



STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

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October 12, 2026

MEMORANDUM

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

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

RE: Summary Report on Board of Elementary and Secondary Education Proposed Rulemaking

Pursuant to R.S. 49:968(D)(1)(b), the Board of Elementary and Secondary Education hereby submits to you this summary report and announces its plan to proceed with rulemaking by finalizing the September 20, 2026, Notice of Intent that was promulgated on pages 1577-1585 of the *Louisiana Register*.

The Board has received no public comments and has not conducted a hearing pursuant to R.S. 49:953(A)(2)(a).

The Board has made no change to the proposed Rule.

Subject to legislative oversight by either the House Committee on Education or Senate Committee on Education, the Board anticipates adopting the Notice of Intent as a final Rule in the December 20, 2026, issue of the *Louisiana Register*.

The following document is attached:

1. A copy of the Notice of Intent.

Please contact Max Dupuy at (225) 342-5841 if the Board may be of any assistance to you concerning this Rule.

TAW:med

Attachment (1)

- c: Caroline Tyler, Secretary, Senate Committee on Education
Elizabeth Borne, Legislative Analyst, House Committee on Education
Lisa Lovello, Legislative Analyst, House Committee on Education
Ashley Townsend, Assistant Superintendent, Louisiana Department of Education
Max Dupuy, Records Management Administrator, BESE

Tavares A. Walker
Executive Director

Dr. Cade Brumley
State Superintendent

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, October 12, 2026, to Tavares Walker, 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 Tavares Walker, 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.

Tavares A. Walker
Executive Director

FISCAL AND ECONOMIC IMPACT STATEMENT FOR ADMINISTRATIVE RULES RULE TITLE: **Early Childhood**

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

Local education agencies (LEAs) that operate affected early learning centers or schools with attached prekindergarten programs may incur costs as a result of the proposed rule change, which amends LAC 28:CLXI, to implement Acts 893 of the 2026 Regular Session. The proposed rule change, in accordance with Act 893, requires hazard risk assessments be conducted as a part of an initial application to operate as an early learning center.

The Department of Environmental Quality will incur a one-time cost of approximately \$50,000 to \$100,000 to modify its permitting software to receive and track lead hazard risk assessment results, with any additional workload associated with follow-up inspections being indeterminable. Act 3 of the 2026 RS (General Appropriations Bill) appropriated \$115,000 in SGR from the Lead/Hazard Reduction Dedicated Fund Account for this purpose.

There are no anticipated implementation costs or savings to the Louisiana Department of Education (LDOE). The department will collect the lead hazard risk assessment results required by Act 893 as part of the existing initial license application review, will provide the notice that act directs, and will support the consolidated Early Childhood Care and Education Commission, all using existing staff and previously appropriated funds.

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

There is no anticipated effect on the revenue collections of state or local governmental units as a result of the proposed rule change.

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

Prospective owners, operators, of early learning centers whose sites are first placed in operation on or after August 1, 2026, will incur the cost of a lead hazard risk assessment of the facility and grounds, and the cost of lead hazard control methods where hazards are found. That cost is imposed by Act 893 and R.S. 30:235.28 rather than by this rule, which conforms the licensing regulations to the statute. The cost varies with the size, age, and condition of each facility, and is indeterminable. No assessment is required where the facility or its grounds has been inspected, has had a risk assessment, or has been the subject of lead abatement or remediation since 1978, and no further testing is required once the absence of lead hazards is documented.

IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)

The lead hazard risk assessment requirement applies uniformly to all early learning centers whose sites are first placed in operation on or after August 1, 2026, so it does not advantage any provider over another. Licensed lead risk assessors certified by the Department of Environmental Quality may experience some additional demand for their services; any such effect is indeterminable.

Beth Scioneaux
Deputy Superintendent
2609#073

Patrice Thomas
Deputy Fiscal Officer
Legislative Fiscal Office

NOTICE OF INTENT

Board of Elementary and Secondary Education

Math and ELA Content Standards
(LAC 28:CXLII.Chapters 3, 5, 7, 9, 11, 13,
15, 17, 21, 23, 27, 29, 31, 33, 35, and 37;
LAC 28:CLXIX.Chapters 3, 5, 7, 11, 13, 15, 21, and 23)

In accordance with the provisions of R.S. 17:6(A)(10) and the Administrative Procedure Act (APA), R.S. 49:961 et seq., the Board of Elementary and Secondary Education (BESE) proposes to amend LAC 28:CXLII in *Bulletin 142—Louisiana Mathematics Student Standards* and LAC 28:CLXIX in *Bulletin 169—Louisiana English Language Arts Student Standards*. Board of Elementary and Secondary Education (BESE) policy requires that Louisiana content standards are periodically reviewed and revised to maintain rigor and high expectations for teaching and learning. The proposed revisions refine the mathematics and English language arts student standards adopted in July 2026, clarifying standard language, correcting grade-level designations, aligning parallel standards across courses, and removing illustrative examples that are more appropriately addressed through instructional guidance than through the standards themselves.

Title 28 EDUCATION

Part CXLII. Bulletin 142—Louisiana Mathematics Student Standards

Chapter 3. Kindergarten

§303. Numeracy and Operational Fluency

A. - C. ...

1. Compare sets of objects up to and including 20 in each set using comparative language, e.g., by using matching and counting strategies.

C.2. - E.1.c. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1129 (July 2026), amended LR 52:

Chapter 5. Grade 1

§505. Algebraic Reasoning

A. - E. ...

1. Add one- and two-digit numbers within the range of 0-99, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10.

a. Use concrete models or drawings and strategies based on place value, properties of operations, and the part-whole relationship between addition and subtraction to add and subtract; relate the strategy to a number sentence.

b. Understand that in adding two-digit numbers, one must add tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

c. Justify the reasoning of methods for addition used with an oral or written explanation.

2. - 2.a. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1130 (July 2026), amended LR 52:

§509. Data Analysis and Measurement

A. - A.2. ...

a. Understand that the length measurement of an object is the number of same-size length units that span the distance with no gaps or overlaps.

B. - C. ...

1. Use tally marks and t-charts, and tables with up to three categories to:

a. Create bar graphs and picture graphs to represent data precisely with accurate scaling within a scale of 1 or 2.

b. Interpret data represented in a chart or graph by asking and answering questions about the total number of data points, how many are in each category, and how many more or less are in one category than in another.

D. ...

1. Determine the value of a collection of coins up to 50 cents, including groups of pennies, nickels, dimes, and quarters in isolation; not to include a combination of different coins.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1131 (July 2026), amended LR 52:

Chapter 7. Grade 2

§705. Algebraic Reasoning

A. - A.2.a. ...

b. Justify reasoning with a written explanation when choosing a model or strategy to add or subtract.

B. - B.2.a. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1132 (July 2026), amended LR 52:

§707. Geometric Reasoning and Logic

A. - A.1. ...

2. Partition a rectangle into rows and columns of same-size units, interpreting both as a collection of units and as single units, and count to find the total number units. The rectangle should not be divided up into more than 5 columns and 5 rows to correlate with 2.AR.B.2.

3. - 3.a. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1132 (July 2026), amended LR 52:

Chapter 9. Grade 3

§901. Grade Level Foundational Skills

A. - A.3. ...

4. Compare numbers up to 100,000, identifying which are greater than, less than, or equal to each other.

5. ...

6. Identify equivalent fractions with denominators limited to 2, 3, 4, 6, and 8.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1133 (July 2026), amended LR 52:

§903. Numeracy and Operational Fluency

A. - C.1.a. ...

b. Use estimation to reason about solutions to real-world mathematical tasks.

2. - 3. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1132 (July 2026), amended LR 52:

§905. Algebraic Reasoning

A. ...

1. Interpret products of whole numbers and interpret whole number factors.

2. - 4. ...

B. Understand properties of multiplication and the relationships between multiplication and division.

1. ...

2. Understand division as an unknown-factor problem. Provide an explanation that leverages the relationship between multiplication and division.

C. Solve real-world mathematical tasks involving the four operations and identify and explain patterns in arithmetic.

C.1. - D.1.b. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1133 (July 2026), amended LR 52:

§909. Data Analysis and Measurement

A. - C.2. ...

3. Relate area to the operations of multiplication and addition.

C.3.a. - E.2. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1134 (July 2026), amended LR 52:

Chapter 11. Grade 4

§1101. Grade Level Foundational Skills

A. - A.3. ...

4. Multiply multi-digit numbers with products up to 100.

5. - 7. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1135 (July 2026), amended LR 52:

§1103. Numeracy and Operational Fluency

A. Generalize place value understanding for multi-digit whole numbers.

1. Recognize that in a multi-digit whole number less than or equal to 1,000,000, a digit in one place represents ten times what it represents in the place to its right.

2. Read and write multi-digit whole numbers up to 1,000,000 using base-ten numerals, standard form, written form, unit form, and expanded form.

a. Compare multi-digit whole numbers up to 1,000,000 using $>$, $=$, and $<$ symbols to record the results of comparisons.

b. Order a set of whole numbers up to 1,000,000.

3. Use place value understanding.

a. Round multi-digit whole numbers up to 1,000,000, to any place.

b. Use estimation to reason about solutions to real-world mathematical tasks.

B. Use place value understanding and properties of operations to perform multi-digit arithmetic.

1. Fluently add and subtract multi-digit whole numbers with sums or differences less than or equal to 1,000,000, using a standard algorithm.

a. - c. Repealed.

2. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value understanding and the properties of operations.

a. Illustrate and explain the calculation by using equations, rectangular arrays, number line diagrams, and area models.

b. Repealed.

3. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value understanding, the properties of operations, and the relationship between multiplication and division.

a. Represent and explain the calculation by using equations, rectangular arrays, and area models.

b. - c. Repealed.

C. Extend understanding of fraction equivalence and ordering.

1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models or number line diagrams, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.

2. Compare two fractions with different numerators and different denominators. Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.

3. Repealed.

D. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

1. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.

a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

b. Decompose a fraction, including mixed numbers or fractions greater than 1, into a sum of fractions, including unit fractions and non-unit fractions, with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions.

c. Evaluate the reasonableness of sums and differences of fractions using benchmark fractions, 0, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, 1, referring to the same whole.

d. Repealed.

2. Add and subtract fractions with like denominators.

a. Add and subtract mixed numbers with like denominators.

b. Solve real-world mathematical tasks involving addition and subtraction of fractions, including mixed numbers and fractions greater than 1, referring to the same whole and having like denominators.

3. Multiply a fraction by a whole number. Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.

a. Understand a fraction a/b as a multiple of $1/b$.

b. Understand a multiple of a/b as a multiple of $1/b$ and use this understanding to multiply a fraction by a whole number.

c. Solve real-world mathematical tasks involving multiplication of a fraction by a whole number.

E. Understand decimal notation for fractions and compare decimal fractions.

1. Express a fraction with denominator 10 as an equivalent fraction with denominator 100 and use this technique to add two fractions with respective denominators 10 and 100.

2. Use decimal notation and precise language for fractions with denominators 10 or 100.

3. Compare two decimals to hundredths by reasoning about their size, recognize that comparisons are valid only when the two decimals refer to the same whole, record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions.

a. - b. Repealed.

F. Generate and analyze patterns.

1. Generate and extend a number or shape pattern that follows a given rule.

a. Identify apparent features of the pattern that were not explicit in the rule itself.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1135 (July 2026), amended LR 52:

§1105. Algebraic Reasoning

A. - A.2. ...

a. Represent these tasks by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

3. - 3.b. ...

B. Gain familiarity with factors and multiples.

1. Use whole numbers in the range 1-100.

a. Find all factor pairs for a given whole number.

b. Recognize that a given whole number is a multiple of each of its factors.

c. Determine whether a given whole number is a multiple of a given one-digit number.

d. Determine whether a given whole number is prime or composite.

C. Generate and analyze patterns.

1. Generate and extend a number or shape pattern that follows a given rule.

a. Identify apparent features of the pattern that were not explicit in the rule itself.

C.1.b. - D.2.a. Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1135 (July 2026), amended LR 52:

§1109. Data Analysis and Measurement

A. - A.3. ...

B. Represent and interpret data.

1. - 1.a. ...

C. Understand concepts of angle and measure angles.

1. - 3. ...

a. Solve addition and subtraction real-world and mathematical tasks to find unknown angles on a diagram.

D. - D.1.a. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1136 (July 2026), amended LR 52:

Chapter 13. Grade 5

§1301. Grade Level Foundational Skills

A. - A.2. ...

3. Repealed.

4. - 8. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1136 (July 2026), amended LR 52:

§1303. Numeracy and Operational Fluency

A. - A.2. ...

a. Add and subtract fractions referring to the same whole, including cases of unlike denominators by using visual fraction models or equations to represent the problem.

A.2.b. - B.2.a. ...

b. Construct or critique a model to develop understanding of the concept of multiplying two fractions and create a story context for the equation. In general,

$$\left(\frac{m}{n}\right) \times \left(\frac{c}{d}\right) = \left(\frac{mc}{nd}\right).$$

3. - 3.c. ...

d. Relate the principle of fraction equivalence $\frac{a}{b} = \frac{(nxa)}{(nxb)}$ to the effect of multiplying $\frac{a}{b}$ by 1.

4. ...

5. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions within and without the context of real-world mathematical tasks.

B.5.a. - C.1. ...

2. Explain and apply patterns when multiplying or dividing by powers of 10.

a. Explain and apply patterns in the number of zeros of the product when multiplying a number by powers of 10.

b. Explain and apply patterns in the values of the digits in the product or the quotient when a decimal is multiplied or divided by a power of 10.

c. Use whole-number exponents to denote powers of 10.

3. Extend place value understanding of the base-ten system to decimals.

a. Read and write decimals to thousandths using base-ten numerals, standard form, written form, unit form, and expanded form.

b. Compare and order multi-digit whole numbers and decimals to thousandths based on the values of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

4. Use place value understanding to round multi-digit numbers with decimals to any place.

a. Use estimation to reason about solutions to real-world mathematical tasks.

D. ...

1. Repealed.

E. Perform operations with whole numbers and with decimals to hundredths.

1. Fluently multiply multi-digit whole numbers using a standard algorithm.

2. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value understanding, the properties of operations, subtracting multiples of the divisor, and the relationship between multiplication and division.

a. Illustrate and explain the calculation by using equations, rectangular arrays, area models, or other strategies based on place value understanding.

3. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value understanding, properties of operations, and the part-whole relationship between addition and subtraction or multiplication and division.

a. Justify the reasoning of methods used for calculation with a written explanation.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1137 (July 2026), amended LR 52:

§1305. Algebraic Reasoning

A. - A.2. ...

B. Analyze patterns and relationships.

1. Generate and extend two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Explain these relationships informally.

a. ...

B.1.b. - D.2.a. Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1137 (July 2026), amended LR 52:

§1307. Geometric Reasoning and Logic

A. Graph points on the coordinate plane to solve real-world and mathematical tasks.

1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines the origin arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that in an ordered pair, the first number shows how far to move along the x-axis, and the second number shows how far to move along the y-axis from the origin. With this convention, the names of the two axes and the coordinates correspond.

A.2. - B. ...

1. Understand, analyze, and relate attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.

B.2. - B.2.a. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1138 (July 2026), amended LR 52:

§1309. Data Analysis and Measurement

A. - A.1. ...

B. Represent and interpret data.

1. ...

C. Understand concepts of volume and relate volume to multiplication and to addition.

1. - 3.c. ...

D. Extend previous understandings of area and multiplication to multiply fractions.

1. - 1.c. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1138 (July 2026), amended LR 52:

Chapter 15. Grade 6

§1505. Algebraic Reasoning

A. - B.3. ...

4. Translate a real-world written description into an algebraic inequality in the form of $x > c$ or $x < c$. Recognize, describe, and interpret the infinitely many solutions for $x > c$ or $x < c$ and graph the solutions on a number line.

C. - C.1.b. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1139 (July 2026), amended LR 52:

Chapter 17. Grade 7

§1707. Geometric Reasoning and Logic

A. - A.1. ...

2. Draw triangles with given conditions. Understand the possible side lengths and angle measures that determine one and only one triangle, more than one triangle, or no triangle.

A.3. - B.3. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1141 (July 2026), amended LR 52:

§1709. Data Analysis

A. Use random sampling to draw inferences about a population.

A.1. - C.4.c. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1141 (July 2026), amended LR 52:

Chapter 21. Algebra I

§2111. Reasoning with Equations and Inequalities

A. - B. ...

1. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

B.2. - D.3. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1145 (July 2026), amended LR 52:

Chapter 23. Geometry

§2301. Geometric Reasoning and Logic

A. - C. ...

1. Prove and apply theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

2. Prove and apply theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

3. Prove and apply theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and the converse of this theorem; rectangles are parallelograms with congruent diagonals and the converse of this theorem.

D. - D.1. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1146 (July 2026), amended LR 52:

§2303. Similarity, Right Triangles, and Trigonometry

A. - B. ...

1. Prove and apply theorems about triangles including: a line parallel to one side of a triangle divides the other two proportionally, and the converse of this theorem; the Pythagorean Theorem proved using triangle similarity; SAS similarity criteria; SSS similarity criteria; and AA similarity criteria.

B.2. - C.3. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1147 (July 2026), amended LR 52:

Chapter 27. Integrated Math I

§2707. Reasoning with Equations and Inequalities

A. - B. ...

1. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

B.2. - D.3. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1150 (July 2026), amended LR 52:

§2717. Interpreting Categorical and Quantitative Data

A. - C. ...

1. Interpret the slope and the intercept of a linear model in the context of the data.

2. - 3. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1152 (July 2026), amended LR 52:

Chapter 29. Integrated Math II

§2905. Seeing Structure in Equations

A. - B.1.b. ...

c. Use the properties of exponents to transform expressions for exponential functions, emphasizing integer exponents.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1153 (July 2026), amended LR 52:

§2913. Interpreting Functions

A. - B.1.a. ...

b. Graph piecewise linear, to include absolute value, and exponential functions.

2. - 3. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1153 (July 2026), amended LR 52:

§2921. Congruence

A. ...

1. Prove and apply theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

2. Prove and apply theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; and the medians of a triangle meet at a point.

3. Prove and apply theorems about parallelograms. Theorems include: opposite sides are congruent; opposite angles are congruent; the diagonals of a parallelogram bisect each other, and the converse of this theorem; and rectangles are parallelograms with congruent diagonals and the converse of this theorem.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1154 (July 2026), amended LR 52:

§2923. Similarity, Right Triangles, and Trigonometry

A. - B. ...

1. Prove and apply theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and the converse of this theorem; the Pythagorean Theorem proved using triangle similarity; SAS similarity criteria; SSS similarity criteria; AA similarity criteria.

B.2. - C.3. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1154 (July 2026), amended LR 52:

§2925. Circles

A. - A.3. ...

4. Repealed.

B. - B.1. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1155 (July 2026), amended LR 52:

§2927. Expressing Geometric Properties with Equations

A. - A.1. ...

2. Repealed.

B. - B.1. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1155 (July 2026), amended LR 52:

Chapter 31. Integrated Math III

§3105. Arithmetic with Polynomials and Rational Expressions

A. - C.1. ...

2. Repealed.

D. - D.1. ...

2. Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1156 (July 2026), amended LR 52:

Chapter 33. Algebra III

§3303. Vector and Matrix Quantities

A. - B.2. ...

a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise.

B.2.b. - C. ...

1. Use matrices to represent and manipulate data.

2. - 6. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1158 (July 2026), amended LR 52:

Chapter 35. Advanced Math Precalculus

§3503. Vector and Matrix Quantities

A. - B.2. ...

a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise

B.2.b. - C. ...

1. Use matrices to represent and manipulate data.

2. - 7. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1160 (July 2026), amended LR 52:

Chapter 37. Advanced Math Functions and Statistics

§3707. Reasoning with Equations and Inequalities

A. - B.1. ...

2. Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, quadratic, polynomial, rational, piecewise linear, to include absolute value, logarithmic and exponential functions. Identify domain restrictions and real and non-real solutions algebraically.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17.6, R.S. 17:24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1162 (July 2026), amended LR 52:

Part CLXIX. Bulletin 169—Louisiana English Language Arts Student Standards

Chapter 3. Kindergarten

§305. Reading Foundations

A. - A.1. ...

2. Recognize that spoken words are represented in written language by specific sequences of letters. (Prerequisite standard from PreK)

3. - 4. ...

5. Locate words on a page.

A.6. - B. ...

1. Recognize and produce rhyming words. (Prerequisite standard from PreK)

2. Count, pronounce, blend, and segment syllables in spoken words. (Prerequisite standard from PreK)

B.3. - D. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1020 (July 2016), amended LR 52:1171 (July 2026), LR 52:

§307. Writing

A. Use a combination of drawing, dictating, or writing to express opinions about a topic or text with at least one supporting reason.

B. - G. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1020 (July 2016), amended LR 52:1171 (July 2026), LR 52:

§311. Language

A. - D.3. ...

4. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

E. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1021 (July 2016), amended LR 52:1172 (July 2026), LR 52:

Chapter 5. Grade 1

§511. Language

A. - A.7. ...

8. Use determiners to modify, describe, or introduce a noun or pronoun (e.g., articles, demonstratives).

A.9. - B.5. ...

C. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

1. Use sentence-level context to determine the meaning of a word or phrase.

C.2. - E. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1022 (July 2016), amended LR 52:1173 (July 2026), LR 52:

Chapter 7. Grade 2

§701. Reading Literature

A. - G. ...

H. Compare and contrast two or more versions of the same story by different authors or from different traditions.

I. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1023 (July 2016), amended LR 52:1173 (July 2026), LR 52:

§703. Reading Informational Text

A. - F. ...

G. Explain how specific images (e.g., diagrams) contribute to and clarify a text.

H. - J. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1023 (July 2016), amended LR 52:1173 (July 2026), LR 52:

§705. Reading Foundations

A. - A.1 ...

2. Decode and encode words with open and closed syllables and consonant -le .

3. Decode and encode regularly spelled two-syllable words with long and short vowels.

A.4. - B.2. ...

C. Demonstrate understanding of the organization and basic features of print.

1. Print letters, words, and sentences legibly, leaving appropriate spaces between words.

2. Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

D. Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1023 (July 2016), amended LR 52:1174 (July 2026), LR 52:

§707. Writing

A. Write opinion pieces about a topic or text.

A.1. - H. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1024 (July 2016), amended LR 52:1174 (July 2026), LR 52:

§711. Language

A. - D.3. ...

4. Use knowledge of the meaning of individual words to determine the meaning of compound words.

D.5. - F. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1024 (July 2016), amended LR 52:1174 (July 2026), LR 52:

Chapter 11. Grade 4

§1103. Reading Informational Text

A. Refer to details and examples from a text when explaining what the text says explicitly and when drawing inferences.

B. - J. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1027 (July 2016), amended LR 52:1176 (July 2026), LR 52:

§1111. Language

A. - C.3. ...

D. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content.

D.1. - E.3. ...

F. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and relate to a particular topic.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1028 (July 2016), amended LR 52:1177 (July 2026), LR 52:

Chapter 13. Grade 5

§1305. Reading Foundations

A. ...

1. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read, decode, and encode unfamiliar multisyllabic words in context and out of context.

B. Repealed.

C. - D. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1030 (July 2016), amended LR 52:1178 (July 2026), LR 52:

§1311. Language

A. - D.1....

2. Use common, grade-appropriate Greek and Latin affixes and roots to determine the meaning of a word.

D.3. - F. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1031 (July 2016), amended LR 52:1178 (July 2026), LR 52:

Chapter 15. Grade 6

§1505. Writing

A. - A.4....

5. Provide a concluding section that follows from the argument presented.

B. - J. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1032 (July 2016), amended LR 52:1179 (July 2026), LR 52:

Chapter 21. Grades 9 and 10

§2105. Writing

A. ...

1. Provide a thesis statement that introduces a precise claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an organizational structure for establishing clear relationships among claim(s), counterclaims, reasons, and evidence.

A.2. - G....

H. Gather relevant information from print and digital sources.

1. Use search terms effectively.

H.2. - J. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1038 (July 2016), amended LR 52:1183 (July 2026), LR 52:

Chapter 23. Grades 11 and 12

§2305. Writing

A. - B.6....

7. Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole, including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful in aiding comprehension.

C. - G. ...

H. Gather relevant information from print and digital sources.

H.1. - J. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1041 (July 2016), amended LR 52:1185 (July 2026), LR 52:

§2309. Language

A. - C.2....

D. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content.

D.1. - F. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17: 24.4, and R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1042 (July 2016), amended LR 52:1186 (July 2026), LR 52:

Family Impact Statement

In accordance with Section 972 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.

1. Will the proposed Rule affect the stability of the family? No.

2. Will the proposed Rule affect the authority and rights of parents regarding the education and supervision of their children? No.

3. Will the proposed Rule affect the functioning of the family? No.

4. Will the proposed Rule affect family earnings and family budget? No.

5. Will the proposed Rule affect the behavior and personal responsibility of children? No.

6. Is the family or local government able to perform the function as contained in the proposed Rule? Yes.

Poverty Impact Statement

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.

1. Will the proposed Rule affect the household income, assets, and financial authority? No.

2. Will the proposed Rule affect early childhood development and preschool through postsecondary education development? No.

3. Will the proposed Rule affect employment and workforce development? No.

4. Will the proposed Rule affect taxes and tax credits? No.

5. Will the proposed Rule affect child and dependent care, housing, health care, nutrition, transportation, and utilities assistance? No.

Small Business Analysis

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, October 12, 2026, to Tavares Walker, 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 Tavares Walker, 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.

Tavares A. Walker
Executive Director

FISCAL AND ECONOMIC IMPACT STATEMENT FOR ADMINISTRATIVE RULES RULE TITLE: Math and ELA Content Standards

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

There are no anticipated implementation costs or savings to state or local governmental units as a result of the proposed rule change. The proposed rule change amends LAC 28:CXLII in *Bulletin 142—Louisiana Mathematics Student Standards* and LAC 28:CLXIX in *Bulletin 169—Louisiana English Language Arts Student Standards*.

The revisions refine standards adopted in July 2026 by clarifying standard language, correcting grade-level designations, aligning parallel standards across courses, and removing illustrative examples. Revising the published standards documents and updating the associated instructional guidance are performed by existing Louisiana Department of Education staff within current workload, using positions and funding already appropriated. No change to assessment design, instructional materials review, or educator preparation is required by these revisions.

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

There is no anticipated effect on the revenue collections of state or local governmental units as a result of the proposed rule change.

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

There are no anticipated costs or economic benefits to directly affected persons, small businesses, or nongovernmental groups as a result of the proposed rule change. The revisions clarify the wording of existing student standards and do not impose any new requirement, fee, or reporting obligation on students, families, or nongovernmental entities.

IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)

There is no anticipated effect on competition or employment in the public or private sectors as a result of the proposed rule change.

Beth Scioneaux
Deputy Superintendent
2609#074

Patrice Thomas
Deputy Fiscal Officer
Legislative Fiscal officer

NOTICE OF INTENT

Board of Elementary and Secondary Education

School Administration

(LAC 28:LIX.Chapter 5; LAC 28:LXXIX.1309; LAC 28:CXIII.309 and 1901; LAC 28:CXV.Chapters 3, 5, 7, 9, 11, 13, 23, and 31; LAC 28:CXXXIX.Chapters 3, 5, 21, 23, 27, 43; and LAC 28:CLIII.1517)

In accordance with the provisions of R.S. 17:6(A)(10) and the Administrative Procedure Act (APA), R.S. 49:961 et seq., the Board of Elementary and Secondary Education (BESE) proposes to amend LAC 28:LIX in *Bulletin 103—Louisiana Health Education Student Standards*, LAC 28:LXXIX in *Bulletin 741 (Nonpublic)—Louisiana Handbook for Nonpublic School Administrators*, LAC 28:CXIII in *Bulletin 119—Louisiana School Transportation Specifications and Procedures*, LAC 28:CXV in *Bulletin 741—Louisiana Handbook for School Administrators*, LAC 28:CXXXIX in *Bulletin 126—Charter Schools*, and LAC 28:CLIII in *Bulletin 133—Scholarship Programs*. The proposed revisions conform Board policy to legislation enacted during the 2026 Regular Legislative Session and to HCR 26 of the 2026 Regular Legislative Session.