



STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

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February 12, 2024

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: Shan N. Davis, 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 January 20, 2024, Notice of Intent that was promulgated on pages 71-80 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 April 20, 2024, issue of the *Louisiana Register*.

The following document is attached:

1. A copy of the Notice of Intent.

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

SND:ell

Attachment (1)

Shan N. Davis
Executive Director

Dr. Cade Brumley
State Superintendent

- c: Lily Dugas, Secretary, Senate Committee on Education
Elizabeth Borne, Legislative Analyst, House Committee on Education
Lisa Lovello, Legislative Analyst, House Committee on Education
Ashley Townsend, Policy Director, Louisiana Department of Education
Shan N. Davis, Executive Director, BESE
Kevin Calbert, Communications Manager, BESE

practice as a practical nurse in Louisiana in accordance with La. R.S. 37:970.

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

The proposed rule changes will increase licensing fee revenues for the Board by an estimated \$6,250 (for an estimated cohort of 50 licensees per year) beginning in FY 24 and in subsequent fiscal years. In addition, each new licensee will be responsible for paying a \$60 annual license renewal fee to the extent that these licensees choose to renew their license in subsequent years. However, because these licensees would be graduates of registered nursing programs, it is likely that many of them will instead pursue a Registered Nurse license; therefore, renewal revenues are indeterminable.

The Board estimates that 50 individuals who were not previously eligible to apply for licensure as a practical nurse in Louisiana will now apply for licensure by examination in each fiscal year. The fee to submit an application for licensure by examination is \$125, resulting in an estimated increase in revenues of \$6,250 (50 applicants x \$125). Each cohort of 50 new licensees would also pay \$3,000 in annual license renewal fees (50 licensees x \$60 per year). However, the impact on board revenues will depend on the actual number of applicants resulting from the proposed changes and is therefore indeterminable.

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

The proposed rule changes benefit graduates of registered nursing programs who desire to become a licensed practical nurse as these individuals would now be able to apply for licensure as a practical nurse. Graduates who become licensed as a practical nurse under these rule changes may experience an increase in income.

IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)

The proposed rule changes may increase the number of licensed practical nurses available to work in the state of Louisiana, thus assisting healthcare facilities affected by the ongoing nursing shortage.

M. Lynn Ansardi, RN
Executive Director
2401#035

Patrice Thomas
Deputy Fiscal Officer
Legislative Fiscal Officer

NOTICE OF INTENT

Board of Elementary and Secondary Education

Bulletin 741—Louisiana Handbook for School
Administrators—Financial Literacy
(LAC 28: CXV.2318, 2319, 2345 and LXXIX.2109, 2317)

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* and LAC 28: LXXIX in Bulletin 741(Nonpublic)—*Louisiana Handbook for Nonpublic School Administrators*. The aforementioned revisions were made in accordance with Act 267 of the 2023 Regular Legislative Session regarding required completion of high school financial literacy coursework in order to graduate with a TOPS University Diploma. Additionally, the aforementioned revisions establish financial literacy as a required mathematics course

for the career diploma. Finally, the aforementioned revisions update foreign language course offerings.

Title 28

EDUCATION

**Part CXV. Bulletin 741—Louisiana Handbook for
School Administrators**

**Chapter 23. Curriculum and Instruction
§2318. The TOPS University Diploma**

A. - B. ...

1. For incoming freshmen in the 2014-2015 through 2023-2024 school years who are completing the TOPS university diploma, the minimum course requirements will be the following:

a. - j. ...

2. For incoming freshmen in the 2024-2025 school year and beyond who are completing the TOPS university diploma, the minimum course requirements will be the following:

a. English—four units.

i. One unit chosen from the following:

(a). English I;

(b). English language (part 1): Cambridge IGCSE; or

(c). English literature (part 1): Cambridge IGCSE.

ii. One unit chosen from the following:

(a). English II;

(b). English language (part 2): Cambridge IGCSE; or

(c). English literature (part 2): Cambridge IGCSE.

iii. One unit chosen from the following

(a). English III;

(b). AP English language arts and composition;

(c). IB literature;

(d). IB language and literature;

(e). IB literature and performance;

(f). English language (part 1): Cambridge

AICE—AS (honors); or

(g). literature in English (part 1): Cambridge

AICE—AS (honors).

iv. One unit chosen from the following:

(a). English IV;

(b). AP English literature and composition;

(c). IB literature;

(d). IB language and literature;

(e). IB literature and performance;

(f). English language (part 2): Cambridge

AICE—AS (honors); or

(g). literature in English (part 2): Cambridge

AICE—AS (honors).

v. If a student chooses to take the A level Cambridge course, the second unit will count as an elective credit.

b. Mathematics—four units.

i. Algebra I;

ii. geometry; and

iii. Algebra II.

iv. Integrated mathematics I, II, and III, including the Cambridge IGCSE integrated mathematics sequence, may be substituted for the Algebra I, geometry, and Algebra II sequence.

- v. One unit chosen from the following:
 - (a). Algebra III;
 - (b). advanced math—functions and statistics;
 - (c). advanced math—pre-calculus;
 - (d). pre-calculus;
 - (e). IB math studies (math methods);
 - (f). calculus;
 - (g). AP calculus AB;
 - (h). IB mathematics SL;
 - (i). AP calculus BC;
 - (j). AP statistics;
 - (k). IB further mathematics HL;
 - (l). IB mathematics HL;
 - (m). probability and statistics;
 - (n). AP computer science A;
 - (o). statistical reasoning;
 - (p). additional math—Cambridge IGCSE;
 - (q). Math 1 (probability and statistics): Cambridge AICE (honors);
 - (r). Math 1 (pure math): Cambridge AICE—AS (honors);
 - (s). Math 2 (part 1): Cambridge AICE—A level (honors); or
 - (t). Math 2 (part 2): Cambridge AICE—A level (honors).
- c. Science—four units.
 - i. Biology I; and
 - ii. Chemistry I.
- iii. Two units chosen from the following:
 - (a). Earth science;
 - (b). one of:
 - (i). environmental science; or
 - (ii). environmental awareness;
 - (c). one of:
 - (i). physical science;
 - (ii). principles of engineering;
 - (iii). PLTW principles of engineering; or
 - (iv). principles of engineering (LSU partnership);
 - (d). Agriscience II—the elective course Agriscience I is a pre-requisite;
 - (e). one of:
 - (i). Chemistry II;
 - (ii). AP chemistry;
 - (iii). IB Chemistry I;
 - (iv). IB Chemistry II; or
 - (v). Chemistry II: Cambridge AICE—AS (honors);
 - (f). one of:
 - (i). AP environmental science; or
 - (ii). IB environmental systems;
 - (g). one of:
 - (i). Physics I;
 - (ii). IB Physics I;
 - (iii). AP Physics I; or
 - (iv). Physics I: Cambridge IGCSE;
 - (h). one of:
 - (i). AP Physics C: electricity and magnetism;
 - (ii). AP Physics C: mechanics;
 - (iii). IB Physics II;
 - (iv). AP Physics II; or

- (v). Physics II: Cambridge AICE—AS (honors);
- (i). one of:
 - (i). Biology II;
 - (ii). AP biology;
 - (iii). IB Biology I;
 - (iv). IB Biology II;
 - (v). Biology II: Cambridge AICE—AS (honors); or
 - (vi). human anatomy and physiology.
- d. Social Studies—four units.
 - i. One unit chosen from the following:
 - (a). U.S. history;
 - (b). AP U.S. history; or
 - (c). IB history of the Americas I.
 - ii. One unit chosen from the following:
 - (a). civics with a section on free enterprise;
 - (b). government;
 - (c). AP U.S. government and politics: comparative; or
 - (d). AP U.S. government and politics: United States
 - iii. Two units chosen from the following:
 - (a). one of:
 - (i). European history;
 - (ii). AP European history;
 - (iii). western civilization; or
 - (iv). history (European): Cambridge AICE—AS (honors);
 - (b). one of:
 - (i). world geography;
 - (ii). AP human geography;
 - (iii). IB geography;
 - (iv). physical geography; or
 - (v). geography: Cambridge AICE—AS (honors);
 - (c). one of:
 - (i). world history;
 - (ii). AP world history;
 - (iii). IB History of the Americas II; or
 - (iv). history (international): Cambridge AICE—AS (honors);
 - (d). one of:
 - (i). IB economics;
 - (ii). economics;
 - (iii). AP macroeconomics;
 - (iv). AP microeconomics; or
 - (v). economics: Cambridge AICE—AS (honors);
 - (e). AP psychology;
 - (f). history of religion;
 - (g). African American history; or
 - (h). Dual Enrollment Psychology.
- e. Art—one unit chosen from the following:
 - i. art (§2333);
 - ii. music (§2355);
 - iii. dance (§2337);
 - iv. theater (§2369);
 - v. Speech III and IV—one unit combined;
 - vi. fine arts survey;
 - vii. drafting;
 - viii. media arts (§2354);

- ix. Photography I/II;
- x. digital photography; or
- xi. digital design (§2338).
- f. Physical Education—1 1/2 units chosen from the following:
 - i. Physical Education I and II;
 - ii. Adapted Physical Education I and II for eligible special education students;
 - iii. JROTC I, II, III, or IV; or
 - iv. Physical Education I (1 unit) and 1/2 unit of marching band, extracurricular sports, cheerleading, or dance team.
- g. Health Education—1/2 unit.
 - i. JROTC I and II may be substituted for 1/2 unit of health education (§2347).
- h. Foreign Language—two units chosen from the same language (§2345).
- i. Financial Literacy—one unit.
- j. Electives—two units.
- k. Total—24 units.

C. - C.3 ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, 17:7, 17:24.4, 17:183.2, and 17:395.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1291 (June 2005), amended LR 31:2211 (September 2005), LR 31:3070 (December 2005), LR 31:3072 (December 2005), LR 32:1414 (August 2006), LR 33:429 (March 2007), LR 33:432 (March 2007), LR 33:2050 (October 2007), LR 33:2354 (November 2007), LR 33:2601 (December 2007), LR 34:1607 (August 2008), LR 36:1486 (July 2010), LR 37:547 (February 2011), LR 37:1128 (April 2011), LR 37:2129 (July 2011), LR 37:2132 (July 2011), LR 37:3193 (November 2011), LR 38:754, 761 (March 2012), LR 38:1001 (April 2012), LR 38:1584 (July 2012), LR 40:994 (May 2014), LR 40:1328 (July 2014), LR 40:1679 (September 2014), LR 40:2525 (December 2014), LR 41:915 (May 2015), LR 41:1482 (August 2015), LR 41:2126 (October 2015), LR 42:232 (February 2016), LR 42:1062 (July 2016), LR 42:1878 (November 2016), LR 42:2176 (December 2016), LR 43:1287 (July 2017), LR 43:2132 (November 2017), LR 43:2483 (December 2017), LR 44:263 (February 2018), LR 44:1868 (October 2018), repromulgated LR 44:1998 (November 2018), amended LR 45:1454 (October 2019), LR 46:556 (April 2020), LR 47:860 (July 2021), amended LR 48:33 (January 2022), LR 48:39 (January 2022), repromulgated LR 48:1092 (April 2022), LR 48:2098 (August 2022), LR 48:2560 (October 2022), LR 49:642 (April 2023), LR 49:862 (May 2023), LR 50:

§2319. The Career Diploma

A. - C.1.h. ...

2. The minimum course requirements for a career diploma for incoming freshmen in 2023-2024 shall be the following:

a. - h. ...

3. The minimum course requirements for a career diploma for incoming freshmen in 2024-2025 and beyond shall be the following:

a. English—4 units.

i. One unit chosen from the following:

- (a). English I;
- (b). English language part 1: Cambridge IGCSE;

or

- (c). English literature part 1: Cambridge IGCSE.

ii. One unit chosen from the following:

- (a). English II;

- (b). English language part 2: Cambridge IGCSE;

or

- (c). English literature part 2: Cambridge IGCSE.

iii. Two units chosen from the following:

- (a). technical writing;
- (b). business English;
- (c). English III;
- (d). English language part 1: Cambridge

AICE—AS (honors);

- (e). literature in English part 1: Cambridge

AICE—AS (honors);

- (f). English IV;
- (g). any AP or IB English course;
- (h). English language part 2: Cambridge

AICE—AS (honors);

- (i). literature in English part 2: Cambridge

AICE—AS (honors); or

- (j). comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE.

b. Mathematics—4 units.

- i. Algebra I, Applied Algebra I, or Algebra I-Pt. 2 (the elective course Algebra I-Pt. 1 is a pre-requisite);

- ii. geometry or applied geometry; and

- iii. financial literacy.

iv. One unit chosen from the following:

- (a). math essentials;
- (b). Algebra II;
- (c). advanced math-functions and statistics;
- (d). advanced math pre-calculus;
- (e). Algebra III;
- (f). pre-calculus;
- (g). business math;
- (h). probability and statistics;
- (i). statistical reasoning;
- (j). transition to college mathematics;
- (k). comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE;

- (l). additional math—Cambridge IGCSE; or

(m). Math 1 (pure math): Cambridge AICE—AS (honors).

v. Integrated Mathematics I, II, and III may be substituted for Algebra I, geometry, and Algebra II and shall count as three math credits.

c. Science—2 units.

- i. biology; and

ii. One unit chosen from the following:

- (a). Chemistry I;
- (b). physical science;
- (c). earth science;
- (d). Agriscience II—the elective course

Agriscience I is a pre-requisite;

- (e). environmental science;
- (f). principles of engineering;
- (g). any AP or IB science course PLTW

principles of engineering;

- (h). principles of engineering (LSU partnership);
- (i). any AP or IB science course;
- (j). Physics I: Cambridge IGCSE;
- (k). Biology II: Cambridge AICE—AS (honors);

- (l). Chemistry II: AICE—AS (honors); or
- (m). Physics II: Cambridge AICE—AS (honors).
- d. Social Studies—2 units.
 - i. One unit chosen from the following:
 - (a). U.S. history;
 - (b). AP U.S. history; or
 - (c). IB history of the Americas I.
 - ii. One unit chosen from the following:
 - (a). civics;
 - (b). government;
 - (c). AP U.S. government and politics: comparative; or
 - (d). AP U.S. government and politics: United States.
 - e. Physical Education—1 1/2 units chosen from the following:
 - i. Physical Education I and II;
 - ii. Adapted Physical Education I and II for eligible special education students;
 - iii. JROTC I, II, III, and IV; or
 - iv. Physical Education I (1 unit) and 1/2 unit of marching band, extracurricular sports, cheerleading, or dance team.
 - f. Health Education—1/2 unit.
 - i. JROTC I and II may be substituted for 1/2 unit of health education (§2347).
 - g. Jump Start course sequence, workplace experiences, and credentials—minimum of nine credits.
 - i. Jump Start 1.0 course sequences will be available for incoming freshmen through 2020-2021; and
 - ii. Jump Start 2.0 course sequences will be available for incoming freshmen beginning in 2020-2021 and beyond;
 - h. total—23 units.
- 4. Repealed.

D. Courses developed by LEAs and submitted to BESE for approval as substitutes for core course requirements must meet state content standards for the subject area at the ninth grade level or higher.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, 17:7, 17:24.4, 17:183.2, 17:183.3, 17:274, 17:274.1, and 17:395.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1291 (June 2005), amended LR 31:2211 (September 2005), LR 31:3070 (December 2005), LR 31:3072 (December 2005), LR 32:1414 (August 2006), LR 33:429 (March 2007), LR 33:432 (March 2007), LR 33:2050 (October 2007), LR 33:2354 (November 2007), LR 33:2601 (December 2007), LR 34:1607 (August 2008), LR 35:1230 (July 2009), LR 35:1876 (September 2009), LR 35:2321 (November 2009), LR 35:2750 (December 2009), LR 36:1490 (July 2010), LR 37:548 (February 2011), LR 37:1130 (April 2011), LR 37:2130 (July 2011), LR 37:3197 (November 2011), LR 38:761 (March 2012), LR 38:1005 (April 2012), LR 40:2522 (December 2014), LR 41:1482 (August 2015), LR 41:2594 (December 2015), LR 42:232 (February 2016), LR 43:1287 (July 2017), LR 43:2132 (November 2017), LR 43:2484 (December 2017), LR 44:1868 (October 2018), LR 45:1747 (December 2019), LR 46:557 (April 2020), LR 46:1086 (August 2020), LR 47:860 (July 2021), LR 48:39 (January 2022), repromulgated LR 48:1093 (April 2022), LR 48:2560 (October 2022), LR 49:252 (February 2023), LR 49:643 (April 2023), repromulgated LR 49:858 (May 2023), LR 50:

§2345. Foreign Languages

A. The foreign language course offerings shall be as follows.

Course Titles(s)	Units
* * *	
Indigenous Languages I, II	1 each
Portuguese I, II, III, and IV	1 each
Vietnamese I,II,III, and IV	1 each
Hindi I,II,III, and IV	1 each

B. - D.3. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7, R.S. 17:24.4, R.S. 273, and R.S. 17:284.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1295 (June 2005), amended LR 36:1996 (September 2010), LR 38:759 (March 2012), LR 38:2364 (September 2012), LR 39:2220 (August 2013), LR 40:998 (May 2014), LR 40:2527 (December 2014), LR 43:2133 (November 2017), LR 43:2484 (December 2017), LR 45:1455 (October 2019), LR 49:643 (April 2023), LR 49:1374 (August 2023), LR 50:

Part LXXIX. Bulletin 741(Nonpublic)—Louisiana Handbook for Nonpublic School Administrators Chapter 21. Curriculum and Instruction §2109. High School Graduation Requirements

A. ...

B. For incoming freshmen in the 2014-2015 through 2023-2024 school years who are completing the TOPS university diploma, the minimum course requirements will be the following:

1. - 10. ...

C. For incoming freshmen in the 2014-2015 through 2022-2023 school years who are completing the career diploma, the minimum course requirements will be the following:

1. Repealed.

a. - g. ...

D. For incoming freshmen in the 2023-2024 school year who are completing the career diploma, the minimum course requirements will be the following:

1. English—four units.

a. One unit chosen from the following:

i. English I;

ii. English language (part 1): Cambridge IGCSE;

or

iii. English literature (part 1): Cambridge IGCSE.

b. One unit chosen from the following:

i. English II;

ii. English language (part 2): Cambridge IGCSE;

or

iii. English literature (part 2): Cambridge IGCSE.

c. Two units chosen from the following:

i. technical reading and writing;

ii. business English;

iii. English III;

iv. English language (part 1): Cambridge AICE—

AS (honors);

v. literature in English (part 1): Cambridge

AICE—AS (honors);

- vi. English IV;
- vii. English language (part 2): Cambridge AICE—AS (honors);
- viii. literature in English (part 1): Cambridge AICE—AS (honors);
- ix. any AP or IB English course; or
- x. comparable Louisiana Technical College courses offered by Jump Start regional teams as approved by BESE.

2. Mathematics—four units.

- a. Algebra I, Applied Algebra I, or Algebra I-Pt. 2 (the elective course Algebra I-Pt. 1 is a pre-requisite); and
- b. geometry or applied geometry
- c. Two units chosen from the following:
 - i. technical math;
 - ii. medical math;
 - iii. applications in statistics and probability;
 - iv. math essentials;
 - v. Algebra II;
 - vi. advanced math—pre-calculus;
 - vii. discrete mathematics;
 - viii. probability and statistics;
 - ix. additional math—Cambridge IGCSE;
 - x. Math 1 (pure math): Cambridge AICE—AS (honors);

- xi. financial literacy; or
- xii. comparable Louisiana Technical College courses offered by Jump Start regional teams, as approved by BESE.

xiii. Integrated Mathematics I, II, and III may be substituted for Algebra I, geometry, and Algebra II and will count as three math credits.

3. Science—two units.

- a. Biology.
- b. One unit chosen from the following:
 - i. physical science;
 - ii. integrated science;
 - iii. Chemistry I;
 - iv. ChemCom;
 - v. Physics I;
 - vi. Physics I: Cambridge IGCSE; or
 - vii. Physics of Technology I.
- c. One unit chosen from the following:
 - i. food science;
 - ii. forensic science;
 - iii. allied health science;
 - iv. basic body structure and function;
 - v. basic physics with applications;
 - vi. aerospace science;
 - vii. earth science;
 - viii. Agriscience II;
 - ix. Physics of Technology II;
 - x. environmental science;
 - xi. anatomy and physiology;
 - xii. animal science;
 - xiii. biotechnology in agriculture;
 - xiv. environmental studies in agriculture;
 - xv. Health Science II;
 - xvi. EMT—basic;
 - xvii. Biology II: Cambridge AICE—AS (honors);
 - xviii. Chemistry II: AICE—AS (honors);
 - xix. Physics II: Cambridge AICE—AS (honors);

- xx. principles of engineering;
- xxi. PLTW principles of engineering;
- xxii. (LSU partnership) principles of engineering;
- xxiii. an additional course from the physical science cluster; or
- xxiv. course(s) developed by the LEA and approved by BESE.

d. Students may not take both integrated science and physical science.

e. Agriscience I is a prerequisite for Agriscience II and is an elective course.

4. Social Studies—two units.

- a. One unit chosen from the following:
 - i. U.S. history;
 - ii. AP U.S. history; or
 - iii. IB history of the Americas I.
- b. Civics; or
 - i. 1/2 unit of:
 - (a). government;
 - (b). AP U.S. government and politics: comparative; or
 - (c). AP U.S. government and politics: US; and
 - ii. 1/2 unit of:
 - (a). economics;
 - (b). AP macroeconomics; or
 - (c). AP microeconomics.

5. Physical Education—1 1/2 units chosen from the following:

- a. Physical Education I and II;
- b. Adapted Physical Education I and II for eligible special education students;
- c. JROTC I, II, III, and IV; or
- d. Physical Education I (1 unit) and 1/2 unit of marching band, extracurricular sports, cheerleading, or dance team.

6. Health Education—1/2 unit.

- a. JROTC I and II may be substituted for 1/2 unit of health education

7. A minimum of nine credits in an approved Jump Start course sequence, workplace experience, or credentials.

8. Total—23 units.

E. For incoming freshmen in the 2024-2025 school year and beyond who are completing the TOPS university diploma, the minimum course requirements will be the following:

- 1. English—four units.
 - a. One unit chosen from the following:
 - i. English I;
 - ii. English language (part 1): Cambridge IGCSE;
 - or
 - iii. English literature (part 1): Cambridge IGCSE.
 - b. One unit chosen from the following:
 - i. English II;
 - ii. English language (part 2): Cambridge IGCSE;
 - or
 - iii. English literature (part 2): Cambridge IGCSE.
 - c. One unit chosen from the following:
 - i. English III;
 - ii. AP English language arts and composition;
 - iii. IB literature;
 - iv. IB language and literature;
 - v. IB literature and performance;

vi. English language (part 1): Cambridge AICE—AS (honors); or
 vii. literature in English (part 1): Cambridge AICE—AS (honors).

viii. If a student chooses to take the A level Cambridge course, the second unit will count as an elective credit.

d. One unit chosen from the following:

- i. English IV;
- ii. AP English literature and composition;
- iii. IB literature;
- iv. IB language and literature;
- v. IB literature and performance;
- vi. English language (part 2): Cambridge AICE—

AS (honors); or

vii. literature in English (part 2): Cambridge AICE—AS (honors).

viii. If a student chooses to take the A level Cambridge course, the second unit will count as an elective credit.

2. Mathematics—four units.

- a. Algebra I;
- b. geometry; and
- c. Algebra II.

d. One unit chosen from the following:

- i. Algebra III;
- ii. advanced math—functions and statistics;
- iii. advanced math—pre-calculus;
- iv. pre-calculus;
- v. IB math studies (math methods);
- vi. calculus;
- vii. AP calculus AB;
- viii. IB mathematics SL;
- ix. AP calculus BC;
- x. AP statistics;
- xi. IB further mathematics HL;
- xii. IB mathematics HL;
- xiii. probability and statistics;
- xiv. AP computer science A;
- xv. additional math: Cambridge IGCSE;
- xvi. Math 1 (probability and statistics): Cambridge

AICE (honors);

xvii. Math 1 (pure math): Cambridge AICE—AS (honors);

xviii. Math 2 (part 1): Cambridge AICE—A level (honors); or

xix. Math 2 (part 2): Cambridge AICE—A level (honors).

e. Integrated Mathematics I, II, and III may be substituted for the Algebra I, geometry, and Algebra II sequence.

3. Science—four units.

- a. Biology I; and
 - b. Chemistry I.
- c. Two units chosen from the following:
- i. earth science;
 - ii. one of:
 - (a). environmental science; or
 - (b). environmental awareness;

iii. one of:

- (a). physical science;
- (b). principles of engineering; or
- (c). PLTW principles of engineering;

iv. Agriscience II—the elective course
 Agriscience I is a pre-requisite;

v. one of:

- (a). Chemistry II;
- (b). AP chemistry;
- (c). IB Chemistry I;
- (d). IB Chemistry II; or
- (e). Chemistry II: Cambridge AICE—AS

(honors);

vi. one of:

- (a). AP environmental science; or
- (b). IB environmental systems;

vii. one of:

- (a). Physics I;
- (b). IB Physics I;
- (c). AP Physics I;
- (d). Physics I: Cambridge IGCSE; or
- (e). Physics II: Cambridge AICE—AS (honors);

viii. one of:

- (a). AP physics C: electricity and magnetism;
- (b). AP physics C: mechanics;
- (c). IB Physics II; or
- (d). AP Physics II;

ix. one of:

- (a). Biology II;
- (b). AP biology;
- (c). IB Biology I;
- (d). IB Biology II;
- (e). Biology II: Cambridge AICE—AS (honors);

or

(f). human anatomy and physiology.

4. Social Studies—four units.

a. One unit chosen from the following:

- i. U.S. history;
- ii. AP U.S. history; or
- iii. IB History of the Americas I.

b. One unit chosen from the following:

- i. civics with a section on free enterprise;
- ii. government;
- iii. AP U.S. government and politics: comparative;

or

iv. AP U.S. government and politics: United

States.

c. Two units chosen from the following:

i. one of:

- (a). European history;
- (b). AP European history;
- (c). western civilization; or
- (d). history (European): Cambridge AICE—AS

(honors);

ii. one of:

- (a). world geography;
- (b). AP human geography;
- (c). IB geography;
- (d). physical geography; or
- (e). geography: Cambridge AICE—AS (honors);

- iii. one of:
 - (a). world history;
 - (b). AP world history;
 - (c). IB history of the Americas II; or
 - (d). history (international): Cambridge AICE—AS (honors);
 - iv. IB economics;
 - v. economics;
 - vi. AP macroeconomics;
 - vii. AP microeconomics;
 - viii. economics: Cambridge AICE—AS (honors);
 - ix. history of religion;
 - x. AP psychology;
 - xi. African American history; or
 - xii. dual enrollment psychology.
5. Foreign Language—two units from the same language (§2317).
6. Art—one unit chosen from the following:
- a. art (§2305);
 - b. music (§2325);
 - c. dance (§2309);
 - d. theater (§2337);
 - e. Speech III and IV—one unit combined;
 - f. fine arts survey;
 - g. drafting;
 - h. media arts (§2324);
 - i. Photography I and II; or
 - j. digital photography.
7. Physical Education—1 1/2 units chosen from the following:
- a. Physical Education I and II;
 - b. Adapted Physical Education I and II for eligible special education students;
 - c. JROTC I, II, III, and IV; or
 - d. Physical Education I (1 unit) and 1/2 unit of marching band, extracurricular sports, cheerleading, or dance team.
8. Health Education—1/2 unit.
- a. JROTC I and II may be substituted for 1/2 unit of health education.
9. Financial Literacy—one unit.
10. Electives—two units.
11. Total—24 units.
- F. For incoming freshmen in 2024-2025 and beyond who are completing a career diploma, the minimum course requirements will be the following:
1. English—four units.
- a. One unit chosen from the following:
 - i. English I;
 - ii. English language (part 1): Cambridge IGCSE;
- or
- iii. English literature (part 1): Cambridge IGCSE.
- b. One unit chosen from the following:
- i. English II;
 - ii. English language (part 2): Cambridge IGCSE;
- or
- iii. English literature (part 2): Cambridge IGCSE.
- c. Two units chosen from the following:
- i. technical reading and writing;
 - ii. business English;
 - iii. English III;

- iv. English language (part 1): Cambridge AICE—AS (honors);
 - v. literature in English (part 1): Cambridge AICE—AS (honors);
 - vi. English IV;
 - vii. English language (part 2): Cambridge AICE—AS (honors);
 - viii. literature in English (part 1): Cambridge AICE—AS (honors);
 - ix. any AP or IB English course; or
 - x. comparable Louisiana Technical College courses offered by Jump Start regional teams as approved by BESE.
2. Mathematics—four units.
- a. Algebra I, Applied Algebra I, or Algebra I-Pt. 2 (the elective course Algebra I-Pt. 1 is a pre-requisite);
 - b. geometry or applied geometry; and
 - c. financial literacy.
- d. One unit chosen from the following:
- i. technical math;
 - ii. medical math;
 - iii. applications in statistics and probability;
 - iv. math essentials;
 - v. Algebra II;
 - vi. advanced math—pre-calculus;
 - vii. discrete mathematics;
 - viii. probability and statistics;
 - ix. additional math—Cambridge IGCSE;
 - x. Math 1 (pure math): Cambridge AICE—AS (honors); or
 - xi. comparable Louisiana Technical College courses offered by Jump Start regional teams, as approved by BESE.
 - xii. Integrated Mathematics I, II, and III may be substituted for Algebra I, geometry, and Algebra II and will count as three math credits.
3. Science—two units.
- a. Biology.
 - b. One unit chosen from the following:
 - i. physical science;
 - ii. integrated science;
 - iii. Chemistry I;
 - iv. ChemCom;
 - v. Physics I;
 - vi. Physics I: Cambridge IGCSE; or
 - vii. Physics of Technology I.
 - c. One unit chosen from the following:
 - i. food science;
 - ii. forensic science;
 - iii. allied health science;
 - iv. basic body structure and function;
 - v. basic physics with applications;
 - vi. aerospace science;
 - vii. earth science;
 - viii. Agriscience II;
 - ix. Physics of Technology II;
 - x. environmental science;
 - xi. anatomy and physiology;
 - xii. animal science;
 - xiii. biotechnology in agriculture;
 - xiv. environmental studies in agriculture;

- xv. Health Science II;
 - xvi. EMT—basic;
 - xvii. Biology II: Cambridge AICE—AS (honors);
 - xviii. Chemistry II: AICE—AS (honors);
 - xix. Physics II: Cambridge AICE—AS (honors);
 - xx. principles of engineering;
 - xxi. PLTW principles of engineering;
 - xxii. (LSU partnership) principles of engineering;
 - xxiii. an additional course from the physical science cluster; or
 - xxiv. course(s) developed by the LEA and approved by BESE.
- d. Students may not take both integrated science and physical science.
 - e. Agriscience I is a prerequisite for Agriscience II and is an elective course.
4. Social Studies—two units.
 - a. One unit chosen from the following:
 - i. U.S. history;
 - ii. AP U.S. history; or
 - iii. IB history of the Americas I.
 - b. Civics; or
 - i. 1/2 unit of:
 - (a). government;
 - (b). AP U.S. government and politics: comparative; or
 - (c). AP U.S. government and politics: US; and
 - ii. 1/2 unit of:
 - (a). economics;
 - (b). AP macroeconomics; or
 - (c). AP microeconomics.
 5. Physical Education—1 1/2 units chosen from the following:
 - a. Physical Education I and II;
 - b. Adapted Physical Education I and II for eligible special education students;
 - c. JROTC I, II, III, and IV; or
 - d. Physical Education I (1 unit) and 1/2 unit of marching band, extracurricular sports, cheerleading, or dance team.
 6. Health Education—1/2 unit.
 - a. JROTC I and II may be substituted for 1/2 unit of health education.
 7. A minimum of nine credits in an approved Jump Start course sequence, workplace experience, or credentials.
 8. Total—23 units.
- G. State Seal of Biliteracy
1. Schools are encouraged but not required to participate in the State Seal of Biliteracy program.
 - a. If a school opts to participate in the State Seal of Biliteracy program, its governing authority shall maintain appropriate records in order to identify students who have earned the seal and affix the seal to the transcript and diploma of each student who earns the seal.
 2. The State Seal of Biliteracy certifies that a student meets all of the following criteria:
 - a. Completed all English language arts requirements for graduation;
 - b. Passed the reading and English parts of the ACT series with a score of 19 or above; and

c. Demonstrated proficiency in one or more languages other than English through one of the methods below.

i. Pass a world language advanced placement examination with a score of three or higher or a world language international baccalaureate examination with a score of four or higher. For languages in which an advanced placement test is not available, school systems may use an equivalent summative test as approved by the state superintendent of education.

ii. Successfully complete a four-year high school course of study in a world language or successfully complete seven Carnegie units or more in language or content courses in a world language immersion setting.

iii. Pass a foreign government approved language examination and receive a receipt of a certificate of competency from the authorizing government agency at:

- (a). the European B2 level;
- (b). American Council on the Teaching of Foreign Languages Advanced Low level; or
- (c). equivalent measures.

3. If the primary language of a student in grades 9 through 12 is other than English, the student shall do both of the following to qualify for the State Seal of Biliteracy:

a. Attain the early advanced proficiency level on the BESE-approved assessment of English language proficiency administered to identify English Learner progress; and

b. Meet the requirements of Paragraph 2 of this Subsection.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), 17:7(6), 17:10, 17:22(6), 17:391.1-391.10, and 44:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2351 (November 2003), amended LR 30:2776 (December 2004), LR 31:3081 (December 2005), LR 34:2099 (October 2008), LR 36:2849 (December 2010), LR 37:2142, 2144 (July 2011), repromulgated LR 37:2390 (August 2011), amended LR 37:2597 (September 2011), LR 38:769 (March 2012), LR 38:1008 (April 2012), LR 39:1444 (June 2013), LR 40:1682 (September 2014), LR 40:2535 (December 2014), LR 41:915 (May 2015), LR 41:1485 (August 2015), LR 41:2127 (October 2015), LR 42:1064 (July 2016), LR 43:1289 (July 2017), LR 45:38 (January 2019), LR 45:1456 (October 2019), LR 46:1084 (August 2020), amended LR 48:34 (January 2022), LR 48:2098 (August 2022), LR 49:642 (April 2023), LR 50:

Chapter 23. High School Program of Studies

§2317. Foreign Languages

A. The foreign language course offerings shall be as follows.

Course Titles(s)	Units

Indigenous Languages I, II	1 each
Japanese I, II, III, and IV	1 each
Korean I, II, III, and IV	1 each
Portuguese I, II, III, and IV	1 each
Vietnamese I, II, III, and IV	1 each
Hindi I, II, III, and IV	1 each

B. - C.1. ...

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2354 (November 2003), amended LR 31:3086 (December 2005), LR 38:770 (March 2012), LR 40:1685 (September 2014), LR 40:2538 (December 2014), LR 45:1458 (October 2019), LR 49:642 (April 2023), LR 49:1374 (August 2023), LR 50:

Family Impact Statement

In accordance with section 953 and 974 of title 49 of the Louisiana Revised Statutes, there is hereby submitted a Family Impact Statement on rules proposed for adoption, repeal, or amendment. All Family Impact Statements will be kept on file in the state board office which has adopted, amended, or repealed rules 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 a 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 rules proposed for adoption, amendment, or repeal. All Poverty Impact Statements will be in writing and kept on file in the state agency which has adopted, amended, or repealed rules 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 100 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 the 2014 Regular Legislative Session. In particular, there should be no known or foreseeable effect on:

1. the staffing level requirements or qualifications required to provide the same level of service;
2. the cost to the providers to provide the same level of service; or
3. 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, February 9, 2024, 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

FISCAL AND ECONOMIC IMPACT STATEMENT FOR ADMINISTRATIVE RULES

**RULE TITLE: Bulletin 741—Louisiana Handbook for
School Administrators Financial Literacy**

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

There are no anticipated implementation costs or savings to state governmental units due to the proposed rule changes to LAC 28:CXV in Bulletin 741—*Louisiana Handbook for School Administrators* and LAC 28:LXXIX in Bulletin 741(Nonpublic)—*Louisiana Handbook for Nonpublic School Administrators*. The proposed revisions are made in accordance with Act 267 of the 2023 Regular Legislative Session which requires completion of one unit of high school financial literacy coursework in order to graduate with a TOPS University Diploma. Additionally, the revisions establish financial literacy as a required mathematics course for a career diploma. Finally, the revisions update foreign language course offerings.

Beginning with the 2024-2025 school year, local school districts will likely incur additional costs associated with developing or purchasing curricula for the one-unit Financial Literacy course and any resources used in class instruction, but these costs are indeterminable, and will vary by district.

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

The proposed rule change 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 NONGOVERNMENTAL GROUPS (Summary)

A financially literate citizenry will benefit from an expanded understanding of financial principles and better avoid financial distress due to lack of understanding of the economic impacts of unsound budgeting, debt, and financial planning.

Schools that fall under the jurisdiction of LAC 28:LXXIX—*Louisiana Handbook for Nonpublic School Administrators* may incur additional costs associated with developing or purchasing curricula for the one-unit Financial Literacy course and any resources used in class instruction to the extent they choose to offer Financial Literacy courses to students who pursue a TOPS University Diploma or a career diploma.

IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)

The proposed rule revisions provide a knowledge base in financial literacy to students exiting high school and entering college and/or beginning their careers. An education in personal and professional monetary decision-making can provide awareness to the dangers of poor spending habits, predatory lending, and excessive debt; while also providing the skills necessary for successful entry into an independent life and gainful employment. Additionally, increasing the number of foreign languages offered and recognized in secondary and post-secondary coursework expands the opportunities to which students are exposed in a global world.

Beth Scioneaux
Deputy Superintendent
2401#036

Patrice Thomas
Deputy Fiscal Officer
Legislative Fiscal Office

NOTICE OF INTENT

Board of Elementary and Secondary Education

Bulletin 746—Louisiana Standards for State Certification of School Personnel—Teacher Certification Requirements (LAC 28:CXXXI.331, 333, and 507)

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:CXXXI in Bulletin 746—*Louisiana Standards for State Certification of School Personnel*. Act 347 of the 2023 Regular Legislative Session directed BESE to revise teacher certification requirements and the requirements of teacher education programs to require instruction on foundational numeracy skills standards for candidates seeking certification to teach. The aforementioned revisions require that candidates in teacher certification programs participate in programs that provide instruction on foundational numeracy skills including, but not limited to, the following: effectively teach foundational mathematics skills explicitly and systematically; implement effective mathematics instruction using high-quality instructional materials; provide effective instruction and interventions for students who have difficulty with mathematics; and understand and use student data to make instructional decisions.

Title 28 EDUCATION

Part CXXXI. Bulletin 746—Louisiana Standards for State Certification of School Personnel

Chapter 3. Initial Teacher Certification

Subchapter F. Mathematics Teacher Competencies

§331. Content Knowledge Competencies

A. Utilizing the academic standards for mathematics for the certification grade band and adjacent grade bands, the teacher candidate, at minimum, demonstrates the following

competencies to plan for instruction, teach, assess, and monitor student learning:

1. ...
2. builds foundational numeracy by providing precise, accurate, useful descriptions of algorithms and procedures, including descriptions of the accuracy of alternative procedures or algorithms while blending concepts, procedures, strategies, problem-solving skills, and dispositions;
3. exhibits an integrated, functional grasp of foundational numeracy, mathematical concepts, and procedures along the grade K-12 mathematical progressions so that all students are prepared for success in Algebra I and beyond;
4. ...
5. models the mathematical dispositions and habits of mind described in the practice standards and integrated within high-quality instructional materials, including precision of language, logical thought, reflection, explanation, and justification;
6. recognizes vertical alignment in K-12 mathematical standards and uses the connections between the topics identified in the relevant standards and problems arising in real-world applications;
7. builds positive math dispositions while portraying mathematics as sensible, useful, and worthwhile; and
8. teaches foundational mathematics skills, explicitly and systematically applying strategies to assess instructional effectiveness.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), (11), and (15), R.S. 17:7(6), R.S. 17:10, R.S. 17:22(6), R.S. 17:391.1-391.10, R.S. 17:7.2, and R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 48:426 (March 2022), repromulgated LR 48:1028 (April 2022), LR 50:

§333. Content Pedagogy Competencies

A. The teacher candidate builds and applies knowledge within grade coherence and vertical alignment of mathematical topics and relationships within and across mathematical domains to identify key mathematical ideas and implement mathematically sound lesson sequences and units of study within high-quality materials that develop student foundational numeracy, conceptual understanding, procedural skill and fluency, and ability to solve real-world and mathematical problems to prepare students for success in Algebra I and beyond.

1. The teacher candidate appropriately implements effective mathematics instruction using high-quality instructional materials through planning appropriate scaffolding to provide opportunities for students to access and master grade-level standards.

2. The teacher candidate anticipates student misconceptions or math difficulty which may arise during a lesson or unit of study, identifies key points in the lesson or unit to check for misconceptions, and identifies appropriate instructional strategies to respond to misconceptions, including but not limited to questioning, whole group discussion, problem sets, instructional tools, and representations that make the mathematics of the lesson explicit.

3. The teacher candidate identifies and implements standards-based tasks within high-quality instructional