

NOTICE OF INTENT

Board of Elementary and Secondary Education

Part CXV. Bulletin 741—Louisiana Handbook for School Administrators
(LAC 28:CXV.509 and 2307).

In accordance with the provisions of R.S. 17:6(A)(10) and the Administrative Procedure Act (APA), R.S. 49:953(B)(1) et seq., the Board of Elementary and Secondary Education proposes to amend LAC 28:CXV in Bulletin 741 – *Louisiana Handbook for School Administrators*. The aforementioned revisions are in response to legislative Acts of the 2021 Regular Legislative Session related to literacy and would revise the annual literacy assessment and require successful completion of approved foundational literacy skills courses for educators. Further, the revisions require scientific, research-based interventions during school hours for students measured at below grade level on the annual literacy assessment as well as development of a foundational literacy skills plan for students in kindergarten through third grade.

Title 28

EDUCATION

Part CXV. Bulletin 741—Louisiana Handbook for School Administrators

Chapter 5. Personnel

§509. Completion of Approved Foundational Literacy Skills Course

A. The LDE shall develop a list of approved professional development courses designed for educators that provide foundational literacy skills instruction based on the science of reading and include information on instructing students regarding phonemic awareness, phonics, fluency, vocabulary, and comprehension.

1. Not later than the beginning of the 2023-2024 school year, each teacher and administrator must successfully complete at least one approved professional development course and provide documentation of successful completion of the course to the employing school. A teacher or administrator who provides documentation of completion of an approved professional development program within the five years prior to 2023 shall be considered in compliance with the provisions of this Paragraph.

a. For the purposes of this Section, “teacher” means kindergarten through third grade teacher who teaches reading, math, science, or social studies.

b. For the purposes of this Section, “administrator” means a principal or assistant principal of a school that includes kindergarten through third grade.

2. Any teacher or administrator hired after August 1, 2023, must provide documentation to the employing school of successful completion of an approved professional development course within two years of the date of employment.

3. Beginning May 1, 2022, and annually thereafter, each LEA shall report to the department the number and percentage of teachers and administrators who have successfully completed an approved professional development course. Reported data shall be included in LDE school progress profiles.

4. Waivers to use professional development courses that have not been included in the department list of approved professional development courses must be submitted in writing to the LDE and are subject to approval.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S.17:24.10; and R.S. 17:24.12.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:

Chapter 23. Curriculum and Instruction

Subchapter A. Standards and Curricula

§2307. Literacy Assessment

A. Each LEA shall require that every child enrolled in kindergarten-third grade be given the BESE-approved literacy assessment within the first 30 days of the school year. The results of this assessment shall be used to plan instruction and provide appropriate and timely intervention. The results of the assessment will also provide information required by R.S. 17:24.9, student reading skills; requirements; reports.

1. Each student administered a literacy assessment will be identified as reading below, at, or above grade level. Students scoring above grade level may be considered for evaluation into a gifted program.

2. For students with significant hearing or visual impairment, nonverbal students, or students with significant cognitive impairment, the LEA will provide an alternate assessment recommended by the LDE.

3. Each LEA will report to the LDE assessment results by child within the timeframes and according to the guidance established by the LDE.

4. For grades 1-3, the school should use the prior year’s latest assessment level to begin appropriate intervention until the new assessment level is determined.

5. Any student scoring below grade level in reading based upon assessment and/or progress monitoring must be provided scientific, research-based reading intervention upon identification. The reading intervention shall do all of the following:

a. provide explicit, direct instruction that is systematic, sequential, and cumulative in language development, phonological awareness, phonics, fluency, vocabulary, and comprehension, as applicable;

b. provide targeted small group reading interventions based on student need in phonological awareness, phonics including decoding and encoding, vocabulary, or comprehension; and

c. be implemented during regular school hours.

B. Each LEA shall administer the literacy assessment provided by the LDE for each grade level to meet kindergarten-third grade literacy assessment requirements.

C. Beginning June 1, 2023, and triennially thereafter, each school shall use data from the literacy assessment in order to develop and submit to LDE the school foundational literacy plan for students in kindergarten through third grade pursuant to R.S. 17:24.9.

1. Each foundational literacy skills plan shall include:

- a. the amount of time to be devoted daily to foundational literacy skills and a description of how the instructional time will be utilized;
- b. a list of English language arts textbooks and instructional materials adopted by the school;
- c. a description of the interventions and supports available to students identified as having literacy skills below grade level; and
- d. a description of the professional development in foundational literacy skills instruction provided to teachers who teach kindergarten through third grade.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S.17:24.4; R.S. 17:24.9; and R.S.17:24.10.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1289 (June 2005), amended LR 38:1224 (May 2012), LR 39:2214 (August 2013), LR 42:1878 (November 2016), LR 45:36 (January 2019), LR 48:

COMPARISON DOCUMENT

Title 28

EDUCATION

Part CXV. Bulletin 741—Louisiana Handbook for School Administrators

Chapter 5. Personnel

§509. Completion of Approved Foundational Literacy Skills Course

A. The LDE shall develop a list of approved professional development courses designed for educators that provide foundational literacy skills instruction based on the science of reading and include information on instructing students regarding phonemic awareness, phonics, fluency, vocabulary, and comprehension.

5. Not later than the beginning of the 2023-2024 school year, each teacher and administrator must successfully complete at least one approved professional development course and provide documentation of successful completion of the course to the employing school. A teacher or administrator who provides documentation of completion of an approved professional development program within the five years prior to 2023 shall be considered in compliance with the provisions of this Paragraph.

a. For the purposes of this Section, “teacher” means kindergarten through third grade teacher who teaches reading, math, science, or social studies.

b. For the purposes of this Section, “administrator” means a principal or assistant principal of a school that includes kindergarten through third grade.

6. Any teacher or administrator hired after August 1, 2023, must provide documentation to the employing school of successful completion of an approved professional development course within two years of the date of employment.

7. Beginning May 1, 2022, and annually thereafter, each LEA shall report to the department the number and percentage of teachers and administrators who have successfully completed an approved professional development course. Reported data shall be included in LDE school progress profiles.

8. Waivers to use professional development courses that have not been included in the department list of approved professional development courses must be submitted in writing to the LDE and are subject to approval.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S.17:24.10; and R.S. 17:24.12.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:

Chapter 23. Curriculum and Instruction

Subchapter A. Standards and Curricula

§2307. Literacy Assessment Screening

A. Each LEA shall require that every child enrolled in kindergarten-third grade be given ~~the a~~-BESE-approved literacy ~~screening~~ assessment within the first 30 days of the school year. The results of this ~~screening~~ assessment shall be used to plan instruction and provide appropriate and timely intervention. The results of the ~~screening~~ assessment will also provide information required by ~~R.S. 17:182~~ R.S. 17:24.9, student reading skills; requirements; reports.

1. Each ~~second grade and third grade~~ student administered a literacy ~~screening~~ assessment will be identified as reading below, at, or above grade level. ~~Second and third grade s~~ Students scoring above grade level ~~will~~ may be considered for evaluation into a gifted program. ~~Students scoring below grade level shall be considered for additional resources.~~

2. For students with significant hearing or visual impairment, nonverbal students, or students with significant cognitive impairment, the LEA will provide an alternate assessment recommended by the LDE.

3. Each LEA will report to the LDE ~~screening~~ assessment results by child within the timeframes and according to the guidance established by the LDE.

4. For grades 1-3, the school should use the prior year’s latest ~~screening~~ assessment level to begin appropriate intervention until the new ~~screening~~ assessment level is determined.

5. ~~Screening should be used to guide instruction and intervention.~~ Any student scoring below grade level in reading based upon assessment and/or progress monitoring must be provided scientific, research-based reading intervention upon identification. The reading intervention shall do all of the following:

d. provide explicit, direct instruction that is systematic, sequential, and cumulative in language development, phonological awareness, phonics, fluency, vocabulary, and comprehension, as applicable;

e. provide targeted small group reading interventions based on student need in phonological awareness, phonics including decoding and encoding, vocabulary, or comprehension; and

f. be implemented during regular school hours.

B. Each LEA ~~may choose one of the following assessments~~ shall administer the literacy assessment provided by the LDE for each grade level to meet kindergarten-third grade literacy ~~screening~~ assessment requirements. ~~LEAs must apply for a waiver to use an assessment not on the list.~~

Grade	Skill	BESE-Approved Literacy Screenings
Kindergarten	Phonological Awareness	(a) Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next First Sound Fluency; or (b) System to Enhance Educational Performance (iSTEEP) Initial Sound Fluency; or (c) Fountas and Pinnell Initial Sounds; or (d) Strategic Teaching and Evaluation of Progress (STEP) Phonemic Awareness First Sounds.
First Grade	Phonics	(a) DIBELS Next Nonsense Word Fluency-CLS; or (b) iSTEEP Nonsense Word Fluency; or (c) Easy Curriculum-Based Measures (easyCBM) Word Reading Fluency; or (d) Fountas and Pinnell Phonograms; or (e) STEP Reading Record; or (f) Test of Word Reading Efficiency (TOWRE); or (g) Word Reading Efficiency Test (WRET).
Second Grade	Oral Reading Fluency	(a) DIBELS Next Oral Reading; or (b) iSTEEP Oral Reading Fluency; or (c) Fountas and Pinnell Oral Reading Rate; or (d) STEP Reading Rate/Fluency.
Third Grade	Comprehension	(a) DIBELS Next Retell (Passage 1 only); or (b) iSTEEP Advanced Literacy; or (c) Fountas and Pinnell Comprehension; or (d) STAR Reading; or (e) STEP Comprehension; or (f) Scholastic Reading Inventory/Houghton Mifflin Harcourt Reading Inventory (SRI/HMH RI).

C. Beginning June 1, 2023, and triennially thereafter, each school shall use data from the literacy assessment in order to develop and submit to LDE the school foundational literacy plan for students in kindergarten through third grade pursuant to R.S. 17:24.9.

2. Each foundational literacy skills plan shall include:

- a. the amount of time to be devoted daily to foundational literacy skills and a description of how the instructional time will be utilized;
- b. a list of English language arts textbooks and instructional materials adopted by the school;
- c. a description of the interventions and supports available to students identified as having literacy skills below grade level; and
- d. a description of the professional development in foundational literacy skills instruction provided to teachers who teach kindergarten through third grade.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S.17:24.4; R.S. 17:24.9; and R.S.17:24.10.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1289 (June 2005), amended LR 38:1224 (May 2012), LR 39:2214 (August 2013), LR 42:1878 (November 2016), LR 45:36 (January 2019), LR 48:

**FISCAL AND ECONOMIC IMPACT STATEMENT
FOR ADMINISTRATIVE RULES**

Person
Preparing
Statement: Ashley Townsend Dept.: LA Department of Education
Board of Elementary &
Secondary Education

Phone: (225) 342-2503 Office: Policy

Return
Address: P. O. Box 94064 Rule
Baton Rouge, LA Title: Part CXV. Bulletin 741- Louisiana –
Handbook for School Administrators (LAC
28: CXV.509 and 2307).

Date Rule
Takes Effect: Upon final adoption by BESE

SUMMARY

In accordance with Section 953 of Title 49 of the Louisiana Revised Statutes, there is hereby submitted a fiscal and economic impact statement on the rule proposed for adoption, repeal or amendment. THE FOLLOWING STATEMENTS SUMMARIZE ATTACHED WORKSHEETS, I THROUGH IV AND WILL BE PUBLISHED IN THE LOUISIANA REGISTER WITH THE PROPOSED AGENCY RULE.

I. ESTIMATED IMPLEMENTATION COSTS (SAVINGS) TO STATE OR LOCAL GOVERNMENTAL UNITS (Summary)

There will be increased costs for the Department of Education (LDE) to create the literacy assessment required by the proposed revisions and to provide professional development courses to K-3 teachers and administrators. The LDE plans to utilize \$4.5 M in federal funding from the Elementary and Secondary School Emergency Relief (ESSER) grant for the creation of the literacy assessment pursuant to Act 438 of 2021, and \$5 M ESSER funds to develop the required professional development course pursuant to Act 108 of 2021.

Local school systems may experience increased costs related to personnel and materials if they do not already have reading interventions in place. This cost is indeterminable and will vary among districts. However, to assist districts in implementing the measure, LDE is developing the diagnostic intervention tool described above, and has allocated \$7.8 M in ESSER funding to provide current school personnel with a foundational literacy professional development course from a list of approved vendors.

Local personnel may experience a temporary increase in workload to develop the required literacy plan, which will be revised every three years. Existing LDE staff will review the literacy plans. Each teacher who teaches kindergarten through third grade reading, math, science, or social studies and each administrator of a school that includes kindergarten through third grade will complete the foundational literacy training. Any teacher or administrator hired after August 1, 2023, must provide documentation to the employing school of successful course completion within two years of the date of employment.

The proposed revisions update the annual literacy assessment and require successful completion of approved foundational literacy skills courses for educators. The policy requires that children in kindergarten through third grade are given the BESE-approved literacy assessment within the first 30 days of school and that results are reported to LDE. In addition, the changes mandate scientific, research-based interventions during school hours for students measured at below grade level on the annual literacy assessment. Data from the literacy assessment will be used to develop the required foundational literacy skills plan in which students in kindergarten through third grade are enrolled beginning June 1, 2023, in accordance with R.S. 17:24.9. Teachers and administrators of students in these grade levels shall complete one approved professional development course by the beginning of the 2023-2024 school year. Any teachers hired after August 1, 2023, must complete such a course within two years of employment, and systems shall report the successful completion to LDE annually beginning May 1, 2022, pursuant to R.S. 17:24.12.

II. ESTIMATED EFFECT ON REVENUE COLLECTIONS OF STATE OR LOCAL GOVERNMENTAL UNITS (Summary)

The proposed revisions will not have an effect on revenue collections of state or local governmental units.

III. ESTIMATED COSTS AND/OR ECONOMIC BENEFITS TO DIRECTLY AFFECTED PERSONS, SMALL BUSINESSES, OR NON-GOVERNMENTAL GROUPS (Summary)

There will be increased income to vendors of foundational literacy professional development courses. The LDE has allocated \$7.8 M in ESSER funding to local school systems for use in purchasing access to professional development courses from a list of approved vendors: (1) The AIM Institute for Learning & Research; (2) Associated Professional Educators of Louisiana; (3) Keys to Literacy; and (4) Voyager Sopris Learning.

IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)

The proposed revisions will not have an impact on competition and employment.

DocuSigned by:
Beth Scioneaux
Signature of Agency Head or Designee

Beth Scioneaux, Deputy Superintendent for Management and Finance
Typed Name and Title of Agency Head or Designee

4/7/2022
Date of Signature

Evan Brass, Interim Deputy
Legislative Fiscal Officer or Designee
Fiscal Bill

4/7/2022
Date of Signature

LFO 10/04

FISCAL AND ECONOMIC IMPACT STATEMENT
FOR ADMINISTRATIVE RULES

The following information is required in order to assist the Legislative Fiscal Office in its review of the fiscal and economic impact statement and to assist the appropriate legislative oversight subcommittee in its deliberation on the proposed rule.

- A. Provide a brief summary of the content of the rule (if proposed for adoption, or repeal) or a brief summary of the change in the rule (if proposed for amendment). Attach a copy of the notice of intent and a copy of the rule proposed for initial adoption or repeal (or, in the case of a rule change, copies of both the current and proposed rules with amended portions indicated).

Proposed updates revise the annual literacy assessment and require successful completion of approved foundational literacy skills courses for educators. The policy requires that children in kindergarten through third grade are given the BESE-approved literacy assessment within the first 30 days of school and that results are reported to LDE. In addition, the changes mandate scientific, research-based interventions during school hours for students measured at below grade level on the annual literacy assessment. Data from the literacy assessment will be used to develop the required foundational literacy skills plan in which students in kindergarten through third grade are enrolled beginning June 1, 2023, in accordance with R.S. 17:24.9. Teachers and administrators of students in these grade levels shall complete one approved professional development course by the beginning of the 2023-2024 school year. Any teachers hired after August 1, 2023, must complete such a course within two years of employment, and systems shall report the successful completion to LDE annually beginning May 1, 2022, pursuant to R.S. 17:24.12.

- B. Summarize the circumstances that require this action. If the Action is required by federal regulation, attach a copy of the applicable regulation.

The proposed revisions are in response to Acts 438 and 108 of the 2021 Regular Legislative Session which amended R.S. 17:24.9 and R.S. 17:24.10 regarding literacy.

- C. Compliance with Act 11 of the 1986 First Extraordinary Session.

1. Will the proposed rule change result in any increase in the expenditure of funds? If so, specify amount and source of funding.

Yes.

2. If the answer to (1) above is yes, has the Legislature specifically appropriated the funds necessary for the associated expenditure increase?

(a) _____ Yes. If yes, attach documentation.

(b) X NO. If no, provide justification as to why this rule change should be published at this time.

The proposed revisions are required to comply with Acts 108 and 438 of the 2021 Regular Legislative Session.

FISCAL AND ECONOMIC IMPACT STATEMENT

WORKSHEET

I. A. COSTS OR SAVINGS TO STATE AGENCIES RESULTING FROM THE ACTION PROPOSED

1. What is the anticipated increase (decrease) in costs to implement the proposed action?

The proposed revisions will have no net effect on costs or savings to state agencies.

COSTS	FY21-22	FY22-23	FY23-24
PERSONAL SERVICES			
OPERATING EXPENSES			
PROFESSIONAL SERVICES			
OTHER CHARGES			
EQUIPMENT			
MAJOR REPAIR & CONSTR.			
POSITIONS (#)			
TOTAL	INCREASE	INCREASE	INCREASE

2. Provide a narrative explanation of the costs or savings shown in "A. 1.", including the increase or reduction in workload or additional paperwork (number of new forms, additional documentation, etc.) anticipated as a result of the implementation of the proposed action. Describe all data, assumptions, and methods used in calculating these costs.

There will be increased costs for the Department of Education (LDE) to create the literacy assessment required by the proposed revisions and to provide professional development courses to K-3 teachers and administrators. The LDE plans to utilize \$4.5 M in federal funding from the Elementary and Secondary School Emergency Relief (ESSER) grant for the creation of the literacy assessment pursuant to Act 438 of 2021, and \$5 M ESSER funds to develop the required professional development course pursuant to Act 108 of 2021.

The proposed revisions update the annual literacy assessment and require successful completion of approved foundational literacy skills courses for educators. The policy requires that children in kindergarten through third grade are given the BESE-approved literacy assessment within the first 30 days of school and that results are reported to LDE. In addition, the changes mandate scientific, research-based interventions during school hours for students measured at below grade level on the annual literacy assessment. Data from the literacy assessment will be used to develop the required foundational literacy skills plan in which students in kindergarten through third grade are enrolled beginning June 1, 2023, in accordance with R.S. 17:24.9. Teachers and administrators of students in these grade levels shall complete one approved professional development course by the beginning of the 2023-2024 school year. Any teachers hired after August 1, 2023, must complete such a course within two years of employment, and systems shall report the successful completion to LDE annually beginning May 1, 2022, pursuant to R.S. 17:24.12.

3. Sources of funding for implementing the proposed rule or rule change.

SOURCE	FY21-22	FY22-23	FY23-24
STATE GENERAL FUND	-0-	-0-	-0-
AGENCY SELF-GENERATED	-0-	-0-	-0-
DEDICATED			
FEDERAL FUNDS	INCREASE	INCREASE	INCREASE
OTHER (Specify)			
TOTAL	INCREASE	INCREASE	INCREASE

4. Does your agency currently have sufficient funds to implement the proposed action? If not, how and when do you anticipate obtaining such funds?

Yes.

B. COST OR SAVINGS TO LOCAL GOVERNMENTAL UNITS RESULTING FROM THE ACTION PROPOSED

1. Provide an estimate of the anticipated impact of the proposed action on local governmental units, including adjustments in workload and paperwork requirements. Describe all data, assumptions and methods used in calculating this impact.

Local school systems may experience increased costs related to personnel and materials if they do not already have reading interventions in place. This cost is indeterminable and will vary among districts. However, to assist districts in implementing the measure, LDE is developing the diagnostic intervention tool described above, and has allocated \$7.8 M in ESSER funding to provide current school personnel with a foundational literacy professional development course from a list of approved vendors.

Local personnel may experience a temporary increase in workload to develop the required literacy plan, which will be revised every three years. Existing LDE staff will review the literacy plans. Each teacher who teaches kindergarten through third grade reading, math, science, or social studies and each administrator of a school that includes kindergarten through third grade will complete the foundational literacy training. Any teacher or administrator hired after August 1, 2023, must provide documentation to the employing school of successful course completion within two years of the date of employment.

2. Indicate the sources of funding of the local governmental unit that will be affected by these costs or savings.

The proposed revisions will not impact sources of funding of local governmental units.

FISCAL AND ECONOMIC IMPACT STATEMENT

WORKSHEET

II. EFFECT ON REVENUE COLLECTIONS OF STATE AND LOCAL GOVERNMENTAL UNITS

A. What increase (decrease) in revenues can be anticipated from the proposed action?

The proposed revisions will not have an effect on revenue collections of state or local governmental units.

REVENUE INCREASE/DECREASE	FY21-22	FY22-23	FY23-24
STATE GENERAL FUND	-0-	-0-	-0-
AGENCY SELF GENERATED			
RESTRICTED FUNDS*			
FEDERAL FUNDS			
LOCAL FUNDS			
TOTAL	-0-	-0-	-0-

*Specify the particular fund being impacted.

B. Provide a narrative explanation of each increase or decrease in revenues shown in "A." Describe all data, assumptions, and methods used in calculating these increases or decreases.

N/A

FISCAL AND ECONOMIC IMPACT STATEMENT

WORKSHEET

III. COSTS AND/OR ECONOMIC BENEFITS TO DIRECTLY AFFECTED PERSONS, SMALL BUSINESSES, OR NON-GOVERNMENTAL GROUPS

- A. What persons or non-governmental groups would be directly affected by the proposed action? For each, provide an estimate and a narrative description of any effect on costs, including workload adjustments and additional paperwork (number of new forms, additional documentation, etc.), they may have to incur as a result of the proposed action.

There will be increased income to vendors of foundational literacy professional development courses. The LDE has allocated \$7.8 M in ESSER funding to local school systems for use in purchasing access to professional development courses from a list of approved vendors: (1) The AIM Institute for Learning & Research; (2) Associated Professional Educators of Louisiana; (3) Keys to Literacy; and (4) Voyager Sopris Learning.

- B. Also provide an estimate and a narrative description of any impact on receipts and/or income resulting from this rule or rule change to these groups.

N/A

IV. EFFECTS ON COMPETITION AND EMPLOYMENT

Identify and provide estimates of the impact of the proposed action on competition and employment in the public and private sectors. Include a summary of any data, assumptions and methods used in making these estimates.

The proposed revisions will not have an impact on competition and employment.


STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION
FAMILY IMPACT STATEMENT
(LA R.S. 49:953 and 972)

Person Preparing Statement: Ashley Townsend
Phone: 225-342-2503
Division: Policy Office
Rule Title: Part CXV. Bulletin 741- Louisiana Handbook for School Administrators (LAC 28: CXV.509 and 2307).

In accordance with Section 953 and 974 of Title 49 of the Louisiana Revised Statutes, there is hereby submitted a Family Impact Statement on the rule proposed for adoption, repeal or amendment. All Family Impact Statements shall be kept on file in the State Board Office which has adopted, amended, or repealed a rule in accordance with the applicable provisions of the law relating to public records.

PLEASE RESPOND TO THE FOLLOWING:

1. WILL THE PROPOSED RULE AFFECT THE STABILITY OF THE FAMILY?
 No
 Yes
 Lacks sufficient information to determine
2. WILL THE PROPOSED RULE AFFECT THE AUTHORITY AND RIGHTS OF PARENTS REGARDING THE EDUCATION AND SUPERVISION OF THEIR CHILDREN?
 No
 Yes
 Lacks sufficient information to determine.
3. WILL THE PROPOSED RULE AFFECT THE FUNCTIONING OF THE FAMILY?
 No
 Yes
 Lacks sufficient information to determine
4. WILL THE PROPOSED RULE AFFECT FAMILY EARNINGS AND FAMILY BUDGET?
 No
 Yes
 Lacks sufficient information to determine
5. WILL THE PROPOSED RULE AFFECT THE BEHAVIOR AND PERSONAL RESPONSIBILITY OF CHILDREN?
 No
 Yes
 Lacks sufficient information to determine
6. IS THE FAMILY OR A LOCAL GOVERNMENT ABLE TO PERFORM THE FUNCTION AS CONTAINED IN THE PROPOSED RULE?
 No
 Yes
 Lacks sufficient information to determine

Signature of Contact Person: 
Date Submitted: 3/17/2022

STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION
POVERTY IMPACT STATEMENT
(LA R.S. 49:973)

Person Preparing Statement: Ashley Townsend

Phone: 225-342-2503

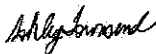
Division: Policy Office

Rule Title: Part CXV. Bulletin 741- Louisiana Handbook for School Administrators (LAC 28: CXV.509 and 2307).

In accordance with Section 973 of Title 49 of the Louisiana Revised Statutes, there is hereby submitted a Poverty Impact Statement on the rule proposed for adoption, amendment, or repeal. All Poverty Impact Statements shall be in writing and kept on file in the state agency which has adopted, amended, or repealed a rule in accordance with the applicable provisions of the law relating to public records. For the purposes of this Section, the word "poverty" means living at or below one hundred percent of the federal poverty line.

PLEASE RESPOND TO THE FOLLOWING:

1. WILL THE PROPOSED RULE AFFECT THE HOUSEHOLD INCOME, ASSETS, AND FINANCIAL SECURITY?
 No
 Yes
 Lacks sufficient information to determine
2. WILL THE PROPOSED RULE AFFECT EARLY CHILDHOOD DEVELOPMENT AND PRESCHOOL THROUGH POSTSECONDARY EDUCATION DEVELOPMENT?
 No
 Yes
 Lacks sufficient information to determine
3. WILL THE PROPOSED RULE AFFECT EMPLOYMENT AND WORKFORCE DEVELOPMENT?
 No
 Yes
 Lacks sufficient information to determine
4. WILL THE PROPOSED RULE AFFECT TAXES AND TAX CREDITS?
 No
 Yes
 Lacks sufficient information to determine
5. WILL THE PROPOSED RULE AFFECT CHILD AND DEPENDENT CARE, HOUSING, HEALTH CARE, NUTRITION, TRANSPORTATION, AND UTILITIES ASSISTANCE?
 No
 Yes
 Lacks sufficient information to determine

Signature of Contact Person: 

Date Submitted: 3/17/2022

Small Business Statement

The impact of the proposed Rule on small businesses as defined in the Regulatory Flexibility Act has been considered. It is estimated that the proposed action is not expected to have a significant adverse impact on small businesses. The agency, consistent with health, safety, environmental and economic welfare factors has considered and, where possible, utilized regulatory methods in the drafting of the proposed rule that will accomplish the objectives of applicable statutes while minimizing the adverse impact of the proposed rule on small businesses.

Provider Impact Statement

The proposed Rule should not have any known or foreseeable impact on providers as defined by HCR 170 of 2014 Regular Legislative Session. In particular, there should be no known or foreseeable effect on:

1. the effect on the staffing level requirements or qualifications required to provide the same level of service;
2. the total direct and indirect effect on the cost to the providers to provide the same level of service; or
3. the overall effect on the ability of the provider to provide the same level of service.

Public Comments

Interested persons may submit written comments via the U.S. Mail until noon, May 10, 2022, to Shan N. Davis, Executive Director, Board of Elementary and Secondary Education, Box 94064, Capitol Station, Baton Rouge, LA 70804-9064. Written comments may also be hand delivered to Shan Davis, Executive Director, Board of Elementary and Secondary Education, Suite 5-190, 1201 North Third Street, Baton Rouge, LA 70802 and must be date stamped by the BESE office on the date received. Public comments must be dated and include the original signature of the person submitting the comments.

Shan N. Davis
Executive Director