade level, or disability—are not left waiting months for the services they urgently need and are entitled to under federal law. Our children deserve timely evaluations, timely support, and an educational system that responds to their needs without avoidable delays.

Thank you for your attention to this important issue and for your commitment to improving educational outcomes for all Louisiana students.

Respectfully,

Bethany Statum

RECEIVED

DEC 08 2025

Board of Elementary
and Secondary Education

Bethany Statum

39606 Fairhope Dr

Ponchatoula, LA 70454

bethanystatum@gmail.com

December 8, 2025

RECEIVED

DEC 08 2025

Board of Elementary
and Secondary Education

Louisiana Board of Elementary and Secondary Education

PO Box 94064

Baton Rouge, LA 70804-9064

Dear Members of the Louisiana Board of Elementary and Secondary Education,

I am writing to respectfully request that BESE amend the initial evaluation timeline in Bulletin 1508 to align with the federal Individuals with Disabilities Education Act (IDEA) requirement of 60 *calendar* days. Louisiana's current allowance of 60 *business* days routinely delays services far longer than federal expectations, and these delays have serious consequences for students of all ages who may have disabilities but are not yet identified.

Under IDEA, evaluations must be completed within 60 calendar days (or within a state-established timeline that does not result in unnecessary delays). However, Bulletin 1508 not only uses a longer timeline—60 business days—but also starts that timeline **only after parental consent is obtained**. This creates an additional layer of delay because the time a district spends deciding whether it will even conduct an evaluation—holding meetings, reviewing data, gathering documentation, and completing the internal “decision to evaluate” process—is not counted toward any timeline at all. As a result, families may wait weeks or even months before the 60-business-day clock even begins. When weekends, holidays, school breaks, and in-service days are added, the total wait for an initial evaluation can easily stretch to four, five, or even six months. In real school settings, this often results in students waiting an entire semester—or longer—without the support they need.

Early identification is critical—not only in early childhood, when timely evaluation can dramatically alter a child's developmental trajectory, but for students of all ages. Delaying an evaluation postpones essential supports, allowing academic, behavioral, and emotional challenges to deepen. Any student who is struggling due to an unidentified disability is at risk when evaluations are prolonged. Older students may face failing grades, repeated disciplinary consequences, loss of instructional time, declining mental health, and disengagement from school. The longer a child waits for evaluation and intervention, the wider the gap becomes—and

by the time the process is finally completed, the harm caused by months without appropriate support can be significant, compounding, and in some cases, difficult to reverse.

My own child's experience is one example of a problem that affects students across grade levels. His evaluation was requested in August, immediately after he turned three, but his eligibility meeting was not held until January. During those months without support, he was removed from his daycare due to disability-related behaviors. While the details differ for older students, the pattern is the same: delayed evaluations lead to worsening behaviors, academic decline, and preventable negative outcomes.

Timely evaluations are not a procedural formality—they are the gateway to receiving services, protections, and specialized instruction. When the process is delayed:

- Students continue to struggle academically or behaviorally without appropriate support.
- Families face stress, confusion, and a lack of guidance.
- Schools may resort to repeated suspensions or disciplinary removals for behaviors related to disability.
- Learning gaps widen, sometimes permanently.
- Disparities increase, especially for students from marginalized or under-resourced communities.

By adopting a 60 *calendar*-day timeline, Louisiana would better align with the intent of IDEA and ensure evaluations occur as swiftly as possible. This change would not only prevent unnecessary harm to students but also support schools in meeting their legal obligations and improving educational outcomes.

I respectfully urge BESE to revise Bulletin 1508 so that Louisiana students—regardless of age, grade level, or disability—are not left waiting months for the services they urgently need and are entitled to under federal law. Our children deserve timely evaluations, timely support, and an educational system that responds to their needs without avoidable delays.

Thank you for your attention to this important issue and for your commitment to improving educational outcomes for all Louisiana students.

Respectfully,

Bethany Statum

RECEIVED

DEC 08 2025

Board of Elementary
and Secondary Education



STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

P.O. Box 94064, Capitol Station, Baton Rouge, LA 70804-9064 · PHONE: 225-342-5840 · FAX: 225-342-5843

December 11, 2025

Paul Hollis
1st BESE District

Sharon Clark
2nd BESE District

Sandy Holloway
3rd BESE District

Stacey Melerine
4th BESE District

Lance Harris
5th BESE District

Ronnie Morris
6th BESE District

Kevin Berken
7th BESE District

Preston Castille
8th BESE District

Conrad Appel
Member-at-Large

Judy Armstrong
Member-at-Large

Simone Champagne
Member-at-Large

Ms. Alyssa Brummett
28453 Apple Blossom Lane
Ponchatoula, LA 70454

SENT VIA US MAIL
RE: Request/Petition for Rulemaking

Dear Ms. Brummett:

The Louisiana State Board of Elementary and Secondary Education (BESE) office is in receipt of your Petition for Rulemaking request to amend BESE Bulletin(s) or adopt new rules pertaining to the same.

We are currently reviewing your request. This request, if rulemaking is appropriate, may be presented to BESE at its March 2026 meeting.

If you have any further questions or comments, please contact our office.

Sincerely,

Tavares A. Walker
Executive Director

Cc: Kim Tripeaux, BESE 8(g) Director
Chelsea Guillory, BESE Education Administrator
Ashley Townsend, LDOE Assistant Superintendent
Dr. Lauren Wells, LDOE Executive Director of Diverse Learners

Tavares A. Walker
Executive Director

Dr. Cade Brumley
State Superintendent

RECEIVED

DEC 08 2025

Public Comment to the Louisiana Board of Elementary & Secondary Education

Board of Elementary
and Secondary Education

My name is Alyssa Brummett, and I am the parent of a student at Champ Cooper Elementary in Tangipahoa Parish. I'm writing today to address ongoing issues families like mine are facing regarding access to medically necessary Applied Behavior Analysis (ABA) services in our public schools.

At the beginning of this school year, my son experienced significant challenges related to the implementation of his ABA services. We had issues with his teacher not understanding the role of ABA in his educational plan, and instead of working collaboratively, concerns were escalated in ways that created additional barriers rather than solutions.

More troubling, the principal of Champ Cooper, Cathy Hoffman, sent an email attempting to limit my child's ABA services by citing language from the district's Memorandum of Understanding with Touchstone. The specific wording she referenced states:

"The school board respectfully urges that observations or services provided by the BHP to any given student not exceed 45 minutes per day or one single class period or more than 2 days a week."

This language has been repeatedly used—incorrectly—to restrict ABA support for students who require it. For children with significant behavioral or developmental needs, limiting therapeutic support to 45 minutes twice a week is not consistent with medical necessity, nor is it consistent with ensuring a Free Appropriate Public Education.

I want to emphasize something very important:

Allowing parents to bring in their own Board-Certified Behavior Analyst (BCBA) does *not* relieve the school system of its responsibility to provide the services and supports a child needs to receive FAPE.

A parent supplementing services does not replace the district's legal obligations under IDEA.

Over the summer, Louisiana made progress by passing legislation to protect the rights of students who require ABA in school. But the law still leaves too much room for misinterpretation and misuse—especially when local districts or administrators rely on restrictive MOU language to limit services.

I urge BESE to strengthen the implementation of this law by:

- 1. Explicitly prohibiting districts from using local MOUs or internal guidelines to cap or restrict medically necessary ABA services.**
Medically necessary care should be determined by qualified professionals—not administrative preference.
- 2. Clarifying that ABA providers working in schools are part of the child's support team under IDEA and must be allowed to implement and collaborate without**

arbitrary time limits.

- 3. Ensuring that the presence of an outside BCBA or behavior professional does not reduce or replace the district's own obligation to provide appropriate behavioral supports, including the development and proper implementation of FBAs and BIPs.**

- 4. Requiring districts to train teachers and administrators on the new ABA law, IDEA requirements, and collaborative practices with outside providers.**
Misunderstanding of the law is one of the biggest barriers families are currently facing.

Families should not have to fight year after year just to ensure their children can access medically necessary therapies that directly impact their ability to learn. My child—and so many others—deserve better consistency, clearer protections, and systems that support rather than obstruct.

Thank you for your time and your commitment to Louisiana's students. I ask that BESE take action to ensure that ABA services in schools are implemented as the law intended: without unnecessary barriers, without arbitrary limits, and always in the best interest of the child.

*Alyssa Brummett
28453 Apple Blossom Ln.
Ponchatoula, LA 70454
(361) 724-7106*

RECEIVED

DEC 08 2025

Board of Elementary
and Secondary Education



STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

P.O. Box 94064, Capitol Station, Baton Rouge, LA 70804-9064 • PHONE: 225-342-5840 • FAX: 225-342-5843

December 16, 2025

Paul Hollis
1st BESE District

Sharon Clark
2nd BESE District

Sandy Holloway
3rd BESE District

Stacey Melerine
4th BESE District

Lance Harris
5th BESE District

Ronnie Morris
6th BESE District

Kevin Berken
7th BESE District

Preston Castille
8th BESE District

Conrad Appel
Member-at-Large

Judy Armstrong
Member-at-Large

Simone Champagne
Member-at-Large

Ms. Melynda Carmouche
1214 Ches Broussard Road
Breaux Bridge, LA 70517

RE: Petition for Rulemaking

Dear Ms. Carmouche:

The Louisiana State Board of Elementary and Secondary Education (BESE) Office is in receipt of your Petition for Rulemaking requesting an amendment to Bulletin 746, Section 511, Paragraph C, which concerns advancement from an out-of-state certificate to a Professional Level 1, 2, or 3 Certificate. We have reviewed your request and considered our current policy and applicable law.

Bulletin 746, promulgated pursuant to the authority granted to BESE under La. R.S. 17:8.1 and 17:8.2 establish the requirements for educator certification in Louisiana, including examination requirements and the criteria applicable to individuals seeking certification based on out-of-state credentials. Section 511 of Bulletin 746 sets forth the requirements for advancement from an out-of-state certificate to a Louisiana Professional Level 1, 2, or 3 Certificate, including the successful completion of required examinations and compliance with all applicable certification criteria.

The provisions of Bulletin 746 are consistent with state law and reflect established policy governing educator certification. Accordingly, your request for rulemaking is hereby denied.

Should you have any further questions or comments, please contact our office to discuss.

Sincerely,



Tavares A. Walker
Executive Director

Tavares A. Walker
Executive Director

Dr. Cade Brumley
State Superintendent



Petition for Rulemaking

for submission to the Louisiana State Board of Elementary and Secondary Education (BESE)

For BESE Office Use Only 2025
Date received
Received by Board of Elementary and Secondary Education
Signature
Date formally presented to BESE

I, Melynda A. Carmouche, a citizen of the state of Louisiana, whose signature is appended to this petition, hereby petition the Louisiana State Board of Elementary and Secondary Education (BESE), in accordance with the Louisiana Administrative Procedure Act, R.S. 49:953(C) and LAC 28:1.1309, regarding the following: (Use separate form for each bulletin)

Bulletin number: 746

Section number(s): §511.C.3

The petition requests that BESE: (Check all that apply)

Adopt new Rule(s) Amend current Rule(s) Repeal current Rule(s), as follows:

Justification for the requested revision(s): (Summarize content and impact of proposal)

The current rule (§511.C.3) for Praxis exam exclusion requires three years of successful teaching experience to be completed prior to first employment in Louisiana. This request seeks to amend §511.C.3 to allow the combination of out-of-state experience and successful in-state experience on an OS certificate to fulfill the three-year requirement. This amendment is critical for retaining experienced, effective educators who have proven their competency in Louisiana's classrooms, thus preventing the loss of state investment in teacher development and addressing local teacher shortages.

*Please see attached pages for full proposal

Additional pages or a separate attachment are acceptable.

Petitioner's designee: (if applicable)

The petitioner designates as the representative of this petition.

Mailing Address

Email (optional) Phone (optional)

Petitioner information:

Name Melynda A. Carmouche

Mailing Address 1214 Ches Broussard Rd Breaux Bridge, LA 70517

Email (optional) mecarmouche@yahoo.com Phone (optional) 337-534-2613
melynda_carmouche@saintmartinschools.org

Petitioner's signature Date

Designee's signature (if applicable) Date

The petition must be submitted via certified mail and addressed to:

Board of Elementary and Secondary Education
Attn: Tavares A. Walker, Executive Director
P.O. Box 94064, Capitol Station
Baton Rouge, LA 70804-9064

**Formal Request for Amendment to Bulletin 746, §511:
Reciprocity for Experienced Out-of-State Teachers**

To: The Louisiana Board of Elementary and Secondary Education (BESE)

From: Melynda A. Carmouche, Certified Educator (Texas), OS Certificate Holder (Louisiana)

Date: October 31, 2025

I. Introduction: The Cost of Current Policy

This request is submitted to address a significant structural barrier within the Louisiana teacher certification process that currently drives away experienced, qualified educators and undermines the state's investment in its own teacher workforce.

As an out-of-state (OS) certificate holder, I have successfully taught in a UIR, rural Title I school in St. Martin Parish for three consecutive years. Despite my successful performance, my Louisiana employment will end in May 2026 because the current policy (§511.A) requires me to pass redundant Praxis exams, equivalent to the tests I already passed to receive my initial Texas certification, to advance to a Level 1 certificate.

My story is not unique. Louisiana made a direct investment in my professional development, including awarding me a BESE tuition scholarship for the Fall 2025 semester. Yet, by forcing me to meet a redundant testing requirement, the state is effectively transferring this investment to the students of another state when I return to Texas.

II. Analysis of Current Policy and Proposal for Amendment

A. The Challenge with §511.A (Out-of-State Certificate)

Current policy dictates that a teacher holding a standard out-of-state certificate is only issued a non-renewable OS certificate for three years and "must fulfill guidelines for a level 1 or higher-level certificate" by passing Louisiana exams (§511.A).

This structure fails to recognize the professional competency demonstrated by successfully holding and teaching on a standard certificate in another state.

B. The Challenge with §511.C.3 (Exam Exemption)

The current exam exclusion for experience is granted to those with: **"Three years of successful teaching experience in another state prior to first employment or licensure application in Louisiana."**

This phrase penalizes educators who return to Louisiana after starting their career elsewhere but do not yet have the full three years of experience *before* moving. They are then forced to teach for three years on the non-renewable OS certificate while still facing the exam hurdle, despite

proving their effectiveness on the job in Louisiana classrooms.

III. Recommended Amendment

It is recommended to amend §511.C.3 to allow a combination of successful teaching experience, both in-state and out-of-state, to fulfill the exam requirement for advancement to a Level 1 Professional Certificate.

Proposed Revision to §511.C.3 (Addition Bolded and Underlined)

"Three years of successful teaching experience which may be a combination of documented successful experience in another state and successful teaching experience in a Louisiana public or approved private school on a valid OS certificate prior to advancement to the Level 1 Professional Certificate, as verified by the employing authority or SEA fulfills exam requirements. For active military or military spouses, any three years of successful teaching experience in another state, as verified by the employing authority or SEA, may fulfill exam requirements."

IV. Rationale and Justification

1. **Recognition of Local Investment and Performance:** My three years of successful service in a high-need Louisiana school, my evaluation training, and my participation in the Mentor Teacher Pilot Cohort are far stronger indicators of my ability than a standardized content exam. This amendment validates the state's own investment and performance metrics (e.g., LDOE evaluation ratings).
2. **Addressing Teacher Shortages:** This change offers a clear pathway for qualified educators (especially military spouses, returning residents, and mid-career professionals) to remain in Louisiana, strengthening the workforce and keeping proven, effective teachers in the classroom.
3. **National Alignment:** By recognizing teaching experience gained under the OS certificate toward the exam exclusion, Louisiana aligns its policy with national trends that prioritize in-classroom success over redundant testing for experienced professionals.

V. Conclusion

The continued enforcement of redundant testing requirements for demonstrably effective, experienced, and certified out-of-state teachers represents a significant loss to Louisiana students. Adopting the proposed amendment to §511.C.3 transforms a current exit ramp into a retention mechanism.

I respectfully urge the Board to amend §511.C.3 to ensure that Louisiana retains the qualified educators it has already invested in.