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# Executive Orders

## EXECUTIVE ORDER JML 26-023

### Renewal of State of Emergency—Hurricane Ida

WHEREAS, the Louisiana Homeland Security and Emergency Assistance and Disaster Act, R.S. 29:721, *et seq.*, confers upon the Governor of the State of Louisiana emergency powers to deal with emergencies and disasters, including those caused by fire, flood, earthquake, or other natural or manmade causes, in order to ensure that preparations of this state will be adequate to deal with such emergencies or disasters and to preserve the lives and property of the people of the State of Louisiana;

WHEREAS, pursuant to the Louisiana Homeland Security and Emergency Assistance and Disaster Act, R.S. 29:721, *et seq.*, Governor John Bel Edwards declared a state of emergency in response to the imminent threat posed by Hurricane Ida on August 26, 2021, in Proclamation Number 165 JBE 2021;

WHEREAS, Proclamation Number 165 JBE 2021 has been renewed and extended every thirty (30) days through JML 26-016, which is in effect through Sunday, March 15, 2026;

WHEREAS, Hurricane Ida made landfall on the Louisiana coast as a major hurricane on Sunday, August 29, 2021, bringing devastating winds, widespread power-outages, and severe damage to Louisiana and its citizens.

WHEREAS, on August 27, 2021, President Joseph R. Biden approved an Emergency Declaration for the State of Louisiana, authorizing appropriate assistance under Title V of the Stafford Act, to be coordinated by the United States Department of Homeland Security and the Federal Emergency Management Agency;

WHEREAS, on August 29, 2021, President Biden approved a Major Disaster Declaration for the State of Louisiana, authorizing individual and public assistance for all impacted parishes;

WHEREAS, R.S. 29:724 authorizes the governor during a declared state of emergency to suspend the provisions of any state regulatory statute prescribing procedures for conducting state business, or the orders, rules or regulations of any state agency, if strict compliance with the provision of any statute, order, rule, or regulation would in any way prevent, hinder, or delay necessary action in coping with the emergency;

WHEREAS, damage from this storm continues to pose a threat to citizens and communities across the Gulf Coast and create conditions that place lives and property in the state in jeopardy;

NOW THEREFORE, I, JEFF LANDRY, Governor of the State of Louisiana, by virtue of the authority vested by the Constitution and the laws of the State of Louisiana, do hereby order and direct as follows:

Section 1: Pursuant to the Louisiana Homeland Security and Emergency Assistance and Disaster Act, R.S. 29:721, *et seq.*, a state of emergency is hereby declared to continue to exist statewide in the State of Louisiana as a result of the threat of emergency conditions that threaten the lives and property of the citizens of the State.

Section 2: The Director of the Governor's Office of Homeland Security and Emergency Preparedness (GOHSEP) is hereby authorized to continue to undertake any activity authorized by law that he deems appropriate in response to this declaration.

Section 3: Pursuant to R.S. 29:732, during a declared state of emergency, the prices charged or value received for goods and services sold within the designated emergency area may not exceed the prices ordinarily charged for comparable goods and services in the same market area at or immediately before the time of the state of emergency, unless the price by the seller is attributable to fluctuations in applicable commodity markets, fluctuations in applicable regional or national market trends, or to reasonable expenses and charges and attendant business risk incurred in procuring or selling the goods or services during the state of emergency.

Section 4: Pursuant to R.S. 29:724(D)(1), the Louisiana Procurement Code (R.S. 39:1551, *et seq.*) and Louisiana Public Bid Law (R.S. 38:2211, *et seq.*) and their corresponding rules and regulations continue to be suspended for the purpose of the procurement of any goods or services necessary to respond to this emergency, including emergency contracts, cooperative endeavor agreements, and any other emergency amendments to existing contracts.

Section 5: Pursuant to R.S. 29:724(D)(1), the provisions of R.S. 39:126 regarding prior approval of change orders continue to be suspended.

Section 6: All departments, commissions, boards, agencies and officers of the State, or any political subdivision thereof, are authorized and directed to cooperate in actions the State may take in response to the effects of this severe weather event.

Section 7: This Order is effective upon signature and shall continue in effect from Friday, March 13, 2026 to Sunday, April 12, 2026, unless amended, modified, or terminated sooner.

IN WITNESS WHEREOF, I have set my hand officially and caused to be affixed the Great Seal of Louisiana in the City of Baton Rouge, on this 13<sup>th</sup> day of March, 2026.

Jeff Landry  
Governor

ATTEST BY  
THE GOVERNOR  
Nancy Landry  
Secretary of State  
2603#xx

**EXECUTIVE ORDER JML 26-024**

Renewal of State of Emergency  
Threat of Subsidence, Subsurface Instability, and Presence  
of Hydrocarbons in Sulphur Mines Salt Dome Area

WHEREAS, pursuant to the Louisiana Homeland Security and Emergency Assistance and Disaster Act, R.S. 29:721, et seq., a state of emergency was declared through Proclamation Number 160 JBE 2023;

WHEREAS, Proclamation Number 160 JBE 2023 has been renewed and extended every thirty (30) days through JML 26-017 which is in effect through Sunday, March 15, 2026;

WHEREAS, when the Governor determines that a disaster or emergency has occurred, or the threat thereof is imminent, R.S. 29:724(B)(1) empowers the Governor to declare a state of emergency by executive order or proclamation, or both;

WHEREAS, local, state, and federal agencies began monitoring subsurface seismic activity occurring in the vicinity of the Sulphur Mines salt dome in Calcasieu Parish in December of 2021, with a true seismic monitoring array being ordered by the Office of Conservation, which came online in January of 2023;

WHEREAS, the Office of Conservation began investigating unexplained hydrocarbon bubbling within the area of concern in January of 2023, as well as monitoring seismicity, and the rate of subsidence in the area of concern;

WHEREAS, on Wednesday September 20, 2023, in response to this subsidence and seepage, Commissioner of Conservation, Monique M. Edwards made a declaration of emergency under the authority of Louisiana Revised Statutes 30:1 et seq., ordering the operator of the salt cavern underneath the area of subsidence to undertake all necessary activities to evaluate and abate any deterioration of the cavern’s integrity;

WHEREAS, the State anticipates that further assistance may be needed to assist Calcasieu Parish in their response to this continuing threat; and

WHEREAS, it is necessary to continue the measures provided in Proclamation Number 160 JBE 2023 to further protect the health and safety of the citizens of Louisiana;

NOW THEREFORE I, JEFF LANDRY, Governor of the State of Louisiana, by virtue of the authority vested by the Constitution and laws of the State of Louisiana, do hereby order and direct as follows:

Section 1: Pursuant to the Louisiana Homeland Security and Emergency Assistance and Disaster Act, R.S. 29:721 et seq., a state of emergency is hereby declared to exist in the Parish of Calcasieu, as a result of seismic activity, lost cavern integrity, increased hydrocarbon bubbling, and accelerated subsidence, that collectively indicate a potential for structural failure that could potentially threaten the lives and property of the citizens of the State.

Section 2: The Director of the Governor’s Office of Homeland Security and Emergency Preparedness is hereby authorized to undertake any activity authorized by law which he deems appropriate in response to this declaration.

Section 3: All departments, commissions, boards, agencies, and officers of the State or any political subdivision thereof, are authorized and directed to cooperate in actions, the State may take in response to this incident.

Section 4: This Order is effective upon signature and shall continue in effect from Friday, March 13, 2026, through Sunday, April 12, 2026, unless amended, modified, or terminated sooner.

IN WITNESS WHEREOF, I have set my hand officially and caused to be affixed the Great Seal of Louisiana in the City of Baton Rouge, on this 13<sup>th</sup> day of March, 2026.

Jeff Landry  
Governor

ATTEST BY  
THE GOVERNOR  
Nancy Landry  
Secretary of State  
2604#048

**EXECUTIVE ORDER JML 26-025**

Renewal of State of Emergency  
Maximum Security Camp J Repairs and Operation  
Louisiana State Penitentiary

WHEREAS, the Governor is responsible for meeting the dangers to the state and people presented by emergencies and disasters;

WHEREAS, the Louisiana Homeland Security and Emergency Assistance and Disaster Act, La. R.S. 29:721, et seq., confers upon the Governor of the State of Louisiana emergency powers to address disasters resulting from natural or man-made events that cause or threaten loss of life, injury, or property damage, as well as emergencies, which include actual or potential conditions created by such disasters, in order to ensure that preparations of this State will be adequate to deal with such emergencies or disasters and to preserve the lives and property of the people of the State of Louisiana;

WHEREAS, when the Governor determines that a disaster or emergency has occurred, or the threat thereof is imminent, La. R.S. 29:724(B)(1) empowers him to declare a state of emergency or disaster by executive order, which has the force and effect of law;

WHEREAS, pursuant to R.S. 29:274 (B)(1), Governor Jeff Landry declared a state of emergency on July 25, 2025, in Executive Order JML 25-084;

WHEREAS, Executive Order JML 25-084 has been renewed and extended every thirty (30) days through Executive Order JML 26-018, which is in effect through Sunday, March 15, 2026;

WHEREAS, La. R.S. 29:724 authorizes the Governor during a declared state of emergency to suspend the provisions of any state regulatory statute prescribing procedures for conducting state business, or the orders, rules, or regulations of any state agency, if strict compliance with the provision of any statute, order, rule, or regulation would in any way prevent, hinder, or delay necessary action in coping with the emergency;

WHEREAS, a declaration of emergency or disaster activates the state's emergency response and recovery program under the command of the director of the Governor's Office of Homeland Security and Emergency Preparedness ("GOHSEP");

WHEREAS, La. R.S. 29:274(D)(2) permits the Governor during a declared state of emergency the capacity to utilize all available resources of the state government and of each political subdivision of the state as reasonably necessary to cope with the disaster or emergency;

WHEREAS, La. R.S. 29:274(D)(3) authorizes the Governor during a declared state of emergency the capability to transfer the direction, personnel, or functions of state departments and agencies or units thereof for the purpose of performing or facilitating emergency services;

WHEREAS, La. R.S. 29:274(D)(4) gives the Governor during a declared state of emergency the ability to make provisions for the availability and use of temporary emergency housing;

WHEREAS, the Louisiana State Penitentiary lacks adequate bed capacity to accommodate violent offenders who require the highest degree of security and will be transferred to its facilities;

WHEREAS, Camp J, within the Louisiana State Penitentiary, was designed to provide that maximum security, but Camp J has deteriorated into a condition that creates a significant threat of injury to individuals and property who enter or are in and around its premises;

WHEREAS, in the first seven months of 2017, dozens of weapons were found at Camp J due to security malfunctions;

WHEREAS, within just one year, approximately 85 corrections officers assigned to Camp J had resigned, retired, or were terminated due to the complex challenges presented there;

WHEREAS, locks for the cells in Camp J malfunctioned, allowing offenders to jam cell doors and circumvent security checks, which resulted in a decision to close Camp J in 2018;

WHEREAS, the security conditions of Camp J present a threat of injury and a threat to the lives of offenders housed or working within Camp J as well as employees, contractors, or members of the public who may be within Camp J at any time;

WHEREAS, Camp J and the surrounding infrastructure requires facility improvements and maintenance to adequately hold any violent offenders and to protect the lives of any employees, contractors, or members of the public who may be within Camp J at any time;

NOW THEREFORE, I, JEFF LANDRY, Governor of the State of Louisiana, by virtue of the authority vested by the Constitution and laws of the State of Louisiana, order and direct as follows:

Section 1: Pursuant to the Louisiana Homeland Security and Emergency Assistance and Disaster Act, R.S. 29:721, *et seq.*, a state of emergency is hereby declared to exist that currently threatens the lives, safety, and property of the citizens in Louisiana.

Section 2: Pursuant to R.S. 29:724(A)(3), the designated emergency area, which is or may be affected, shall include Camp J and surrounding infrastructure, within the Louisiana State Penitentiary.

Section 3: The Director of the Governor's Office of Homeland Security and Emergency Preparedness (GOHSEP) and the Secretary of the Department of Public Safety and Corrections are hereby authorized to undertake any activity authorized by law that they deem appropriate in response to this declaration.

Section 4: Pursuant to R.S. 29:724(D)(1), the Louisiana Procurement Code (R.S. 39:1551, *et seq.*) and Louisiana Public Bid Law (R.S. 38:2211, *et seq.*) and their corresponding rules and regulations are hereby suspended for the purpose of the procurement of any good or services necessary to respond to this emergency, including emergency contracts, cooperative endeavor agreements, any other emergency amendments to existing contracts, or any public work necessary to respond to this emergency.

Section 5: All departments, commissions, boards, agencies and officers of the State, or any political subdivision thereof, are authorized and directed to cooperate in actions the State may take in response to this event.

Section 6: This Order is effective upon signature and shall remain in effect from Friday, March 13, 2026, until Sunday, April 12, 2026, unless amended, modified, terminated, or rescinded earlier by the Governor, or terminated by operation of law.

IN WITNESS WHEREOF, I have set my hand officially and caused to be affixed the Great Seal of Louisiana in the City of Baton Rouge, on this 13<sup>th</sup> day of March 2026.

Jeff Landry  
Governor

ATTEST BY  
THE GOVERNOR  
Nancy Landry  
Secretary of State  
2604#049

### EXECUTIVE ORDER JML 26-026

#### Amendment to Emergency Response Commission

WHEREAS, the ability to protect the citizens of the state of Louisiana depends, in part, upon the adequacy of local community emergency response plans;

WHEREAS, the Emergency Planning and Community Right-to-Know Act of 1986, 42 U.S.C.A. §11001, *et seq.*, requires states to establish and maintain an emergency response commission, which has technical expertise in the field of emergency response, to notify and protect the public in the event of a release of an extremely hazardous substance into the environment.

WHEREAS, through the enactment of R.S. 30:2364, the Louisiana Legislature created the Emergency Response Commission within the Department of Public Safety and Corrections to create a comprehensive information system containing specific data regarding the presence and location of hazardous materials in Louisiana;

WHEREAS, R.S. 30:2364 provides that the Emergency Response Commission is appointed by the Governor;

WHEREAS, Executive Order JML 24-121 established the membership of the Louisiana Emergency Response Commission;

WHEREAS, the Governor desires to amend the membership of the Louisiana Emergency Response Commission;

WHEREAS, R.S. 30:2364 provides that the Emergency Response Commission functions under the supervision and authority of the deputy secretary of the Department of Public Safety and Corrections, public safety services, office of the state police;

WHEREAS, the legislature has mandated and supports a cooperative effort of all involved agencies to work through an interagency advisory commission, and a single state supervisory agency to create a comprehensive information system, implement comprehensive state and local planning, and as soon as practical and feasible, make this crucial information available to the public through designated local repositories at a minimum of additional cost to owners or operators, the state, or local government; and

WHEREAS, pursuant to R.S. 30:2364 the Emergency Response Commission is responsible for establishing emergency planning districts; appointing local emergency planning committees; supervising and coordinating the activities of local emergency planning committees; providing the Environmental Protection Agency with information concerning notification received on certain releases of hazardous materials and substances; designating, as necessary, facilities subject to hazardous material reporting procedures; recommending a standardized inventory form for gathering required information and developing reporting procedures which reduce duplication of reporting; recommending as necessary, additional substances which should be defined as hazardous materials; act as the central advisory body for coordinating state and federal activities concerning community "Right-to-Know" legislation with regard to hazardous materials and substances; establishing procedures for recalling and processing public requests for information; and reviewing local emergency planning committee emergency response plans and recommending revisions as necessary.

NOW THEREFORE, I, JEFF LANDRY, Governor of the State of Louisiana, by virtue of the authority vested by the Constitution and laws of the State of Louisiana, do hereby order and direct as follows:

Section 1: Executive Order JML 24-121 is hereby amended.

**Section 2:** The Louisiana Emergency Response Commission ("Commission") shall be composed of seventeen (17) members who serve at the pleasure of the Governor, as follows:

A. The deputy secretary of the Department of Public Safety, or the deputy secretary's designee;

B. The secretary of the Department of Environmental Quality, or the secretary's designee;

C. The secretary of the Louisiana Department of Health, or the secretary's designee;

D. The director of the Governor's Office of Homeland Security and Emergency Preparedness, or the director's designee;

E. The director of the Office of the Louisiana Oil Spill Coordinator, or the director's designee

F. A representative of the Right-To-Know Unit, Department of Public Safety, Office of State Police;

G. A representative of the Louisiana Emergency Preparedness Association;

H. A member of the Louisiana Fire & Emergency Training Academy;

I. A representative of environmental interests;

J. A representative of the chemical industry nominated by the Louisiana Chemical Association

K. A representative from the Louisiana Motor Transportation Association

L. A representative member from the Louisiana Fire Chiefs Association

M. One representative from each public service commission district actively engaged in emergency management.

**Section 3:** The chair of the Commission shall be the Deputy Secretary of the Department of Public Safety, or his designee. All other officers, if any, shall be elected by members of the Commission from its membership.

**Section 4:** The Commission shall have authority to receive grants, donations, or gifts of money, equipment, supplies, or services from any public or private source to enable it to fulfill the duties and responsibilities specified in Title 30 of the Louisiana Revised Statutes of 1950, as amended.

**Section 5:** The Commission shall meet quarterly and at the call of the chair.

**Section 6:** Commission members shall not receive additional compensation or a per diem from the Office of the Governor for serving on the Commission.

Commission members who are employees or elected public officials of the State of Louisiana, or a political subdivision thereof, may seek reimbursement of travel expenses, in accordance with PPM 49, from their employing and/or elected department, agency and/or office.

Commission members who are also members of the Louisiana Legislature may seek a per diem from the Louisiana State Senate or House of Representatives, as appropriate, for their attendance.

**Section 7:** All departments, commissions, boards, offices, entities, agencies, and officers of the State of Louisiana, or any political subdivision thereof, are authorized and directed to cooperate with the Commission in implementing the provisions of this Order.

**Section 8:** This Order is effective upon signature and shall remain in effect until amended, modified, terminated, or rescinded by the Governor, or terminated by operation of law.

IN WITNESS WHEREOF, I have set my hand officially and caused to be affixed the Great Seal of the State of Louisiana in the City of Baton Rouge, on this 17<sup>th</sup> day of March, 2026.

Jeff Landry  
Governor

ATTEST BY  
THE GOVERNOR  
Nancy Landry  
Secretary of State  
2604#050

**EXECUTIVE ORDER JML 26-027**

Renewal of State of Emergency  
City of Tallulah Water System

WHEREAS, pursuant to the Louisiana Homeland Security and Emergency Assistance and Disaster Act, La. R.S. 29:721, *et seq.*, a state of emergency was declared through Executive Order No. 25-018;

WHEREAS, Executive Order No. 25-018 has been renewed and extended every thirty (30) days through JML 26-019, which is in effect through Sunday, March 22, 2026;

WHEREAS, the Louisiana Homeland Security and Emergency Assistance and Disaster Act, La. R.S. 29:721, *et seq.*, confers upon the Governor of the State of Louisiana emergency powers to address disasters resulting from natural or man-made events that cause or threaten loss of life, injury, or property damage, as well as emergencies, which include actual or potential conditions created by such disasters, in order to ensure that preparations by the State will be adequate to deal with such emergencies or disasters and to preserve the lives and property of the people of the State of Louisiana;

WHEREAS, when the Governor determines that a disaster or emergency has occurred, or the threat thereof is imminent, La. R.S. 29:724(B)(1) empowers him to declare a state of emergency or disaster by executive order which has the force and effect of law;

WHEREAS, La. R.S. 29:724 authorizes the governor during a declared state of emergency to suspend the provisions of any state regulatory statute prescribing procedures for conducting state business, or the orders, rules, or regulations of any state agency, if strict compliance with the provision of any statute, order, rule, or regulation would in any way prevent, hinder, or delay necessary action in coping with the emergency;

WHEREAS, a declaration of emergency activates the state’s emergency response and recovery program under the command of the director of the Governor’s Office of Homeland Security and Emergency Preparedness (“GOHSEP”);

WHEREAS, the City of Tallulah has approximately 8,601 persons that depend on the Tallulah Water System;

WHEREAS, the Louisiana Department of Health has determined that the Tallulah Water System is continuously at risk of failure and unable to provide safe and accessible water to the residents of Tallulah on a consistent basis;

WHEREAS, the failure of the Tallulah Water System would impact the health and safety of the citizens of the City of Tallulah;

WHEREAS, the failure of the Tallulah Water System would greatly impact the operability and sustainability of critical infrastructure within the City;

WHEREAS, the State of Louisiana desires to avoid the failure of the Tallulah Water System and to protect the city’s citizens and critical infrastructure;

WHEREAS, there is a need to continue Executive Order Number JML 26-019 because the designated certified operator is still working to repair the Tallulah Water System in order to provide safe and accessible water to the residents of Tallulah on a consistent basis.

NOW THEREFORE, I, JEFF LANDRY, Governor of the State of Louisiana, by virtue of the authority vested by the Constitution and laws of the State of Louisiana, do hereby order and direct as follows:

Section 1: Pursuant to the Louisiana Homeland Security and Emergency Assistance and Disaster Act, La. R.S. 29:721 *et seq.*, and more specifically, La. R.S. 29:724, a state of emergency is hereby declared to exist within the City of Tallulah in the Parish of Madison.

Section 2: The Director of GOHSEP and the Louisiana Department of Health are hereby authorized to undertake any activity authorized by law deemed appropriate in response to this declaration;

Section 3: Pursuant to R.S. 29:724(D)(1), the Louisiana Procurement Code, (R.S. 39:1551, *et seq.*), and Louisiana Public Bid Law (R.S. 38:2211, *et seq.*), and their corresponding rules and regulations are hereby suspended for the purpose of the procurement of any goods or services necessary to respond to this emergency, including emergency contracts, cooperative endeavor agreements, and any other emergency amendments to existing contracts.

Section 4: All departments, commissions, boards, agencies and officers of the State, or any political subdivision thereof, are authorized and directed to cooperate in actions the State may take in response to the effects of this event.

Section 5: This Order is effective Friday, March 20, 2026, and shall continue in effect until Sunday, April 19, 2026, unless amended, modified, terminated, or rescinded earlier by the Governor, or terminated by operation of law.

IN WITNESS WHEREOF, I have set my hand officially and caused to be affixed the Great Seal of the State of Louisiana in the City of Baton Rouge, on this 20<sup>th</sup> day of March, 2026.

Jeff Landry  
Governor

ATTEST BY  
THE GOVERNOR  
Nancy Landry  
Secretary of State  
2604#051

**EXECUTIVE ORDER JML 26-028**

Renewal of State of Emergency—Cybersecurity Incidents

WHEREAS, the Louisiana Homeland Security and Emergency Assistance and Disaster Act, R.S. 29:721, *et seq.*, confers upon the Governor of the State of Louisiana emergency powers to deal with emergencies, including those caused by breach of cybersecurity, in order to ensure that preparations of this State will be adequate to deal with such emergencies or disasters and to preserve the lives and property of the people of the State of Louisiana;

WHEREAS, pursuant to R.S. 29:724(B)(1), Governor John Bel Edwards declared a state of emergency on December 28, 2023, in Proclamation Number 236 JBE 2023 in response to the threat of intentional cybersecurity breaches of public entities throughout the State of Louisiana;

WHEREAS, Proclamation Number 263 JBE 2023 has been renewed and extended every thirty (30) days through JML 26-020, which is in effect through Sunday, March 22, 2026;

WHEREAS, there have been severe, intentional cybersecurity breaches of public entities throughout the State of Louisiana;

WHEREAS, R.S. 29:724 authorizes the governor during a declared state of emergency to suspend the provisions of any state regulatory statute prescribing procedures for conducting state business, or the orders, rules or regulations of any state agency, if strict compliance with the provision of any statute, order, rule, or regulation would in any way prevent, hinder, or delay necessary action in coping with the emergency;

WHEREAS, it is necessary for the State to continue to work cooperatively to mitigate any damages, current or future from cybersecurity breaches and to address cybersecurity vulnerabilities in current systems;

NOW THEREFORE, I, JEFF LANDRY, Governor of the State of Louisiana, by virtue of the authority vested by the Constitution and the laws of the State of Louisiana, do hereby order and direct as follows:

Section 1: Pursuant to the Louisiana Homeland Security and Emergency Assistance and Disaster Act, R.S. 29:721, *et seq.*, a state of emergency is hereby declared to continue to exist statewide in the State of Louisiana as a result of the imminent threat to the citizens of the State.

Section 2: The Director of the Governor's Office of Homeland Security and Emergency Preparedness (GOHSEP) is hereby authorized to continue to undertake any activity authorized by law that he deems appropriate in response to this declaration.

Section 3: Pursuant to R.S. 29:732, during a declared state of emergency, the prices charged or value received for goods and services sold within the designated emergency area may not exceed the prices ordinarily charged for comparable goods and services in the same market area at or immediately before the time of the state of emergency, unless the price by the seller is attributable to fluctuations in applicable commodity markets, fluctuations in applicable regional or national market trends, or to reasonable expenses and charges and attendant business risk incurred in procuring or selling the goods or services during the state of emergency.

Section 4: All departments, commissions, boards, agencies and officers of the state, or any political subdivision thereof, are authorized and directed to cooperate in actions the state may take in response to the effects of this cybersecurity event.

Section 5: All departments, commissions, boards, agencies and officers of the state, or any political subdivision thereof, are further authorized and directed to take all actions necessary to preserve the security and confidentiality of any data related to this emergency, including the execution of Memoranda of Understanding (MOUs), Non-Disclosure Agreements (NDAs), and/or any other related documents.

Section 6: Any departments, commissions, boards, agencies and officers of the state, or any political subdivision thereof, that may be affected by this cybersecurity emergency are directed to work with state officials to ensure there is a coordinated response to this event and are further directed to comply with the requirements of the Database Security Breach Notification Law, R.S. 51:3071 *et seq.*

Section 7: Pursuant to R.S. 29:724(D)(1), the Louisiana Procurement Code (R.S. 39:1551 *et seq.*), Louisiana Public Bid Law (R.S. 38:2211, *et seq.*), and the Louisiana Information Technology Procurement Code (R.S. 39:196-200), and their corresponding rules and regulations are hereby suspended if strict compliance therewith would in any way prevent, hinder, or delay necessary action in coping with this emergency.

Section 8: This Order is effective Friday, March 20, 2026, and shall continue in effect until Sunday, April 19, 2026, unless terminated sooner.

IN WITNESS WHEREOF, I have set my hand officially and caused to be affixed the Great Seal of Louisiana in the City of Baton Rouge, on this 20<sup>th</sup> day of March, 2026.

Jeff Landry  
Governor

ATTEST BY  
THE GOVERNOR  
Nancy Landry  
Secretary of State  
2604#052

#### EXECUTIVE ORDER JML 26-029

Flags at Half-Staff  
Master Sergeant Tyler Marie Grezaffi

WHEREAS, Tyler Marie Grezaffi tragically lost her life on March 18, 2026;

WHEREAS, she was born on July 14, 1998, in Baton Rouge, LA to Scott Grezaffi and Marie Grezaffi;

WHEREAS, she dedicated her life to public service, serving in both law enforcement and corrections;

WHEREAS, before serving as a Master Sergeant for the Louisiana Department of Public Safety and Corrections, she served in the Pointe Coupee Sheriff's Office and the Iberville Parish Sheriff's Office, where she had significant impacts;

WHEREAS, at the Department of Public Safety and Corrections, working as an investigator at Louisiana State Penitentiary, she was known for her professionalism, commitment and positive spirit, as well as her dedication, energy, and kindness;

WHEREAS, she was engaged to her fiancé Brandon Blackburn, and she enjoyed sharing new adventures with him, as well as their dog Knox;

WHEREAS, she is survived by her fiancé Brandon, her loving Dad, Scott Grezaffi (DeeDee); her mother Marie Grezaffi; sister, Shannon Grezaffi Legendre (Eric), and brother Ryan Grezaffi; her Nana, Toni Foret Grezaffi; her Nanny, Andi Grezaffi Perkins and Uncle Paul "PJ" Perkins; cousin Darby McIntosh Carriere (Nick) whom she loved as a little sister; nephew, Bishop Greene and niece, Kullen Greene;

WHEREAS, she was preceded in death by her Pop, Sammy Grezaffi;

WHEREAS, her life exemplified the courage and commitment of those who stand on the Thin Blue Line, a symbol of the brave men and women who dedicate their lives to protecting our communities.

NOW THEREFORE, I, JEFF LANDRY, Governor of the State of Louisiana, by virtue of the authority vested by the Constitution and the laws of the State of Louisiana, do hereby order and direct as follows:

Section 1: As an expression of respect and to honor Master Sergeant Tyler Marie Grezaffi, the flags of the United States and the State of Louisiana shall be flown at half-staff over the State Capitol and all state buildings from sunrise until sunset on Monday, March 23, 2026.

Section 2: This Order is effective upon signature and shall remain in effect until sunset, March 23, 2026.

IN WITNESS WHEREOF, I have set my hand officially and caused to be affixed the Great Seal of Louisiana in the City of Baton Rouge, on this 23<sup>rd</sup> day of March, 2026.

Jeff Landry  
Governor

ATTEST BY  
THE GOVERNOR  
Nancy Landry  
Secretary of State  
2604#053

**EXECUTIVE ORDER JML 26-030**

Bond Allocation 2026 Ceiling Amendment

WHEREAS, Section 146 of the Internal Revenue Code of 1986 (hereafter the “Act”), as amended (hereafter the “Code”), restricts the total principal amount of certain private activity bonds (hereafter the “Bonds”) that exclude interest from gross income for federal income tax purposes under Section 103 of the Code;

WHEREAS, Act No. 51 of the 1986 Regular Session of the Louisiana Legislature (hereafter “Act No. 51 of 1986”) authorizes the Governor to allocate the volume limit applicable to the Bonds (hereafter the “ceiling”) among the State and its political subdivisions in such a manner as the Governor deems to be in the best interest of the State of Louisiana;

WHEREAS, pursuant to the Act and Act No. 51 of 1986, Executive Order No. JML 2024-123 was issued to establish:

- A) the manner in which the ceiling shall be determined,
- B) the method to be used in allocating the ceiling,
- C) the application procedure for obtaining an allocation of Bonds subject to such ceiling, and
- D) a system of record keeping for such allocations.

WHEREAS, the Louisiana Housing Corporation (hereafter the “Corporation”) has applied for an allocation of the 2026 ceiling to be used in connection with providing funds for the acquiring, constructing, rehabilitating, and equipping of residential rental housing for individuals and families of low and moderate income.

NOW THEREFORE, I, JEFF LANDRY, Governor of the State of Louisiana, by virtue of the authority vested by the Constitution and laws of the State of Louisiana, do hereby order and direct as follows:

Section 1: The bond issues, as described in this Section, shall be and are hereby granted allocations from the 2026 ceiling in the amounts shown:

Amount of Allocation	Name of Issuer	Name of Project
\$15,034,454	Louisiana Housing Corporation	Franklin Senior Apartments Series 2026

Section 2: The allocation granted herein shall be used only for the bond issues described in Section 1 and for the general purpose set forth in the “Application for Allocation of a Portion of the State of Louisiana’s Private Activity Volume Cap” submitted in connection with the bond issues described in Section 1.

Section 3: The allocations granted herein shall be valid and in full force and effect through June 30, 2026; therefore, any unused amount of the 2026 ceiling allocation shall be deemed returned as of July 1, 2026.

Section 4: This Order is effective upon signature and shall remain in effect until amended, modified, terminated, or rescinded by the Governor, or terminated by operation of law.

IN WITNESS WHEREOF, I have set my hand officially and caused to be affixed the Great Seal of the State of Louisiana in the City of Baton Rouge, on this 24<sup>th</sup> day of March, 2026.

Jeff Landry  
Governor

ATTEST BY  
THE GOVERNOR  
Nancy Landry  
Secretary of State  
2604#054

**EXECUTIVE ORDER JML 26-031**

Flags at Half-Staff—Sheriff William Earl Hilton

WHEREAS, former Rapides Parish Sheriff William Earl Hilton tragically passed away on March 23, 2026;

WHEREAS, he served as Sheriff for 24 years and retired in 2020 after a lifetime of public service;

WHEREAS, he was married for 61 years to his wife Billie Faye Gunter Hilton. Together, they had two children, Shane Hilton and wife, Laurie, and Kristy Dunn and husband, Bubba; one grandchild, Slade Hilton; and step-grandson, Jaxson Fuller;

WHEREAS, he dedicated his life to public service, acting as a law enforcement officer for 50 years, and he will be remembered for his exemplary public service and respect he showed everyone;

WHEREAS, he knew at a young age he wanted to work in law enforcement, looking up to Sheriff Kelly and his father, who served as a constable;

WHEREAS, as Sheriff, he greatly improved the Sheriff’s Office, by advocating for better equipment and benefits for employees; founding the Louisiana Youth Academy, Juvenile Boot Camp; increasing parish prison capacity; opening additional sub-stations to reduce response times; establishing a training academy for corrections officers; obtaining a

**EXECUTIVE ORDER JML 26-032**

**Louisiana Rural Health Transformation Program**

Mobile Command Center and SWAT Team vehicle; and placing a deputy in every school in Rapides Parish to protect children in the community;

WHEREAS, he was a pillar in the community, serving on the Region VI Mental Health Advisory Council; the executive board of the Boy Scouts of America Attakappas Council; the Board of Advisors for Renaissance Home for Youth; the Advisory Board of the Salvation Army; and the Central Louisiana Coalition to Prevent Homelessness; as chairman on the Board of Directors for the Food Bank of Central Louisiana; and chaired fundraising events for the Heart Fund, the March of Dimes, and the Red Cross;

WHEREAS, he was a 32nd Degree Scottish Rite Mason, Shreveport Consistory; a member of Oliver Masonic Lodge #84 and Gardner Lodge #482; a member of the El Karubah Shrine Temple; and past president of the Cenla Shrine Club;

WHEREAS, he had a great love for the outdoors, proudly belonging to the National Rifle Association and many sportsmen organizations;

WHEREAS, his call to leadership knew no bounds, extending to his time as president of the Rapides Cattleman’s Association and a charter member of the Central Louisiana High School Rodeo Association;

WHEREAS, he leaves behind a legacy of kindness, integrity, and compassion, being known for treating everyone around him as Christ called him to, no matter their background or status;

WHEREAS, he is survived by his wife, children, grandchildren, sister, and numerous nieces and nephews;

WHEREAS, he was preceded in death by his parents, James Thomas “Tom” and Modena “Frankie” Hilton; brother, Herbert Hilton; and sister, Verna Hilton Fussell.

WHEREAS, his life exemplified the courage and commitment of those who stand on the Thin Blue Line, a symbol of the brave men and women who dedicate their lives to protecting our communities.

NOW THEREFORE, I, JEFF LANDRY, Governor of the State of Louisiana, by virtue of the authority vested by the Constitution and the laws of the State of Louisiana, do hereby order and direct as follows:

Section 1: As an expression of respect and to honor Sheriff William Earl Hilton, the flags of the United States and the State of Louisiana shall be flown at half-staff over the State Capitol and all state buildings from sunrise until sunset on Friday, March 27, 2026.

Section 2: This Order is effective upon signature and shall remain in effect until sunset, March 27, 2026.

IN WITNESS WHEREOF, I have set my hand officially and caused to be affixed the Great Seal of Louisiana in the City of Baton Rouge, on this 25<sup>th</sup> day of March, 2026.

Jeff Landry  
Governor

ATTEST BY  
THE GOVERNOR  
Nancy Landry  
Secretary of State  
2604#055

WHEREAS, Louisiana ranks 50th in national health rankings, taking the spot as the “least healthy state” in the United States based on 49 measures across five categories of health, including social and economic factors, physical environment, clinical care, behaviors, and health outcomes;

WHEREAS, nearly 1.1 million Louisiana residents (23.8% of the population) live in rural parishes, with 37% covered by Medicaid and 22% covered by Medicare;

WHEREAS, residents in rural areas travel an average of 7 miles to hospitals, 20 miles to clinics, and 12 miles to pharmacies, compared to much shorter distances in non-rural areas, translating into 13.5 healthcare facilities per 100,000 rural residents;

WHEREAS, with 75% of rural hospitals not offering labor and delivery services, access gaps threaten both maternal and neonatal outcomes;

WHEREAS, compared to urban populations, residents of rural Louisiana experience disproportionately higher rates of chronic and adverse health conditions, including hypertension (44%), obesity (43%), heart disease (9.2%), diabetes (17%), chronic obstructive pulmonary disease (11%), and lung cancer prevalence (68%);

WHEREAS, rural residents face significantly elevated maternal health risks, including a maternal mortality rate of 37%, which is 14 percentage points higher than the national average, and with approximately 12% lacking access to a birthing hospital within 30 minutes of their residence, compared to roughly 10% nationwide;

WHEREAS, 42 USC 254c was enacted by the Federal Government to provide grants for expanded delivery of health care services in rural areas, for the planning and implementation of integrated health care networks in rural areas, and for the planning and implementation of small health care provider quality improvement activities;

WHEREAS, Louisiana Department of Health has applied for the Rural Health Transformation Program to the Centers for Medicare & Medicaid Services;

WHEREAS, a Louisiana Rural Health Transformation Program grounded in the core principles and strategic goals of the federal Rural Health Transformation Program, will support rural communities across Louisiana;

WHEREAS, the Louisiana Rural Health Transformation Program will focus on three key areas: improving population health outcomes; expanding access to care; and strengthening system capacity;

WHEREAS, these efforts will aim to reduce uncontrolled chronic diseases and support earlier detection and management of conditions such as diabetes, hypertension, and cancer; decrease emergency department visits and preventable hospitalizations while increasing preventive care and access to behavioral health services in underserved rural parishes; and strengthen the rural healthcare workforce and modernize care delivery through education partnerships, targeted recruitment, and expanded use of technology; and

WHEREAS, through these investments the Louisiana Rural Health Transformation Program will expand access, strengthen provider capacity and improve outcomes for Louisiana's 1.1 million rural residents;

NOW THEREFORE, I, JEFF LANDRY, Governor of the State of Louisiana, by virtue of the authority vested by the Constitution and laws of the State of Louisiana, order and direct as follows:

Section 1: The Office of Rural Health Transformation and Sustainability is hereby created within the Office of the Secretary in Louisiana Department of Health and shall, through the Louisiana Rural Health Transformation Program, prioritize and pursue the following initiatives:

1. Strengthen and sustain a stable rural healthcare workforce by partnering with educational institutions and the private sector to expand healthcare education, training, and career pathways.

2. Develop and implement a unified health technology ecosystem that enhances data sharing among healthcare providers, Medicaid, and public health systems to accelerate diagnosis, treatment, and improved health outcomes.

3. Promote and implement innovative, outcomes-driven care models for underserved and hard-to-reach populations through community-based partnerships.

4. Integrate nutrition into healthcare delivery by improving access to healthy foods and providing education on nutrition and chronic disease management, including conditions such as diabetes.

5. Align and coordinate fragmented healthcare services into an integrated delivery framework that ensures rural residents can access care through a consistent and cohesive model.

6. Advance capital improvement initiatives to modernize rural healthcare facilities and equipment, improving both health outcomes and long-term facility sustainability.

Section 2: The Louisiana Rural Health Transformation Program Advisory Council ("Council") is established within the Office of Rural Health Transformation and Sustainability.

Section 3: The Council shall review quarterly and annual grant reports submitted to CMS and provide strategic guidance and stakeholder engagement on all reporting requirements. The Council will work to ensure that rural health transformation initiatives align with statewide priorities, reflect the needs of local communities, and advance sustainable, data-informed improvements in care delivery. The Council will support transparency, accountability, and coordination in the implementation of rural health initiatives and grant investments.

Section 4: The Council shall be composed of 11 members, who unless otherwise specified, shall be appointed by and serve at the pleasure of the Governor. The membership of the Council shall be as follows:

A. The Secretary of the Louisiana Department of Health or their designee

- B. The Secretary of Louisiana Works or their designee
- C. The President of the Louisiana Community Technical College or their designee
- D. The executive director of the Louisiana Rural Hospital Coalition or their designee
- E. The executive director of the Louisiana Independent Pharmacist Association or their designee
- F. The Chair of the House Committee on Health and Welfare or their designee
- G. The Chair of the Senate Committee on Health and Welfare or their designee
- H. Four at-large members with demonstrated experience or active involvement in rural healthcare

Section 5: The chair of the Council shall be the Secretary of the Louisiana Department of Health or their designee.

Section 6: The Council shall meet at regularly scheduled intervals and at the call of the chair.

Section 7: Council members shall not receive additional compensation or a per diem from the Louisiana Department of Health for serving on the Council.

Council members who are employees or elected public officials of the State of Louisiana or a political subdivision thereof may seek reimbursement of travel expenses, in accordance with PPM 49, from their employing and/or elected department, agency and/or office.

Council members who are also members of the Louisiana Legislature may seek a per diem from the Louisiana State Senate or House of Representatives, as appropriate, for their attendance.

Section 8: Support staff, facilities, and resources for the Board shall be provided by the Louisiana Department of Health.

Section 9: All departments, commissions, boards, offices, entities, agencies, and officers of the State of Louisiana, or any political subdivision thereof, are authorized and directed to cooperate with the Louisiana Department of Health and the Office of Rural Health Transformation and Sustainability in implementing the provisions of this Order.

Section 10: This Order is effective upon signature and shall continue in effect until amended, modified, terminated or rescinded by the Governor, or terminated by operation of law.

IN WITNESS WHEREOF, I have set my hand officially and caused to be affixed the Great Seal of Louisiana, at the Capitol, in the City of Baton Rouge, on this 7<sup>th</sup> day of April, 2026.

Jeff Landry  
Governor

ATTEST BY  
THE GOVERNOR  
Nancy Landry  
Secretary of State  
2604#056

# Emergency Rules

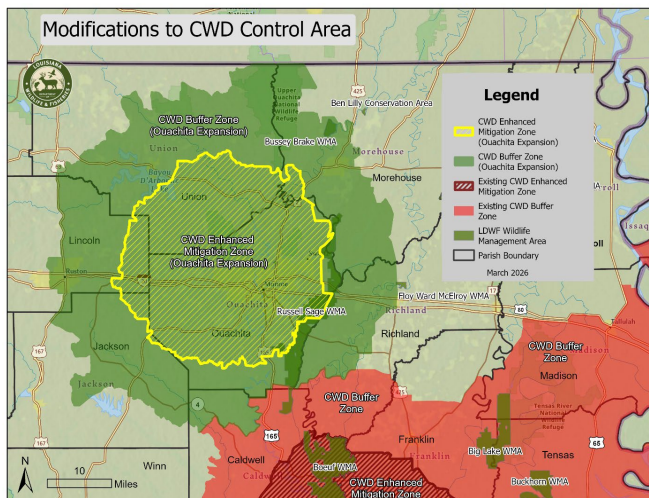
## DECLARATION OF EMERGENCY

### Department of Wildlife and Fisheries Wildlife and Fisheries Commission

#### Chronic Wasting Disease Control Areas

A confirmed case of Chronic Wasting Disease (CWD) has been detected in a white-tailed deer harvested in Ouachita Parish. CWD is a neurodegenerative disease found in most deer species, including white-tailed deer. It is infectious, always fatal, and has no treatment. CWD is part of a group of diseases known as transmissible spongiform encephalopathies (TSEs). These diseases cause irreversible damage to brain tissue in deer, which leads to excessive salivation, neurological symptoms, emaciation, and death of the animal. Additionally, CWD is shed by infected deer onto the landscape and can persist in the environment indefinitely, spreading the disease to other deer. Emergency action is required to mitigate further spread of the disease.

In accordance with the emergency provisions of R.S. 49:962 and R.S. 56:6.1, the secretary of the Department of Wildlife and Fisheries hereby modifies the CWD Control Area established in LAC 76:V.137 to include an area surrounding where the confirmed CWD case was detected in Ouachita Parish as follows:



Supplemental feeding, baiting, placement of bait, or hunting over bait is prohibited within the portion of the CWD Control Area designated as the CWD Enhanced Mitigation Zone. It is the responsibility of hunters to check their hunting area for bait prior to each hunt. A baited area is an area on which salt, grain, or other feed has been placed, exposed, deposited, distributed, or scattered, if that salt, grain, or other feed could serve as a lure or attractant for wild quadrupeds or wild birds via ingestion. Supplemental feeding and baiting is allowed in the portion of the CWD Control Area designated as the CWD Buffer Zone, but only by non-stationary, mechanical or electronic broadcast methods. The use of bait not normally ingested by deer is allowed for feral hog

trapping, or by holders of bear harvest permits during the designated bear baiting period.

The export of any cervid carcass or part of a cervid carcass originating within a designated CWD Control Area is prohibited, except for: meat that is cut and wrapped; meat that has been boned out; quarters or other portions of meat with no part of the spinal column or head attached, antlers, clean skull plates with antlers, cleaned skulls without tissue attached, capes, tanned hides, finished taxidermy mounts, and cleaned cervid teeth. An exemption for deer heads from within the CWD Control Area transported to Louisiana taxidermy businesses for taxidermy purposes outside of the CWD Control Area is allowed by electronic waiver and adherence to waiver guidelines.

Approved parts transported out of the CWD Control Area must be legally possessed. Approved parts must contain a possession tag with the hunter's name, address, LDWF license number, parish of harvest, date of harvest, and sex of deer. All cervid parts transported out of the Control Area that are in violation of the provisions of this ban shall be seized and disposed of in accordance with the Wildlife and Fisheries Commission and Department of Wildlife and Fisheries rules.

This Declaration of Emergency shall be effective March 11, 2026 and shall remain in effect for 180 days, unless superseded by action taken by the Wildlife and Fisheries Commission. The implementation of the supplemental feeding and baiting prohibition associated with the newest addition to the Enhanced Mitigation Zone shall be delayed until April 1, 2026, so that landowners and hunters have an opportunity to use the remainder of any feed or bait they currently have in feeders.

Tyler M. Bosworth  
Secretary

2604#002

## DECLARATION OF EMERGENCY

### Department of Wildlife and Fisheries Wildlife and Fisheries Commission

#### Reopening of Shrimp Season in Remaining State Outside Waters

The secretary of the Department of Wildlife and Fisheries has been notified that recent biological sampling conducted by the department has indicated that small white shrimp, which have over-wintered in state outside waters from January through the present time, have reached marketable sizes and the closure is no longer necessary. Notice of any opening, delaying or closing of a season by the secretary of the Department of Wildlife and Fisheries will be made by public notice at least 72 hours prior to such action.

In accordance with the emergency provisions of R.S. 49:962, the Administrative Procedure Act which allows the Wildlife and Fisheries Commission to use emergency

procedures to set shrimp seasons, and R.S. 56:497 which provides that the Wildlife and Fisheries Commission shall have the authority to open or close outside waters by zone each year as it deems appropriate upon inspection of and based upon technical and biological data which indicate that marketable shrimp, in sufficient quantities are available for harvest; and, a Declaration of Emergency adopted by the Wildlife and Fisheries Commission on August 7, 2025 which authorizes the secretary of the Department of Wildlife and Fisheries to reopen any area closed to shrimping when the closure is no longer necessary, the secretary does hereby declare:

The portion of state outside waters between Caillou Boca and Freshwater Bayou Canal shall reopen to shrimping at 6 a.m. on March 24, 2026. The eastern boundary line originates at a point on the inside-outside line (LAC

76:VII.370) on the northwest shore of Caillou Boca at 29 degrees 02 minutes 46 seconds north latitude, 90 degrees 50 minutes 27 seconds west longitude, and ends at a point on the three-mile line at 28 degrees 59 minutes 30 seconds north latitude, 90 degrees 51 minutes 57 seconds west longitude. The western boundary line originates at a point on the inside-outside line (LAC 76:VII.370) on the western shore of Freshwater Bayou Canal at 29 degrees 32 minutes 03 seconds north latitude, 92 degrees 18 minutes 33 seconds west longitude and ends at a point on the three-mile line at 29 degrees 29 minutes 02 seconds north latitude, 92 degrees 19 minutes 34 seconds west longitude.

Tyler M. Bosworth  
Secretary

2604#011

# Rules

## RULE

### Department of Conservation and Energy Office of Permitting and Compliance

Administration of the Fisherman's Gear  
Compensation Fund (LAC 43:I.1501-1513)

Under the authority of R.S. 49:214.21-49:214.42 and in accordance with the provisions of the Administrative Procedure Act, R.S. 30:101.4 et seq., the Department of Conservation and Energy, Office of Permitting and Compliance has amended LAC 43:I.1501-43:I.1513 relative to the administration of the Fisherman's Gear Compensation Program. This Rule is hereby adopted on the day of promulgation.

#### Title 43

#### Part I. Office of the Secretary Subpart I. General

#### Chapter 15. Administration of the Fishermen's Gear Compensation Program

##### §1501. Statutory Authorization and Definitions

A. General. The Fishermen's Gear Compensation Program is designed to compensate commercial fishermen whose fishing gear, equipment, or vessels are damaged by underwater obstructions in the Louisiana coastal zone and claims are subject to the requirements of these guidelines and all guidelines must be complied with.

B. Definitions. As used in these regulations the following terms and phrases shall have the definition ascribed to them.

*Charter Boat Fisherman*—any citizen of the state of Louisiana who possesses a valid Louisiana Charter Boat Fishing Guide License and who derives a primary source of his or her income from operating a Louisiana charter boat fishing guide business.

*Claimant*—any vessel owner who files a claim under the provisions of these regulations and R.S. 30:101.1 – 30:101.15

*Commercial Fisherman*—any citizen of the state of Louisiana who possesses a valid Louisiana residential commercial fishing license and who derives a primary source of his or her income from the harvesting of living marine resources for commercial purposes.

*Department*—the Louisiana Department of Conservation and Energy and regulatory authority means the secretary thereof and the personnel appointed or employed thereby who administer the commercial Fishermen's Gear Compensation Program.

*Fishing Gear*—any licensed marine or licensed charter vessel and any equipment, whether or not attached to a vessel, in which are used in the handling or harvesting of commercial marine resources. Crab traps are expressly excluded from the definition.

*Hearing Examiner*—the person(s) employed or appointed by the regulatory authority to conduct hearings, take oral and written testimony from claimants and other witnesses, and make recommendations to the regulatory authority on the validity and payment of claims.

*Obstruction*—any object, obstacle, equipment or device located in state water within the geographical boundary of the Program, set forth in R.S. 49:214.24 whether natural or man-made; provided that this definition shall not be applied to obstructions floating on the surface which could be avoided by a reasonably prudent charter boat or commercial fisherman.

*Primary Source of Income*—that source of revenue earned by a claimant from charter or commercial fishing endeavors which is deemed by the regulatory authority to constitute a fundamental source of such claimant's annual earned income. Annual earned income shall be income earned from all sources reportable on state and federal income tax returns. Any claimant who presents satisfactory proof that at least 50 percent of his or her annual income in the year preceding the year of the claim was earned from commercial fishing endeavors shall be deemed to derive a primary source of his or her income therefrom.

*Program*—the Fisherman's Gear Compensation Program.

*Satisfactory Proof*—as it relates to demonstrating a primary source of income, a copy of state and federal income tax returns together with related financial data. In the case of a claimant being a corporation, a copy of the state and federal corporate tax return shall be submitted.

AUTHORITY NOTE: Promulgated in accordance with R.S. 56:700.3.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of the Secretary, LR 6:515 (August 1980), amended LR 14:545 (August 1988), LR 21:956 (September 1995), amended by the Office of Coastal Management, LR 40:1944 (October 2014), amended by the Department of Conservation and Energy, Office of Permitting and Compliance, LR 52:478 (April 2026).

##### §1503. Geographic Boundary of Program

A. Claims shall be based on damage or loss of fishing gear due to an encounter with an obstruction in state waters located below the northern boundary of the Louisiana coastal zone as set forth in R.S. 49:214.24, and depicted on official maps of the state regulatory authority having jurisdiction over coastal zone management, and extending seaward to the limits of Louisiana's territorial jurisdiction

B. No claim shall be accepted or paid for damages or loss sustained from an encounter with an obstruction which occurs in waters overlying the federal domain of the outer continental shelf or north of the northern boundary of the Louisiana Coastal Zone.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:101.4 and R.S. 30:101.12.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of the Secretary, LR 6:515 (August 1980), amended LR 11:29 (January 1987), LR 21:956 (September 1995), amended by the Office of Coastal Management, LR 40:1944 (October 2014), amended by the Department of Conservation and Energy, Office of Permitting and Compliance, LR 52:478 (April 2026).

### **§1505. Claim Filing Procedure—Initial Reports**

A.1. Within 90 days of encountering an obstruction in state waters covered by the Program, from which damage or loss to a vessel and/or fishing gear is sustained and for which a written claim will be made for reimbursement from the Program, as otherwise provided in §1509 of these regulations, the charter or commercial fisherman encountering the obstruction shall notify the regulatory authority, orally or in writing, and provide the following information:

- a. claimant's name, address, email address and telephone number;
- b. the name and registration number of the charter or commercial fishing vessel involved;
- c. the Louisiana charter or commercial fishing license number of the claimant;
- d. the location of the vessel and obstruction at the time of encounter by one of the methods described in §1507 of these regulations whenever possible;
- e. the date and time of day that the obstruction was encountered;
- f. identification of the nature of the obstruction; and
- g. a description of the nature of the damage or loss sustained for which a written claim will be made and the estimated amount, in dollars, of the damage or loss, if known.

2. The requirements of the initial notice may be waived in whole or in part by the regulatory authority for good cause shown.

B. Upon receipt of the information required by Subsection A above, the regulatory authority shall establish a file in the name of the charter or commercial fisherman, containing all of the information above. On a map showing all state waters covered by the Program, the regulatory authority shall indicate the location or approximate location of the obstruction, physically and by coordinates, if available.

C. Pending receipt of the written claim, as otherwise required herein, the regulatory authority shall attempt to ascertain the lessees or grantees of rights of state water bottoms proximate to the location of the obstruction on which the obstruction was encountered and furnish their names to the claimant.

D. The regulatory authority may devise procedures for informing charter and commercial fishermen of the location of all obstructions reported. Such procedures may include periodic dissemination of maps containing such information; the placement of buoys or markers at the site of such obstruction; or such other means as the regulatory authority deems reasonable.

AUTHORITY NOTE: Promulgated in accordance with R.S. 56:700.3.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of the Secretary, LR 6:515 (August 1980), amended by the Department of Conservation and Energy, Office of Permitting and Compliance, LR 52:479 (April 2026).

### **§1507. Identification of Area of Obstruction**

A. When an obstruction has been encountered by a claimant from which encounter a claim for damages to the Program is made, the claim shall not be accepted unless accompanied by sufficient information by which to locate the area of the obstruction. Such information shall be conveyed on forms furnished by the department when available, or otherwise in a manner sufficiently clear to be usable by the department in charting the obstruction.

1. No future claim shall be filed by a claimant for an encounter with an obstruction at the same location reported by the fisherman on a previous claim.

B. The information referred to in Subsection A of this Section shall include all of the information set forth in this Subsection to the extent possible. Where such information cannot be furnished, reasons for such inability shall be stated instead:

1. common name of the body of water in which the obstruction was encountered;
2. name of the parish in which the obstruction was encountered;
3. the date and time of day when the obstruction was encountered;
4. the depth of the water and the depth at which fishing gear was deployed at the point of encounter;
5. the position of the fishing vessel and the position of the obstruction at the point of encounter, to be specified by using one or more of the following methods of position fixing, using the most reliable method available aboard the vessel at the time of encounter:

a. latitude/longitude coordinates. Provide coordinates in geographic coordinate system (GCS) North American Datum (NAD) 83 latitude/longitude decimal degrees (e.g., N 29° 50.893, W 89° 20.360) or equivalent;

b. distance (range) and direction (bearing) to fixed offshore objects such as lighthouses, light towers, and oil drilling or production platforms. Specify the name of each such object used;

c. distance and direction of fixed aids to navigation and land marks, which are identified on National Ocean Survey Charts, such as radio towers, jetty lights, etc.;

d. distance and direction to prominent landmarks which are not identified on National Ocean Survey charts but are readily identifiable for future reference;

e. distance and direction to floating navigational aids such as buoys. Identify any buoy by name, number, color, type and lightlist number if known;

f. alternate navigation methods may be used if they are available. These include global positioning system (GPS), and similar electronic navigation systems that may be in use.

AUTHORITY NOTE: Promulgated in accordance with R.S. 56:700.3.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of the Secretary, LR 6:515 (August 1980), amended LR 21:956 (September 1995), amended by the Office of Coastal Management, LR 40:1944 (October 2014), amended by the Department of Conservation and Energy, Office of Permitting and Compliance, LR 52:479 (April 2026).

### **§1509. Claims—General Form and Content**

A. The Fishermen's Gear Compensation Program shall be limited to the payment of no more than two claims for damage or loss of fishing gear filed by claimants during a fiscal year applicable to the department (July 1-June 30). Claims must be received by the Program within the period indicated. A single claim may not exceed \$5,000, but in no event shall any payment of a claim exceed the amount of gross income earned by the claimant from fishing endeavors in the year preceding the claim. Claims must be completed within 1 year of the incident date. All required claim documentation must be submitted within one year of the incident date or the claim will be closed. Claims shall be submitted by the claimant on

forms furnished by the department and shall contain, in addition to the requirements of §1507 herein, the following information:

1. the name, mailing address, telephone number, citizenship, and occupation of the claimant;

2. the name, address, and telephone number of each person representing the claimant in pursuing the claim;

3. the name of the fishing vessel involved, its type, size, homeport and, its U.S. Coast Guard documentation number and/or state registration number;

4. a statement of the type of fishing operation being conducted and a description of how the encounter occurred;

5. if an amount is claimed, the claim shall include:

a. the nature and extent of the damage and loss suffered; a photograph, or series of photographs of vessel damage which must show the claimed damage while still on the vessel, and a photograph, or series of photographs, that show the registration/documentation number and/or name of the vessel; a detailed description of the gear involved and where pertinent, a list of components such as size, type, grade, etc.; In the instance of a total loss of gear, a photograph or series of photographs are required from the place on the vessel where the gear was lost and where the gear would normally be attached, except in the circumstance of a total loss of nets in which the claimant will provide documentation and evidence to support the loss;

b. the amount claimed together with proof of ownership of the gear which was damaged or lost on the obstruction. Proof of ownership must include: paid receipts which are completely filled out including the date, full name, address and telephone of the seller along with the claimant's name and/or address together with proof of payment such as copies of money orders or bank cashier's checks for the gear; affidavits; or other evidence. No receipts paid by "cash" will be accepted for gear purchased after the effective date of this rule except for receipts from bona fide businesses in possession of a commercial or business permit/license, which was in effect at the time of the sale or repair, or a notarized affidavit from a business owner or chief executive officer of the business supporting the validity of the sale or repair. Claimants that made or repaired the damaged gear shall submit a notarized statement that he or she made his or her own gear along with paid receipts for the materials. If all damaged gear was original to the vessel when it was purchased or acquired, a copy of the bill of sale of the boat or subsequent notarized statement to the effect that all gear was original to the boat including date vessel was acquired, full name of seller, and sale price must be included;

c. the date, place and cost of acquisition of the gear damaged or lost;

d. an estimate from a charter or commercial fishing gear repair or supply company, of the present replacement cost of the fishing gear and the repair cost of the fishing gear (if it is repairable). If fishing gear of the type damaged is usually made or repaired by the claimant, an estimate from a charter or commercial fishing gear repair or supply company for the materials required to make the gear together with a notarized statement from the claimant that he or she makes his or her own gear may be used;

e. if the fishing gear is repaired or replaced before an award is made under this Part a copy of the invoice or receipt for the repair or replacement of the fishing gear; and the

estimated salvage value of the fishing gear that is not repairable;

6. a detailed statement of the efforts made by claimant to identify, locate and collect damages for his loss from the person financially responsible therefore accompanied by copies of all correspondence related thereto;

7. a claim shall be deemed invalid if the claimant cannot, for any reason, produce the documentation required by this Section within one year of the initial encounter with the obstruction.

B. Written claims required by this Section shall be filed by claimant on or before 60 days from the due date of the initial report of damage or loss required by §1505 of these regulations.

C. The regulatory authority shall include the information received pursuant to this Section in the file established for the claimant. If the claimant's file is deemed to be incomplete or otherwise to contain insufficient information for proper disposition of the claim, the claimant shall be notified in writing within five days of such determination, and the additional information needed shall be requested. No claim shall be processed, nor funds paid, until the regulatory authority has received all information necessary to a proper disposition thereof.

D. Damages or losses which are covered by valid insurance or the federal Fishermen's Contingency Program (50 CFR Part 296) shall not be reimbursable from the Program. No claimant shall include within a claim submitted any amounts for which such claimant has received or is entitled to receive reimbursement under an insurance policy or the federal program.

AUTHORITY NOTE: Promulgated in accordance with R.S. 56:700.3.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of the Secretary, LR 6:515 (August 1980), amended LR 21:957 (September 1995), amended by the Office of Coastal Management, LR 40:1944 (October 2014), LR 41:150 (January 2015), amended by the Department of Conservation and Energy, Office of Permitting and Compliance, LR 52:479 (April 2026).

### §1513. Penalties

A. The intentional rendering of a financial statement of account, which is known to be false, by anyone who is obliged to render an accounting pursuant to R.S. 30:101.1 – 30:101.15, or these regulations, shall be punishable pursuant to the provision of the *Louisiana Criminal Code*, R.S. 14:70, false accounting.

B. The filing or depositing, with knowledge or falsity, of any forged or wrongfully altered document, for record in any claim or proceeding before a hearing examiner or other administrator of the Program, shall be punishable pursuant to the provisions of the *Louisiana Criminal Code*, R.S. 14:133, filing false public records.

C. The intentional making of a false written or oral statement in, or for use in any claim, proceeding or testimony before a hearing examiner or other administrator of the Program, under sanction of an oath, sworn affidavit or an equivalent affirmation, shall be punishable pursuant to the provisions of the *Louisiana Criminal Code*, R.S. 14:123, Perjury.

D. Notwithstanding the forgoing, evidence of suspected criminal activity discovered during the review of claims made

to the Fund may be reported to the appropriate law enforcement or prosecutorial agency.

AUTHORITY NOTE: Promulgated in accordance with R.S. 56:700.2.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of the Secretary, LR 6:513 (August 1980), amended by the Office of Coastal Management, LR 40:1945 (October 2014), amended by the Department of Conservation and Energy, Office of Permitting and Compliance, LR 52:480 (April 2026).

Keith Lovell  
Executive Director

2604#001

## RULE

### Department of Culture, Recreation, and Tourism Office of the Secretary

#### Atchafalaya Trace Heritage Development Zone (LAC 25:XI.Chapter 3)

The Department of Culture, Recreation and Tourism has repealed Part XI. Chapter 3 of Title 25 of the *Louisiana Administrative Code*, consisting of Sections 301-309, which provides the policy, purpose, definitions, application requirements, and application review criteria for a tax incentive program for heritage-based cottage industry located in the Atchafalaya Trace Heritage Area Zone. The legislature sunset this program (Act 403 of the 2017 Regular Session) and repealed its enabling legislation (Act 5 of the Third Extraordinary Session of the Louisiana Legislature 2024). The department has repealed rules that provide for the administration of a program for which there is no longer statutory authority. This Rule is hereby adopted on the day of promulgation.

## Title 25

### CULTURAL RESOURCES

#### Part XI. Office of the Secretary

#### Chapter 3. Atchafalaya Trace Heritage Development Zone

##### §301. Statement of Policy

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 25:1224.

HISTORICAL NOTE: Promulgated by the Department of Culture, Recreation and Tourism, Atchafalaya Trace Commission, LR 29:2009 (October 2003), repealed by the Department of Culture, Recreation and Tourism, Office of the Secretary, LR 52:481 (April 2026).

##### §303. Purpose

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 25:1224.

HISTORICAL NOTE: Promulgated by the Department of Culture, Recreation and Tourism, Atchafalaya Trace Commission, LR 29:2009 (October 2003), repealed by the Department of Culture, Recreation and Tourism, Office of the Secretary, LR 52:481 (April 2026).

##### §305. Definitions

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 25:1224.

HISTORICAL NOTE: Promulgated by the Department of Culture, Recreation and Tourism, Atchafalaya Trace Commission, LR 29:2009 (October 2003), repealed by the Department of Culture, Recreation and Tourism, Office of the Secretary, LR 52:481 (April 2026).

##### §307. Application for Tax Credit or Exemption

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 25:1224.

HISTORICAL NOTE: Promulgated by the Department of Culture, Recreation and Tourism, Atchafalaya Trace Commission, LR 29:2010 (October 2003), repealed by the Department of Culture, Recreation and Tourism, Office of the Secretary, LR 52:481 (April 2026).

##### §309. Criteria for Reviewing Applications

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 25:1224.

HISTORICAL NOTE: Promulgated by the Department of Culture, Recreation and Tourism, Atchafalaya Trace Commission, LR 29:2010 (October 2003), repealed by the Department of Culture, Recreation and Tourism, Office of the Secretary, LR 52:481 (April 2026).

Nancy Watkins  
Undersecretary

2604#005

## RULE

### Department of Culture, Recreation, and Tourism, Office of Tourism

Guidelines for Act 455—Matching Funds Program;  
Placement of Litter Receptacles; Welcome Centers  
(LAC 25:V.Chapters 1-5)

The Department of Culture, Recreation, and Tourism has repealed Part V of the Title 25 of the *Louisiana Administrative Code*, consisting of Chapters 1, 3 and 5. The Rule change repeals rules relative to programs that are no longer administered by the department. Chapter 1 (§§101-119) provides rules for the Act 455 Matching Funds Program, a program that has been inactive for more than 20 years. The legislature removed statutory references to the program in 2004. Chapter 3 (§§301-317) provides minimum standards for litter receptacles, a program and responsibility transferred by the legislature to the Department of Environmental Quality in 1995. Chapter 5 (§§501-507) provides rules for reserving designated spaces within welcome centers for private events for a fee. This program is inactive and was only ever applied at the Capitol Park Welcome Center, a building that was transferred in 2020 to the Department of Economic Development to be used for other purposes. Because the rules are no longer necessary or consistent with applicable law, the department has repealed LAC Title 25, Part V, Chapter 1 (Sections 101-119), Chapter 3 (Sections 301-317), and Chapter 5 (Section 501-507). This Rule is hereby adopted on the day of promulgation.

**Title 25**  
**CULTURAL RESOURCES**  
**Part V. Office of Tourism**  
**Chapter 1. Guidelines for Act 455 Matching Funds Program**

**§101. Purpose**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 51:1252-1276.

HISTORICAL NOTE: Promulgated by the Department of Culture, Recreation and Tourism, Office of Tourism, LR 12:13 (January 1986), repealed by the Department of Culture, Recreation and Tourism, Office of Tourism, LR 52:482 (April 2026).

**§103. Eligibility**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 51:1252-1276.

HISTORICAL NOTE: Promulgated by the Department of Culture, Recreation and Tourism, Office of Tourism, LR 12:13 (January 1986), repealed by the Department of Culture, Recreation and Tourism, Office of Tourism, LR 52:482 (April 2026).

**§105. Matching Requirements**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 51:1252-1276.

HISTORICAL NOTE: Promulgated by the Department of Culture, Recreation and Tourism, Office of Tourism, LR 12:13 (January 1986), repealed by the Department of Culture, Recreation and Tourism, Office of Tourism, LR 52:482 (April 2026).

**§107. Evaluation Criteria**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 51:1252-1276.

HISTORICAL NOTE: Promulgated by the Department of Culture, Recreation and Tourism, Office of Tourism, LR 12:13 (January 1986), repealed by the Department of Culture, Recreation and Tourism, Office of Tourism, LR 52:482 (April 2026).

**§109. How to Apply**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 51:1252-1276.

HISTORICAL NOTE: Promulgated by the Department of Culture, Recreation and Tourism, Office of Tourism, LR 12:13 (January 1986), repealed by the Department of Culture, Recreation and Tourism, Office of Tourism, LR 52:482 (April 2026).

**§111. Application Deadline**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 51:1252-1276.

HISTORICAL NOTE: Promulgated by the Department of Culture, Recreation and Tourism, Office of Tourism, LR 12:13 (January 1986), repealed by the Department of Culture, Recreation and Tourism, Office of Tourism, LR 52:482 (April 2026).

**§113. Grant Award Notification**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 51:1252-1276.

HISTORICAL NOTE: Promulgated by the Department of Culture, Recreation and Tourism, Office of Tourism, LR 12:13 (January 1986), repealed by the Department of Culture, Recreation and Tourism, Office of Tourism, LR 52:482 (April 2026).

**§115. Payment Process**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 51:1252-1276.

HISTORICAL NOTE: Promulgated by the Department of Culture, Recreation and Tourism, Office of Tourism, LR 12:13 (January 1986), repealed by the Department of Culture, Recreation and Tourism, Office of Tourism, LR 52:482 (April 2026).

**§117. Reporting Requirements**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 51:1252-1276.

HISTORICAL NOTE: Promulgated by the Department of Culture, Recreation and Tourism, Office of Tourism, LR 12:13 (January 1986), repealed by the Department of Culture, Recreation and Tourism, Office of Tourism, LR 52:482 (April 2026).

**§119. Review Process**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 51:1252-1276.

HISTORICAL NOTE: Promulgated by the Department of Culture, Recreation and Tourism, Office of Tourism, LR 12:13 (January 1986), repealed by the Department of Culture, Recreation and Tourism, Office of Tourism, LR 52:482 (April 2026).

**Chapter 3. Placement of Litter Receptacles**

**§301. Purpose**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 25:1110.

HISTORICAL NOTE: Promulgated by the Department of Culture, Recreation and Tourism, Litter Control and Recycling Commission, LR 14:143 (March 1988), repealed by the Department of Culture, Recreation and Tourism, LR 52:482 (April 2026).

**§303. Definitions**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 25:1110.

HISTORICAL NOTE: Promulgated by the Department of Culture, Recreation and Tourism, Litter Control and Recycling Commission, LR 14:143 (March 1988), repealed by the Department of Culture, Recreation and Tourism, LR 52:482 (April 2026).

**§305. Responsibility to Procure and Place Litter Receptacles**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 25:1110.

HISTORICAL NOTE: Promulgated by the Department of Culture, Recreation and Tourism, Litter Control and Recycling Commission, LR 14:144 (March 1988), repealed by the Department of Culture, Recreation and Tourism, LR 52:482 (April 2026).

**§307. Litter Receptacles: Where Required and Number Required**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 25:1110.

HISTORICAL NOTE: Promulgated by the Department of Culture, Recreation and Tourism, Litter Control and Recycling Commission, LR 14:144 (March 1988), repealed by the Department of Culture, Recreation and Tourism, LR 52:482 (April 2026).

**§309. Minimum Standards**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 25:1110.

HISTORICAL NOTE: Promulgated by the Department of Culture, Recreation and Tourism, Litter Control and Recycling Commission, LR 14:144 (March 1988), repealed by the Department of Culture, Recreation and Tourism, LR 52:482 (April 2026).

**§311. Antilitter Symbol**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 25:1110.

HISTORICAL NOTE: Promulgated by the Department of Culture, Recreation and Tourism, Litter Control and Recycling Commission, LR 14:145 (March 1988), repealed by the Department of Culture, Recreation and Tourism, LR 52:482 (April 2026).

### §313. Prohibited Acts

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 25:1110.

HISTORICAL NOTE: Promulgated by the Department of Culture, Recreation and Tourism, Litter Control and Recycling Commission, LR 14:145 (March 1988), repealed by the Department of Culture, Recreation and Tourism, LR 52:483 (April 2026).

### §315. Penalties

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 25:1110.

HISTORICAL NOTE: Promulgated by the Department of Culture, Recreation and Tourism, Litter Control and Recycling Commission, LR 14:145 (March 1988), repealed by the Department of Culture, Recreation and Tourism, LR 52:483 (April 2026).

### §317. Effective Date and Compliance

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 25:1110.

HISTORICAL NOTE: Promulgated by the Department of Culture, Recreation and Tourism, Litter Control and Recycling Commission, LR 14:145 (March 1988), repealed by the Department of Culture, Recreation and Tourism, LR 52:483 (April 2026).

## Chapter 5. Welcome Centers

### §501. Welcome Centers

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 51:1255.

HISTORICAL NOTE: Promulgated by the Department of Culture, Recreation and Tourism, Office of Tourism, LR 36:50 (January 2010), repealed by the Department of Culture, Recreation and Tourism, Office of Tourism LR 52:483 (April 2026).

### §503. Reservations

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 51:1255.

HISTORICAL NOTE: Promulgated by the Department of Culture, Recreation and Tourism, Office of Tourism, LR 36:50 (January 2010), repealed by the Department of Culture, Recreation and Tourism, Office of Tourism LR 52:483 (April 2026).

### §505. Standard Fees

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 51:1255.

HISTORICAL NOTE: Promulgated by the Department of Culture, Recreation and Tourism, Office of Tourism, LR 36:50 (January 2010), amended LR 42:35 (January 2016), repealed by the Department of Culture, Recreation and Tourism, Office of Tourism LR 52:483 (April 2026).

### §507. Discounts; Fee Waivers

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 51:1255.

HISTORICAL NOTE: Promulgated by the Department of Culture, Recreation and Tourism, Office of Tourism, LR 36:50 (January 2010), repealed by the Department of Culture, Recreation and Tourism, Office of Tourism, LR 52:483 (April 2026).

Nancy Watkins  
Undersecretary

2604#006

## RULE

### Board of Elementary and Secondary Education

Bulletin 130—Regulations for the Evaluation and Assessment of School Personnel—Educator Evaluations (LAC 28:CXLVII.301 and 307)

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 (BESE) has amended LAC 28:CXLVII in *Bulletin 130—Regulations for the Evaluation and Assessment of School Personnel*. The aforementioned revisions align educator evaluation scoring levels with statute and the updated Louisiana Educator Advancement and Development System (LEADS) observation tool. This Rule is hereby adopted on the day of promulgation.

## Title 28

### EDUCATION

#### Part CXLVII. Bulletin 130—Regulations for the Evaluation and Assessment of School Personnel

#### Chapter 3. Personnel Evaluation

#### §301. Overview of Personnel Evaluation

A. - C.5. ...

D. Educators rated Highly Effective and Exemplary are considered highly effective for the purpose of the performance evaluation programs in accordance with R.S. 17:3881-3905.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1215 (May 2012), amended LR 38:2359 (September 2012), LR 39:1273 (May 2013), LR 41:1266 (July 2015), LR 43:2480 (December 2017), LR 47:354 (March 2021), LR 48:413 (March 2022), LR 48:1006 (April 2022), LR 49:650 (April 2023), LR 50:949 (July 2024), LR 52:483 (April 2026).

#### §307. Observation Tools

A. - B.2. ...

3. Repealed.

C. - D.4. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), 17:10.1, 17:391.10, 17:3881-3886, 17:3901-3904, and 17:3997.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1216 (May 2012), amended LR 38:2360 (September 2012), LR 45:233 (February 2019), LR 50:951 (July 2024), LR 51:1131 (August 2025), LR 52:483 (April 2026).

Tavares A. Walker  
Executive Director

2604#037

**RULE**

**Board of Elementary and Secondary Education**

Bulletin 1929—Louisiana Accounting and Uniform Governmental Handbook  
Definitions and Minimum Requirements  
(LAC 28:XLI.1107 and 1301)

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 (BESE) has amended LAC 28:XLI in *Bulletin 1929—Louisiana Accounting and Uniform Governmental Handbook*. The aforementioned revisions include updates to qualifications of district business leaders, the definition of supplies and equipment, and technical edits. This Rule is hereby adopted on the day of promulgation.

**Title 28**

**EDUCATION**

**Part XLI. Bulletin 1929—Louisiana Accounting and Uniform Governmental Handbook**

**Chapter 11. Classification of Balance Sheet Accounts §1107. Definition—Supplies vs. Equipment**

A. - A.2.c. ...

d. It is equal to or greater than \$10,000 per unit cost in value. If a grant regulation requires a lesser per unit cost in value, then the lesser unit cost in value applies.

A.3. - B. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:610 (April 2008), repromulgated LR 34:1388 (July 2008), amended LR 36:1533 (July 2010), LR 52:484 (April 2026).

**Chapter 13. Personnel Requirements**

**§1301. Minimum Requirements for Lead School Business Administrator/Chief Financial Officer/Business Manager (Local School Districts and Charter Schools)**

A. ...

1. a baccalaureate degree with a minimum of 24 hours of undergraduate business courses that qualify as core courses in college major programs, including accounting, finance, business administration, or business management;

A.2. - C.1.b. ...

2. Within four years of the date of hire as an administrator/chief financial officer/business manager, all lead charter school administrators must acquire either a CLCSBA certification by the LASBO or a CLCSBA certification issued by LAPCS under a plan approved by LDOE.

C.2.a. - D. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 33:434 (March 2007), amended LR 36:1533 (July 2010), LR 37:1386 (May 2011), LR 51:1129 (August 2025), LR 52:484 (April 2026).

Tavares A. Walker  
Executive Director

2604#038

**RULE**

**Department of Environmental Quality  
Office of the Secretary  
Legal Affairs Division**

General Standards for Nonpermitted Facilities  
(LAC 33:VII.503, 505, and 507)

Under the authority of the Louisiana Environmental Quality Act, R.S. 30:2001 et seq., and in accordance with the provisions of the Administrative Procedure Act, R.S. 49:950 et seq., the secretary has amended the Solid Waste regulations, LAC33:VII.503, 505, and 507 (SW076).

The Rule replaces ambiguous or inefficient language from the current regulations. The changes are not a departure from the original regulations but a necessary step to clarify the original intent of the regulations. The basis and rationale for this Rule are to reduce the potential for misinterpretation by both the regulated community and enforcement staff and ensures that all stakeholders have a clear understanding of their obligations and allow for resources to be focused on high priority issues. This Rule meets an exception listed in R.S. 30:2019(D)(2) and R.S. 49:963.B(3); therefore, no report regarding environmental/health benefits and social/economic costs is required. This Rule is hereby adopted on the day of promulgation.

**Title 33**

**Environmental Quality**

**Part VII. Solid Waste**

**Subpart 1. Solid Waste Regulations**

**Chapter 5. Solid Waste Management System**

**Subchapter A. General Standards for Nonpermitted Facilities**

**§503. Standards Governing Solid Waste Accumulation and Storage [Formerly §703]**

NOTE: Former §503 has moved to §401.

A. ...

1. No solid waste shall be stored or allowed to be stored long enough to cause a nuisance, health hazard, or detriment to the environment as determined by the administrative authority, and after November 20, 2011, no solid waste shall be stored on-site for greater than one year without approval from the Office of Environmental Compliance. The facility shall maintain records indicating the time frame during which waste has been stored.

2. Containers storing solid waste shall to the maximum extent possible:

- a. prevent access by rodents and insects;
- b. minimize the escape of odors; and
- c. keep out water and prevent leakage.

A.3. - C.2. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:2001 et seq., and in particular R.S. 30:2154.

HISTORICAL NOTE: Promulgated by the Department of Environmental Quality, Office of the Solid and Hazardous Waste, Solid Waste Division, LR 19:187 (February 1993), amended by the Office of the Secretary, Legal Affairs Division, LR 33:1033 (June 2007), LR 34:613 (April 2008), LR 37:3236 (November 2011) repromulgated LR 37:3509 (December 2011), amended LR 52:484 (April 2026).

**§505. Standards Governing Collectors and Off-Site Transporters of Solid Waste [Formerly §705]**

NOTE: Former §505 has moved to §403.

A. - A.2. ...

a. The bodies of transport vehicles containing trees, tree limbs, construction materials, or metals shall contain such waste without allowing materials to fall or blow off the vehicle.

b. The bodies of vehicles used to collect or transport all other solid waste, and contains such waste, shall be covered at all times, except during loading and unloading, in a manner that prevents rain from reaching waste, inhibits access by rodents and insects, prevents waste from falling or blowing from the vehicle, minimizes escape of odors, and does not create a nuisance.

c. The bodies of transport vehicles containing ash shall be leak-resistant and covered so as to prevent emissions.

3. ...

4. The interior and exterior of the body of a vehicle used to transport putrescible solid waste shall be washed down as often as needed to minimize odors.

B. - D. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:2001 et seq., and in particular R.S. 30:2154.

HISTORICAL NOTE: Promulgated by the Department of Environmental Quality, Office of Solid and Hazardous Waste, Solid Waste Division, LR 19:187 (February 1993), repromulgated by the Office of the Secretary, Legal Affairs Division, LR 33:1033 (June 2007), amended LR 52:485 (April 2026).

**§507. Standards Governing Collection Facilities for Solid Waste [Formerly §707]**

A. - C.2. ...

3. Containers shall be constructed and maintained to minimize odors and access by rodents and insects to the maximum extent possible.

C.4. - F. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:2001 et seq.

HISTORICAL NOTE: Promulgated by the Department of Environmental Quality, Office of Solid and Hazardous Waste, Solid Waste Division, LR 19:187 (February 1993), amended by the Office of Environmental Assessment, Environmental Planning Division, LR 26:2609 (November 2000), amended by the Office of the Secretary, Legal Affairs Division, LR 33:1034 (June 2007), LR 37:3236 (November 2011), LR 52:485 (April 2026).

Jill C. Clark  
General Counsel

2604#027

**RULE**

**Department of Environmental Quality  
Office of the Secretary  
Legal Affairs Division**

Hazardous Waste Post Closure Fee Update  
(LAC 33:V.5123 and 5149)

Under the authority of the Louisiana Environmental Quality Act, R.S. 30:2001 et seq., and in accordance with the provisions of the Administrative Procedure Act, R.S. 49:950

et seq., the secretary has amended the Hazardous Waste regulations, LAC 33:V.5123 and 5149 (HW140).

The Rule removes duplicate language in the existing regulations and clarifies language concerning fees for hazardous waste units in post-closure to match the relevant statute. The basis and rationale for this Rule are to mirror R.S. 30:2014.D.4.b.iii.aa. The annual maintenance fee for hazardous waste treatment, storage, and disposal facilities that are in post-closure are not to exceed \$4, 125. This Rule meets an exception listed in R.S. 30:2019(D)(2) and R.S. 49:963.B(3); therefore, no report regarding environmental/health benefits and social/economic costs is required. This Rule is hereby adopted on the day of promulgation.

**Title 33**

**ENVIRONMENTAL QUALITY**

**Part V. Hazardous Waste and Hazardous Materials**

**Subpart 1. Department of Environmental Quality-  
Hazardous Waste**

**Chapter 51. Fee Schedules**

**§5123. Annual Fee for Facilities with Closed Hazardous Waste Units in Post-Closure**

A. Post-Closure Annual Fee. This is an annual fee applied to defray the cost of annually inspecting the facilities with closed hazardous waste units in post-closure. This fee shall be \$4,125 annually.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:2014 et seq.

HISTORICAL NOTE: Promulgated by the Department of Environmental Quality, Office of the Secretary, Legal Division, LR 43:945 (May 2017), amended by the Office of the Secretary, Legal Affairs and Criminal Investigations Division, LR 44:1241 (July 2018), amended by the Office of Secretary, Legal Affairs Division, LR 52:485 (April 2026).

**§5149. Annual Fee for Facilities with Closed Hazardous Waste Units in Post Closure**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:2014.

HISTORICAL NOTE: Promulgated by the Department of Environmental Quality, Office of the Secretary, Legal Division, LR 43:946 (May 2017), repealed by the Office of Secretary, Legal Affairs Division, LR 52:485 (April 2026).

Jill C. Clark  
General Counsel

2604#025

**RULE**

**Department of Environmental Quality  
Office of the Secretary  
Legal Affairs Division**

Late Fee Update

(LAC 33:I.1413, 4707, and 7013; LAC 33:III.217; LAC 33:V.5129; LAC 33:VII.1509; LAC 33:IX.1309 and 7315; LAC 33:XI.307; and LAC 33:XV.2510)

Under the authority of the Louisiana Environmental Quality Act, R.S. 30:2001 et seq., and in accordance with the provisions of the Administrative Procedure Act, R.S. 49:950 et seq., the secretary has amended the Office of the Secretary

regulations, LAC 33:I.1413, 4707, 7013; III.217; V.5129; VII.1509; IX.1309, 7315; XI.307; and XV.2510 (MM024).

Late fees are a compliance tool to encourage timely payment of invoice amounts. Payments are routinely received within 60-90 days from the invoice date with no additional effort on the part of department staff. Assignment of late fees during this time period creates an unnecessary burden to both industry and the department. The Rule updates the current late fee regulations for efficiency and align them with industry standards. The basis and rationale for the Rule are to increase efficiency with collection of funds owed to the department. This Rule meets an exception listed in R.S. 30:2019(D)(2) and R.S. 49:963.B(3); therefore, no report regarding environmental/health benefits and social/economic costs is required. This Rule is hereby adopted on the day of promulgation.

### **Title 33 ENVIRONMENTAL QUALITY**

#### **Part I. Office of the Secretary**

##### **Subpart 1. Departmental Administrative Procedures**

###### **Chapter 14. Groundwater Fees**

NOTE: The information contained in Chapter 14 was previously located in LAC 33:XIII.Chapter 13. It was relocated and renumbered in November, 1998.

###### **§1413. Late Payment Fee**

A. A late payment fee of 15 percent may be applied to an invoice remaining unpaid after a period of 90 days from the date of the invoice. This late payment fee shall be calculated based on the total outstanding amount of the invoice.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:2001 et seq.

HISTORICAL NOTE: Promulgated by the Department of Environmental Quality, Office of Water Resources, Ground Water Protection Division, LR 18:730 (July 1992), amended LR 21:797 (August 1995), amended by the Office of Management and Finance, Fiscal Services Division, LR 25:426 (March 1999), amended by the Office of the Secretary, Legal Division, LR 43:932 (May 2017), LR 52:486 (April 2026).

##### **Subpart 3. Laboratory Accreditation**

###### **Chapter 47. Louisiana Environmental Laboratory Accreditation Program (LELAP) State Accreditation Requirements**

###### **§4707. Fees**

A. - G.3. ...

H. Late Payment Fee

1. A late payment fee of 15 percent may be applied to an invoice remaining unpaid after a period of 90 days from the date of the invoice. This late payment fee shall be calculated based on the total outstanding amount of the invoice.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:2011.

HISTORICAL NOTE: Promulgated by the Department of Environmental Quality, Office of the Secretary, LR 24:920 (May 1998), amended by the Office of Environmental Assessment, Environmental Planning Division, LR 26:1436 (July 2000), LR 29:672 (May 2003), LR 29:2041 (October 2003), amended by the Office of the Secretary, Legal Division, LR 43:934 (May 2017), amended by the Office of the Secretary, Legal Affairs and Criminal Investigations Division, LR 48:1499 (June 2022), amended by the Office of Secretary, Legal Affairs Division, LR 52:486 (April 2026).

### **Subpart 5. Voluntary Environmental Self-Audit Program**

#### **Chapter 70. Voluntary Environmental Self-Audit Regulations**

##### **§7013. Fees**

A. - D.2.b. ...

E. Late Payment Fee

1. A late payment fee of 15 percent may be applied to an invoice remaining unpaid after a period of 90 days from the date of the invoice. This late payment fee shall be calculated based on the total outstanding amount of the invoice.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:2044(C).

HISTORICAL NOTE: Promulgated by the Department of Environmental Quality, the Office of the Secretary, Legal Affairs and Criminal Investigations Division, LR 49:2102 (December 2023), amended by the Office of Secretary, Legal Affairs Division, LR 52:486 (April 2026).

##### **Part III. Air**

#### **Chapter 2. Rules and Regulations for the Fee System of the Air Quality Control Programs**

##### **§217. Late Payment Fee**

A. A late payment fee of 15 percent may be applied to an invoice remaining unpaid after a period of 90 days from the date of the invoice. This late payment fee shall be calculated based on the total outstanding amount of the invoice.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:2054.

HISTORICAL NOTE: Promulgated by the Department of Environmental Quality, Office of Air Quality and Nuclear Energy, Air Quality Division, LR 13:741 (December 1987), amended LR 14:612 (September 1988), amended by the Office of Air Quality and Radiation Protection, Air Quality Division, LR 18:706 (July 1992), LR 19:1373 (October 1993), LR 21:781 (August 1995), amended by the Office of Management and Finance, Fiscal Services Division, LR 25:426 (March 1999), amended by the Office of the Secretary, Legal Division, LR 43:935 (May 2017), LR 52:486 (April 2026).

##### **Part V. Hazardous Waste and Hazardous Materials**

#### **Subpart 1. Department of Environmental Quality—Hazardous Waste**

##### **Chapter 51. Fee Schedules**

###### **§5129. Late Payment Fee**

A. A late payment fee of 15 percent may be applied to an invoice remaining unpaid after a period of 90 days from the date of the invoice. This late payment fee shall be calculated based on the total outstanding amount of the invoice.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:2014 et seq.

HISTORICAL NOTE: Promulgated by the Department of Environmental Quality, Office of Solid and Hazardous Waste, Hazardous Waste Division, LR 10:200 (March 1984), amended LR 11:533 (May 1985), LR 12:676 (October 1986), LR 18:725 (July 1992), amended by the Office of Management and Finance, Fiscal Services Division, LR 22:18 (January 1996), LR 25:427 (March 1999), amended by the Office of the Secretary, Legal Division, LR 43:945 (May 2017), LR 52:486 (April 2026).

##### **Part VII. Solid Waste**

#### **Subpart 1. Solid Waste Regulations**

##### **Chapter 15. Solid Waste Fees**

###### **§1509. Late Payment Fee**

A. A late payment fee of 15 percent may be applied to an invoice remaining unpaid after a period of 90 days from the date of the invoice. This late payment fee shall be calculated based on the total outstanding amount of the invoice.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:2001 et seq., and in particular R.S. 30:2154, and R.S. 49:316.1(A)(2)(a) and (c).

HISTORICAL NOTE: Promulgated by the Department of Environmental Quality, Office of the Secretary, Legal Division, LR 43:947 (May 2017), amended by the Office of Secretary, Legal Affairs Division, LR 52:486 (April 2026).

**Part IX. Water Quality**

**Subpart 1. Water Pollution Control**

**Chapter 13. Louisiana Water Pollution Control Fee System Regulation**

**§1309. Fee System**

A. - G. ...

H. Late Payment Fee

1. A late payment fee of 15 percent may be applied to an invoice remaining unpaid after a period of 90 days from the date of the invoice. This late payment fee shall be calculated based on the total outstanding amount of the invoice.

I. - N. ...

\* \* \*

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:2001 et seq., and in particular Section 2014(B), and R.S. 49:316.1(A)(2)(a) and (c).

HISTORICAL NOTE: Promulgated by the Department of Environmental Quality, Office of Water Resources, LR 11:534 (May 1985), amended LR 14:626 (September 1988), LR 18:731 (July 1992), LR 21:798 (August 1995), amended by the Office of Management and Finance, Fiscal Services Division, LR 22:19 (January 1996), amended by the Office of Water Resources, LR 24:326 (February 1998), amended by the Office of Management and Finance, Fiscal Services Division, LR 25:427 (March 1999), amended by the Office of Environmental Assessment, Environmental Planning Division, LR 29:689 (May 2003), LR 29:2052 (October 2003), amended by the Office of the Secretary, Legal Affairs Division, LR 35:1493 (August 2009), LR 35:2181 (October 2009), amended by the Office of the Secretary, Legal Division, LR 43:948 (May 2017), amended by the Office of the Secretary, Legal Affairs and Criminal Investigations Division, LR 44:1241 (July 2018), amended by the Office of Secretary, Legal Affairs Division, LR 52:487 (April 2026).

**Subpart 3. Louisiana Sewage Sludge and Biosolids Program**

**Chapter 73. Standards for the Use or Disposal of Sewage Sludge and Biosolids [Formerly Chapter 69]**

**Subchapter A. Program Requirements**

**§7315. Fee Schedule**

A. - C. ...

D. Late Payment Fee

1. A late payment fee of 15 percent may be applied to an invoice remaining unpaid after a period of 90 days from the date of the invoice. This late payment fee shall be calculated based on the total outstanding amount of the invoice.

E. - G.3. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:2014.

HISTORICAL NOTE: Promulgated by the Department of Environmental Quality, Office of the Secretary, Legal Division, LR 43:949 (May 2017), amended by the Office of the Secretary, Legal Affairs Division, LR 51:1156 (August 2025), LR 52:487 (April 2026).

**Part XI. Underground Storage Tanks**  
**Chapter 3. Registration Requirements, Standards, and Fee Schedule**

**§307. Fee Schedule**

A. - D.3. ...

E. Late Payment Fee

1. A late payment fee of 15 percent may be applied to an invoice remaining unpaid after a period of 90 days from the date of the invoice. This late payment fee shall be calculated based on the total outstanding amount of the invoice.

F. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:2001, 2014, 2195, and 2195.3 et seq., and R.S. 49:316.1(A)(2)(a) and (c).

HISTORICAL NOTE: Promulgated by the Department of Environmental Quality, Office of Solid and Hazardous Waste, Underground Storage Tank Division, LR 11:1139 (December 1985), amended LR 16:614 (July 1990), LR 17:658 (July 1991), LR 18:727 (July 1992), amended by the Office of Management and Finance, Fiscal Services Division, LR 22:19 (January 1996), LR 25:427 (March 1999), amended by the Office of Environmental Assessment, Environmental Planning Division, LR 25:2400 (December 1999), LR 29:690 (May 2003), LR 29:2052 (October 2003), amended by the Office of the Secretary, Legal Affairs Division, LR 35:2181 (October 2009), amended by the Office of the Secretary, Legal Division, LR 43:950 (May 2017), amended by the Office of the Secretary, Legal Affairs and Criminal Investigations Division, LR 44:1597 (September 2018), LR 45:659 (May 2019), amended by the Office of Secretary, Legal Affairs Division, LR 52:487 (April 2026).

**Part XV. Radiation Protection**

**Chapter 25. Fee Schedule**

**§2510. Late Payment Fee**

A. A late payment fee of 15 percent may be applied to an invoice remaining unpaid after a period of 90 days from the date of the invoice. This late payment fee shall be calculated based on the total outstanding amount of the invoice.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:2001 et seq.

HISTORICAL NOTE: Promulgated by the Department of Environmental Quality, Office of Air Quality and Nuclear Energy, LR 10:1013 (December 1984), amended by the Nuclear Energy Division, LR 13:569 (October 1987), amended by the Office of Air Quality and Radiation Protection, Radiation Protection Division, LR 18:719 (July 1992), amended LR 21:791 (August 1995), amended by the Office of Management and Finance, Fiscal Services Division, LR 25:428 (March 1999), amended by the Office of the Secretary, Legal Division, LR 43:951 (May 2017), amended by the Office of the Secretary, Legal Affairs Division, LR 52:487 (April 2026).

Jill C. Clark  
General Counsel

2604#026

**RULE**

**Department of Environmental Quality  
Office of the Secretary  
Legal Affairs Division**

Water Quality Standards Triennial Revision  
(LAC 33:IX.1109)

Under the authority of the Louisiana Environmental Quality Act, R.S. 30:2001 et seq., and in accordance with the

provisions of the Administrative Procedure Act, R.S. 49:950 et seq., the secretary has amended the Water Quality regulations, LAC 33:IX.1109 (WQ117).

The Rule revises Chapter 11 of the Water Quality regulations for clarification. This action is required in order to fulfill the department's obligation to review and revise, as necessary, at least once every three years, the state's water quality standards. The basis and rationale for this Rule are to conform to Section 303(c) of the Clean Water Act and to maintain and protect state waters. This Rule meets an exception listed in R.S. 30:2019(D)(2) and R.S. 49:963.B(3); therefore, no report regarding environmental/health benefits and social/economic costs is required. This Rule is hereby adopted on the day of promulgation.

#### **Title 33**

### **ENVIRONMENTAL QUALITY**

#### **Part IX. Water Quality**

#### **Subpart 1. Water Pollution Control**

#### **Chapter 11. Surface Water Quality Standards**

#### **§1109. Policy**

Water quality standards policies concerned with the protection and enhancement of water quality in the state are discussed in this Section. Policy statements on antidegradation, water use, water body exception classification, compliance schedules, variances, short-term activity authorization, errors, severability, revisions to standards, and sample collection and analytical procedures are described.

A. - K.4.e.i. ...

ii. Poydras-Verret Marsh Wetland - Designated Naturally Dystrophic Waters Segment. The following criteria are applicable:

(a). no more than 50 percent reduction in the wetlands faunal assemblage total abundance, total abundance of dominant species, or the species richness of fish and macroinvertebrates, minimum of five replicate samples per site;  $p = 0.05$ ; and

(b). no more than 20 percent reduction in the total above-ground wetland productivity as measured by tree, shrub, and/or marsh grass productivity.

iii. Breaux Bridge Swamp and Thibodaux Swamp - Designated Naturally Dystrophic Waters Segment. The following criteria are applicable:

(a). no more than 20 percent decrease in naturally occurring litter fall or stem growth;

(b). no significant decrease in the dominance index or stem density of bald cypress; and

(c). no significant decrease in faunal species diversity and no more than a 20 percent decrease in biomass.

iv. Bayou Ramos Swamp Wetland - Designated Naturally Dystrophic Waters Segment. The following criteria are applicable:

(a). no more than 20 percent decrease in naturally occurring litter fall or stem growth;

(b). no significant decrease in the dominance index or stem density of bald cypress; and

(c). no significant decrease in faunal species diversity and no more than a 20 percent decrease in abundance.

5. - 6. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:2074(B)(1).

HISTORICAL NOTE: Promulgated by the Department of Environmental Quality, Office of Water Resources, LR 10:745 (October 1984), amended LR 15:738 (September 1989), LR 17:264 (March 1991), LR 17:967 (October 1991), repromulgated LR 17:1083, amended LR 20:883 (August 1994), LR 24:688 (April 1998), amended by the Office of Environmental Assessment, Environmental Planning Division, LR 26:2402 (December 1999), LR 26:2547 (November 2000), LR 24:289 (March 2001), LR 30:1474 (July 2004), amended by the Office of the Secretary, Legal Affairs Division, LR 33:457 (March 2007), LR 33:829 (May 2007), LR 35:446 (March 2009), amended by the Office of the Secretary, Legal Division, LR 42:736 (May 2016), amended by the Office of the Secretary, Legal Affairs and Criminal Investigations Division, LR 45:1188 (September 2019), LR 46:1550 (November 2020), LR 48:1498 (June 2022), LR 49:1553 (September 2023), amended by the Office of the Secretary, Legal Affairs Division, LR 52:488 (April 2026).

Jill C. Clark  
General Counsel

2604#028

#### **RULE**

#### **Office of the Governor Board of Architectural Examiners**

Architects Selection Board (LAC 46:I.Chapter 21)

The Board of Architectural Examiners, in accordance with the provisions of R.S. 49:950 et seq., and through the authority granted in R.S. 37:144(C), has amended many of the Sections in LAC 46:I.Chapter 21 pertaining to the election of members of the Architects Selection Board. More specifically, the board has amended LAC 46:I.2103 pertaining to nominations, LAC 46:I.2107 pertaining to ballots, LAC 46:I.2109 pertaining to voting, LAC 46:I.2113 pertaining to tabulation, LAC 46:I.2115 pertaining to tie, LAC 46:I.2117 pertaining to vacancies, and LAC 46:I.2119 pertaining to election contest.

Act 192 of 2024 mandated that all state agencies which make rules (i) systematically review in accordance with stated criteria a sufficient number of rules each year so that all rules have been reviewed within a five-year period and (ii) submit a report of their review to the appropriate legislative oversight committee. Executive Order JML 25-038 issued April 1, 2025, mandated that by December 31, 2025, state agencies review at least 50 percent of the rules listed in the order or a minimum of 100 rules, whichever is greater. Each rule should be evaluated to determine if it is necessary, consistent with the law, aligned with the agency's mission, and otherwise complies with the legislation described therein. The list of rules to be reviewed under the executive order included LAC 46:I.2101-2115 and LAC 46:I.2119.

Applying the criteria required by Act 192 and EO JML 25-035, the board reviewed Chapter 21 of its rules (LAC 46:I.Chapter 21) and determined that a number of the rules in Chapter 21 should be modernized, simplified, and clarified. The amendments allow for email transmissions to submit nominations (LAC 46:I.2103), distribute and return ballots (LAC 46:I.2107 and LAC 46:I.2109), and provide notice of election results to the candidates (LAC 46:I.2113 and LAC 46:I.2119); provide for online voting (LAC 46:I.2109); provide for the electronic tabulation of votes (LAC

46:I.2113); clarify that only properly licensed architects residing in Louisiana are eligible to vote (LAC 46:I.2107, LAC 46:I.2109, and LAC 46:I.2115); provide that an architect previously nominated but not elected will receive notice of any vacancy of the person elected (LAC 46:I.2117); and provide for related matters. This Rule is hereby adopted on the day of promulgation.

**Title 46**  
**PROFESSIONAL AND OCCUPATIONAL**  
**STANDARDS**

**Part I. Architects**

**Chapter 21 Architects Selection Board**

**§2101. Districts**

A. Only one architect may be elected from each of the districts set forth in R.S. 38:2311(A)(1)(a).

B. If the parishes comprising any district or if the number of districts are changed by the legislature, these rules shall be revised to be consistent with the latest expression of the legislature without the need of formal action by the board.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:144.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Board of Architectural Examiners, LR 29:575 (April 2003), repromulgated LR 52:489 (April 2026).

**§2103. Nominations**

A. For terms commencing September 15 of each year, the board will accept nominations for election to the Architects Selection Board on the following basis: any resident architect holding a current Louisiana license desiring nomination must deliver or email to the board office by June 1 at 5 p.m. a written nomination on a current form and/or reproduction obtained from the board office signed by not less than 10 resident architects other than the nominee holding a current Louisiana license between May 1 and May 31 preceding the election. The nomination shall state the parish in which the nominee resides and the district for which election is sought. Nominations received on or before such deadline shall be considered timely delivered. If no nomination for a district is received by the deadline, the board may accept a later nomination for that district in its discretion. Confirmation of receipt is the sole responsibility of the nominee.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:144.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Board of Architectural Examiners, LR 29:575 (April 2003), amended LR 52:489 (April 2026).

**§2105. Waiver of Election**

A. If only one resident architect is nominated from any district, no election shall be held in that district, and that nominee shall be deemed elected without any further activity of the board.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:144.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Board of Architectural Examiners, LR 29:575 (April 2003), repromulgated LR 52:489 (April 2026).

**§2107. Ballots**

A. If an election is necessary, an official ballot will be emailed to each properly licensed architect residing in Louisiana at their last email address provided to the board approximately three weeks after the closing date for nominations. On the ballot shall be printed the names of the candidates for each district in alphabetical order, the deadline

for voting, and any other information the board believes helpful in the election process. Attachments to the ballot may include biographical information provided by the candidates and instructions.

B. If the ballot emailed by the board is lost, misplaced or not received, an architect desiring to vote may request from the board a substitute or replacement ballot.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:144.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Board of Architectural Examiners, LR 29:575 (April 2003), amended LR 52:489 (April 2026).

**§2109. Voting**

A. Only properly licensed architects residing in Louisiana shall have the right to vote. A resident architect may vote in one or more but less than all district elections, and no ballot shall be voided for that reason.

B. The resident architect shall complete and submit the ballot as instructed and vote online.

C. The ballot shall not be valid unless the license number and last name of the voting architect appear on the ballot.

D. No write-in candidates will be allowed, and any ballot containing a vote for a write-in candidate will be voided. Any ballot containing more than one vote for candidates in one district will be entirely voided.

E. The deadline for returning the ballots will be fixed by the executive director and will be at least 14 calendar days after the ballots are emailed to all resident architects. Ballots received after the deadline shall not be counted.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:144.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Board of Architectural Examiners, LR 29:576 (April 2003), amended LR 52:489 (April 2026).

**§2111. Plurality**

A. The candidate elected in each district will be based on plurality.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:144.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Board of Architectural Examiners, LR 29:576 (April 2003), repromulgated LR 52:489 (April 2026).

**§2113. Tabulation**

A. Tabulation of the votes shall be done electronically. The executive director will notify the candidates of the results by email.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:144.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Board of Architectural Examiners, LR 29:576 (April 2003), amended LR 52:489 (April 2026).

**§2115. Tie**

A. ...

B. If a run-off election is necessary, an official ballot will be emailed to each properly licensed architect residing in Louisiana approximately two weeks after it has been determined that such an election is necessary.

C - E. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:144.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Board of Architectural Examiners, LR 29:576 (April 2003), amended LR 52:489 (April 2026).

## §2117. Vacancies

A. Any vacancy occurring with respect to any person elected shall be filled in the following manner:

1. the executive director shall give notice of the vacancy to any person who has previously requested such notice in writing and to any architect previously nominated but not elected for the district in which the vacancy has occurred; and

2. the executive director shall also publish in the official journal of the state an advertisement which will appear for a period of not less than 10 calendar days:

a. the advertisement in the official journal of the state need not appear more than three times during the 10-day period;

b. the executive director may publish other such advertisements in his or her discretion;

c. the advertisements shall:

i. identify the district in which a vacancy has occurred; and

ii. state that any resident architect in that district holding a current Louisiana license desiring nomination:

(a). must furnish a nomination signed by not less than 10 resident architects holding a current Louisiana license by certified mail or email to the board office;

(b). that a sample of the nomination form may be obtained upon request from the board office, the deadline for filing the nomination; and

(c). any other information the board may consider necessary.

3. - 4. ...

B. If the deadline for submission of nominations has passed and (i) the board has not received a nomination from a qualified architect for election to a district that will become vacant on September 15 or (ii) no architect has been nominated or elected to fill a vacancy on the Architects Selection Board that will occur on September 15 for some other reason, the board shall attempt to fill the upcoming vacancy by repeating the procedures described in the preceding Subsection.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:144.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Board of Architectural Examiners, LR 29:576 (April 2003), amended LR 35:949 (May 2009), amended LR 52:490 (April 2026).

## §2119. Election Contest

A. The executive director will notify the candidates of the results of the election by email. The 10 calendar days for contesting an election shall commence three work days (excluding Saturdays, Sundays, and legal holidays) after the results of the election are emailed by the executive director.

B. - C. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:144.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Board of Architectural Examiners, LR 29:577 (April 2003), amended LR 52:490 (April 2026).

Tyson Ducote  
Executive Director

2604#039

## RULE

### Office of the Governor Board of Architectural Examiners

Organization (LAC 46:I.Chapter 3)

The Board of Architectural Examiners, in accordance with the provisions of R.S. 49:950 et seq., and through the authority granted in R.S. 37:144(C), has amended LAC 46:I.301 pertaining to its executive director, LAC 46:I.303 pertaining to its officers, LAC 46:I.305 pertaining to its other personnel, LAC 46:I.307 pertaining to its meetings, LAC 46:I.309 pertaining to its minutes, LAC 46:I.313 pertaining to the quorum for meetings, LAC 46:I.315 pertaining to its official records, and LAC 46:I.317 pertaining to the National Council of Architectural Registration Boards (NCARB). In addition, the board has adopted a new rule, LAC 46:I.319 pertaining to the powers and duties of the board.

Act 192 of 2024 mandated that all state agencies which make rules (i) systematically review a sufficient number of rules each year so that all rules have been reviewed within a five-year period and (ii) submit a report of their review to the appropriate legislative oversight committee. Executive Order JML 25-038 issued April 1, 2025, mandated that by December 31, 2025, state agencies review at least 50 percent of the rules listed in the order or a minimum of 100 rules, whichever is greater. Each rule should be evaluated to determine if it is necessary, consistent with the law, aligned with the agency's mission, and otherwise complies with the legislation described therein. The list of rules to be reviewed under the executive order included LAC 46:I.301-305 and LAC 46:I.309-315.

Applying the criteria required by Act 192 and EO JML 25-035, the board reviewed Chapter 3 of its rules (LAC 46:I.Chapter 3). It decided that amendments of the rules contained herein should be made and that LAC 46:I.319 pertaining to the powers and duties of the board should be adopted. The amendments to LAC 46:I.301, LAC 46:I.303, and LAC 46:I.305 pertaining respectively to the executive director, the officers of the board, and other personnel of the board describe more completely and accurately the duties of such persons as presently exists. The amendments to LAC 46:I.307, LAC 46:I.309, and LAC 46:I.313 pertaining respectively to board meetings, the minutes of meetings, and the necessary quorum for meetings describe more completely and accurately the meetings, minutes, and quorum of the board as presently exists. The amendment to LAC 46:I.315 pertaining to the official records of the board describes more completely and accurately the existing records maintained by the board. The amendment to LAC 46:I.317 pertaining to the NCARB describes more completely and accurately the relationship between the board and NCARB. LAC 46:I.319, which is new, sets forth more completely the powers and duties of the board. This Rule is hereby adopted on the day of promulgation.

**Title 46**  
**PROFESSIONAL AND OCCUPATIONAL**  
**STANDARDS**  
**Part I. Architects**

**Chapter 3. Organization**

**§301. Executive Director**

A. ...

B. The executive director is responsible for the day-to-day operations of the board office. The board delegates to the executive director certain responsibilities to properly fulfill the board's duties, which may include, but are not limited to, the following:

1. oversee the issuance of licenses for board approval;
2. oversee the investigations of complaints and present proposed adjudications for board action;
3. act as the board's agent with banks and financial institutions and as the board's primary signatory on all checks, and make financial decisions on behalf of the board within the scope of these rules;
4. develop the budget for board approval;
5. collect fees and monitor the expenditure of funds;
6. contract for required business services;
7. report key operations performance measures to the board;
8. engage the board in planning and implementing the strategic plan;
9. oversee and evaluate all staff;
10. facilitate communication to and among board members and make arrangements for board meetings;
11. serve as an agent of the board when communicating with other jurisdictional agencies and the public;
12. issue meeting minutes, reports, and notices required of the board;
13. possess on behalf of the secretary the official records of the board; and
14. perform such administrative, ministerial, and other duties as the board may assign from time to time.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:144.

HISTORICAL NOTE: Promulgated by the Department of Commerce, Board of Architectural Examiners, LR 4:333 (September 1978), amended LR 10:738 (October 1984), amended by the Office of the Governor, Board of Architectural Examiners, LR 29:559 (April 2003), amended LR 52:491 (April 2026).

**§303. Officers**

A. The board shall elect a president and a secretary, each to hold office until their successors shall have been elected. The term of office shall be for one year beginning the first day of January of the ensuing year.

B. The president shall preside at all meetings, appoint all committees, sign all licenses issued, and perform all other duties pertaining to his office.

C. The secretary shall, with the assistance of such executive and clerical help as may be required:

1. be the official custodian of the records of the board and of the seal of the board and see that the seal of the board is affixed to all appropriate documents;
2. sign, with the president, certificates of licensure;
3. sign the minutes of the board meetings after the minutes have been approved by the board; and
4. assume the responsibilities of the president in his absence.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:144.

HISTORICAL NOTE: Adopted by the Department of Commerce, Board of Architectural Examiners, December 1965, amended May 1973, amended and promulgated LR 4:333 (September 1978), amended LR 10:737 (October 1984), amended by the Office of the Governor, Board of Architectural Examiners, LR 29:559 (April 2003), amended LR 52:491 (April 2026).

**§305. Other Personnel**

A. The board may employ such executive, clerical, and other assistance, including an executive director, as is necessary, and shall rent office space as necessary to house the staff and records.

B. In discharging its responsibilities, the board may engage private counsel or, as prescribed in law, utilize the services of the attorney general. The board may also employ such accountants, auditors, investigators, and professionals as it deems necessary.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:144.

HISTORICAL NOTE: Promulgated by the Department of Commerce, Board of Architectural Examiners, LR 4:333 (September 1978), amended LR 10:738 (October 1984), amended by the Office of the Governor, Board of Architectural Examiners, LR 29:559 (April 2003), amended LR 52:491 (April 2026).

**§307. Meetings**

A. - D. ...

E. A record of all board meetings shall be maintained in accordance with the Open Meetings Law.

F. Each board member shall be given a daily allowance and itemized reimbursement in compliance with state law for expenses related to board meetings and other board-related business, including attending NCARB regional and national meetings.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:144.

HISTORICAL NOTE: Adopted by the Department of Commerce, Board of Architectural Examiners, December 1965, amended May 1973, amended and promulgated LR 4:333 (September 1978), amended LR 10:738 (October 1984), repromulgated by the Office of the Governor, Board of Architectural Examiners, LR 29:559 (April 2003), amended LR 50:1154 (August 2024), LR 52:491 (April 2026).

**§309. Minutes**

A. Written minutes of all meetings shall be prepared by the executive director in accordance with R.S. 42:20 of the Open Meetings Law. As soon as the minutes are prepared, the executive director shall provide them to the members of the board for their comments. The minutes shall be signed by the secretary and the president at the next regular meeting after the board has approved them

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:144.

HISTORICAL NOTE: Adopted by the Department of Commerce, Board of Architectural Examiners, December 1965, amended May 1973, amended and promulgated LR 4:333 (September 1978), repromulgated LR 10:738 (October 1984), amended by the Office of the Governor, Board of Architectural Examiners, LR 29:559 (April 2003), amended LR 52:491 (April 2026).

**§311. Conduct of Meetings**

A. Unless required otherwise, by law or by these rules, *Robert's Rules of Order* shall be used in the conduct of business by the board.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:144.

HISTORICAL NOTE: Adopted by the Department of Commerce, Board of Architectural Examiners, December 1965, amended May 1973, amended and promulgated LR 4:333 (September 1978), repromulgated LR 10:738 (October 1984), repromulgated by the Office of the Governor, Board of Architectural Examiners, LR 29:559 (April 2003), repromulgated LR 52:491 (April 2026).

### §313. Quorum

A. A majority of the total membership of the board constitutes a quorum. All actions of the board shall be by a majority of the members present at a meeting at which a quorum is present.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:144.

HISTORICAL NOTE: Promulgated by the Department of Commerce, Board of Architectural Examiners, LR 4:333 (September 1978), amended LR 10:738 (October 1984), amended by the Office of the Governor, Board of Architectural Examiners, LR 29:559 (April 2003), amended LR 52:492 (April 2026).

### §315. Official Records

A. Among other official records required by law, or by rules of other agencies in support of law, there shall be kept in the board offices accurate and current records. Such records may be kept in paper or electronic format and may include but are not limited to:

1. minutes of all meetings of the board;
2. the name and license number of all individuals to whom certificates are issued, the last known address of all registrants, and all current renewals effected through annual renewals;
3. the name and license number of all firms to whom firm licenses are issued, the last known address of all firms, and all current renewals effected through annual renewals;
4. an individual file for each registrant containing the original application, relevant verification and evaluation data, examination dates, scores, and date of original registration;
5. an individual file for each firm containing its original application, relevant verification and evaluation data, and date of original registration;
6. alleged violations and any revocation, rescission and suspension of licenses; and
7. a system of record keeping correctly and currently indicating funds budgeted, spent, and remaining, as well as projections of appropriate requests for consideration in budget development.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:144.

HISTORICAL NOTE: Promulgated by the Department of Commerce, Board of Architectural Examiners, LR 4:333 (September 1978), amended LR 10:738 (October 1984), amended by the Office of the Governor, Board of Architectural Examiners, LR 29:559 (April 2003), amended LR 52:492 (April 2026).

### §317. National Council of Architectural Registration Boards

- A. ...
- B. The board will cooperate with NCARB in establishing uniform standards of professional qualification throughout the jurisdiction of NCARB.

C. Out of the funds of the board each board member shall be compensated equal to the rate of compensation allowable for members of the legislature for each day in attending board meetings and hearings, attending NCARB regional and national meetings, issuing certificates and licenses, necessary travel, and discharging other duties, responsibilities, and powers of the board. In addition, out of said funds each board member, the executive director, and the board attorney shall be reimbursed reasonable and necessary travel, meals, lodging, clerical, and other incidental expenses incurred while performing the duties, responsibilities, and powers of the board, including but not limited to performing the aforesaid specific activities.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:144-45.

HISTORICAL NOTE: Promulgated by the Department of Commerce, Board of Architectural Examiners, December 1965, amended May 1973, amended and promulgated LR 4:334 (September 1978), amended LR 10:738 (October 1984), LR 12:760 (November 1986, amended by the Department of Economic Development, Board of Architectural Examiners, LR 15:732 (September 1989), amended by the Office of the Governor, Board of Architectural Examiners, LR 29:560 (April 2003), LR 30:1476 (July 2004), amended LR 52:492 (April 2026).

### §319. Powers and duties of the board

A. In addition to the powers and duties in R.S. 37:144, the board shall perform its duties and transact its business, including, but not limited to:

1. acknowledge and approve the lists of licensees and certificates issued;
2. review complaints and adjudicate enforcement cases brought under the Architect Licensing Law and these rules;
3. make, adopt, amend, and repeal rules;
4. monitor the budget and operations via key performance measures;
5. strategically plan the focus and initiatives of the board;
6. review and comment on NCARB resolutions for the jurisdictional submittal process consistent with NCARB Bylaws;
7. discuss business matters and authorize the board's voting delegate to represent the board's interest at the NCARB regional and annual business meetings;
8. review and respond to requests to assist the state legislative and executive branch processes;
9. review and respond to other matters as they arise; and
10. make available for public access the names of all licensed persons.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:144.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Board of Architectural Examiners, LR 52:492 (April 2026).

Tyson Ducote  
Executive Director

2604#040

**RULE**  
**Office of the Governor**  
**Division of Administration**  
**Office of Facility Planning And Control**

Designer Contracts (LAC 34:III.129)

Pursuant to the authority set forth in R.S. 39:1410, the Commissioner of Administration has amended LAC 34:III, Chapter 1., Subchapter A., Section 129.

The Louisiana Capital Improvement Projects Procedure Manual for Design and Construction ("Procedure Manual") has been made a part and condition of the Contract Between Owner and Designer ("Design Contract") that the Office of Facility Planning and Control ("OFPC") enters into with design professionals. Currently, the Procedure Manual tracks the language in LAC 34:III.129(D), which appears to require all disputes with designers to be submitted to non-binding mediation followed by arbitration. However, it also states that any "legal action resulting from this contract shall take place in East Baton Rouge." No such ambiguity exists in OFPC's agreements with general contractors.

Because LAC 34:III.129(D) is arguably ambiguous, OFPC could potentially be foreclosed from initiating an action in court against a designer and, consequently, potentially forcing OFPC to pursue separate actions against a contractor and a designer in different forums. As these disputes are often complex and involve shared liability by both the general contractor and the designer, pursuing those two parties in separate actions not only results in additional attorney's fees, but it may result in inconsistent rulings and it may prevent OFPC from obtaining complete recovery when the designer and the contractor raise irreconcilable allegations against one another. This situation creates a peril to the welfare of the citizens of Louisiana and to the public fisc. This Rule is hereby adopted on the day of promulgation.

**Title 34**

**GOVERNMENT CONTRACTS, PROCUREMENT,  
AND PROPERTY CONTROL**

**Part III. Facility Planning and Control**

**Chapter 1. Capital Improvement Projects**

**Subchapter A. Designer Contracts**

**§129. Other Conditions**

A. Insurance. Prior to the signing of the contract between owner and the designer, the designer shall furnish to the owner proof of coverage for the following.

1. Insurance. Professional liability insurance shall be required as per the owner's requirements on a project by project basis. Refer to Exhibit B of the contract for the extent of coverage required. Insurance will be required at the time of contract execution between the owner and the designer. Proof of coverage will be required at that time. No deductible shall be in excess of 5 percent of the amount of the policy.

2. Comprehensive general liability with minimum limits of \$500,000 per accident/occurrence.

3. Comprehensive automobile liability insurance with minimum limits of \$300,000 per accident/occurrence.

4. The designer shall provide a certificate of insurance as proof of workmen's compensation coverage.

B. Affidavit. The designer, on signing the contract, shall submit to the owner, on such form as the owner shall designate, a noncollusion affidavit.

C. When the time schedule has been established by the owner and designer, a completion date shall be set up for delivery of 100 percent completed, coordinated and ready to bid construction documents to the owner. If the designer is delayed through no fault of his/her own, then the completion date shall be extended accordingly, provided the designer makes such request in writing before starting the subsequent phase and the owner approves such as justified. The designer shall continue to work during this process.

D. Fault. Time delays, cost overruns, design inadequacies or other problems with performance of the designer may result in the designer being held "at fault." The owner shall determine if the designer is to be held at fault as provided in R.S. 38:2313.B.(5).

AUTHORITY NOTE: Promulgated in accordance with R.S. 39:1410.

HISORICAL NOTE: Promulgated by the Office of the Governor, Division of Administration, Facility Planning and Control in LR 8:478 (September 1982), amended LR 11:854 (September 1985), LR 46:1571 (November 2020), LR 52:493 (April 2026).

Matthew Baker  
Director

2604#013

**RULE**

**Office of the Governor**  
**Division of Administration**  
**Racing Commission**

Voided and Voidable Claims (LAC 35:XI.9914)

In accordance with the provisions of the Administrative Procedure Act, R.S. 49:950 et seq., and through the authority granted in R.S. 4:148, notice is hereby given that the Racing Commission has amended LAC 35:XI.9914. The amendment updates and clarifies the standards for cases in which horse claims can be voided. This Rule is hereby adopted on the day of promulgation.

**Title 35**

**HORSE RACING**

**Part XI. Claiming Rules and Engagements**

**Chapter 99. Claiming Rule**

**§9914. Voided and Voidable Claims**

A. A claim shall be voided if a horse is entered in a race but fails to be declared a starter, and:

1. dies on the racetrack before reaching or leaving the unsaddling area following the race; or

2. suffers an injury which requires the euthanasia of the horse as determined by a commission veterinarian before reaching or leaving the unsaddling area following the race.

B. A claim is voidable at the discretion of the new owner if the horse indicates a severe non-weight-bearing lameness where the horse cannot or will not put weight on a limb, as determined by a commission veterinarian, before reaching or leaving the unsaddling area following the race.

AUTHORITY NOTE: Promulgated in accordance with R.S. 4:141, R.S. 4:142 and R.S. 4:148.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Division of Administration, Racing Commission LR 48:2290 (September 2022), amended LR 52:493 (April 2026).

Stephen Landry  
Executive Director

2604#016

## RULE

### Department of Health Board of Examiners of Nursing Home Administrators

Certified Nurses Aid Register  
(LAC 46:XLIX.1601 and 1603)

The Board of Examiners of Nursing Facility Administrators, pursuant to R.S. 37:2501 et seq., and in accordance with the Administrative Procedure Act, R.S. 49:950 et seq. has repealed Chapter 16 in its entirety. The Department of Health maintains the Certified Nurses Aide Register; therefore, continued maintenance and oversight by the Board of Examiners of Nursing Facility Administrators constitutes a duplication of effort. This Rule is hereby adopted on the day of promulgation.

#### Title 46

### PROFESSIONAL AND OCCUPATIONAL STANDARDS

#### Part XLIX. Nursing Facility Administrators

#### Chapter 16. Certified Nurses Aid Register

#### §1601. Operation of CNA Registry

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2504.

HISTORICAL NOTE: Adopted by the Department of Health and Human Resources, Board of Examiners of Nursing Home Administrators, April 1970, amended and promulgated 6:276 (June 1980), repealed and repromulgated by the Department of Health and Hospitals, Board of Examiners of Nursing Home Administrators, LR 18:181 (February 1992), amended by the Department of Health and Hospitals, Board of Examiners of Nursing Facility Administrators, LR 20:789 (July 1994), LR 33:2423 (November 2007), LR 37:592 (February 2011), LR 39:1044 (April 2013), LR 51:685 (May 2024), LR 51:1276 (September 2024) repealed by the Department of Health, Board of Examiners of Nursing Facility Administrators, LR 52:494 (April 2026).

#### §1603. Certificate of Certification

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2504.

HISTORICAL NOTE: Adopted by the Department of Health and Human Resources, Board of Examiners of Nursing Home Administrators, April 1970, amended and promulgated 6:276 (June 1980), repealed and repromulgated by the Department of Health and Hospitals, Board of Examiners of Nursing Home Administrators, LR 18:181 (February 1992), amended by the Department of Health and Hospitals, Board of Examiners of Nursing Facility Administrators, LR 20:789 (July 1994), LR 33:2423 (November 2007), LR 37:592 (February 2011), LR 39:1044 (April 2013), LR 51:685 (May 2024), LR 51:1276 (September 2024) repealed by the Department of Health, Board of Examiners of Nursing Facility Administrators, LR 52:494 (April 2026).

Joseph E. Townsend  
Executive Director

2604#017

## RULE

### Department of Health Board of Examiners of Nursing Home Administrators

Complaints and Hearing Procedures  
(LAC 46:XLIX.Chapter 13)

The Board of Examiners of Nursing Facility Administrators, pursuant to R.S. 37:2501 et seq., and in accordance with the Administrative Procedure Act, R.S. 49:950 et seq. has amended this Rule to revise and clarify the processes by which the board receives, investigates, and adjudicates complaints against licensees. The updates establish clearer timelines for investigations, specify notice and response requirements for respondents, and detail procedures for conducting preliminary and formal hearings. The revisions also clarify the role of hearing officers and the format of final decisions to align with the Louisiana Administrative Procedure Act. These Rule changes are primarily procedural and are intended to ensure due process, consistency, and transparency in complaint resolution. This Rule is hereby adopted on the day of promulgation.

#### Title 46

### PROFESSIONAL AND OCCUPATIONAL STANDARDS

#### Part XLIX. Nursing Facility Administrators

#### Chapter 13. Complaints and Hearing Procedures

#### §1301. Registration of Complaints

A. Effective January 2013, anonymous written or oral complaints will not be accepted by the board.

B. Any person, public officer, association, or the board, may prefer charges against any licensee for due cause.

C. Such proceedings shall begin by the filing of sworn written charges with the board. Such charges shall be filed on forms provided by the board.

D. The board shall determine whether the complaint warrants further investigation.

E. Unless provided by law, the board may delegate its authority and responsibility under these rules to a committee of one or more board members, to a hearing officer or to other persons.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2504, 37:2509 and 37:2510

HISTORICAL NOTE: Adopted by the Department of Health and Human Resources, Board of Examiners of Nursing Home Administrators, April 1970, amended and promulgated LR 9:461 (July 1983), amended LR 11:864 (September 1985), repealed and repromulgated by the Department of Health and Hospitals, Board of Examiners of Nursing Home Administrators, LR 18:181 (February 1992), amended by the Board of Examiners of Nursing Facility Administrators, LR 39:1047 (April 2013), amended by the Department of Health, Board of Examiners of Nursing Facility Administrators, LR 52:494 (April 2026).

#### §1302. Investigation

A. If the board determines that a complaint warrants further investigation, the board shall notify the licensee or applicant against whom the complaint has been made (hereinafter referred to as "respondent"). The notice shall include the following:

1. notice that a complaint has been filed;
2. a short and plain statement of the nature of the complaint;
3. a reference to the particular section of the statutes, rules or ethical standards which may be involved;
4. copies of the applicable laws, rules and regulations of the board; and
5. a request for cooperation in obtaining a full understanding of the circumstances.

B. The respondent shall provide the board, within 30 days, a written statement giving the respondent's view of the circumstances which are the subject of the complaint.

C. The board may conduct such other investigations as it deems appropriate.

D. During the investigation phase, the board may communicate with the complainant and with the respondent in an effort to seek resolution of the complaint satisfactory to the board without the necessity of a formal hearing.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2504, 37:2509 and 37:2510

HISTORICAL NOTE: Adopted by the Department of Health, Board of Examiners of Nursing Facility Administrators, LR 52:494 (April 2026).

### **§1303. Hearing Procedures**

A. The board, the designated committee, or the hearing officer may hold a preliminary or formal hearing within 90 days of receipt of a written signed complaint. The board may receive the preliminary and/or formal hearing report at the following regularly scheduled or special meeting.

B. A copy of the complaint, together with notice of the time and place of the formal hearing, shall be served on the respondent at least 10 days before the date fixed for the hearing.

C. Where personal service cannot be effected and such fact is certified under oath by any person duly authorized to make legal service, the board shall cause to be published twice in each of two successive weeks, a notice of the formal hearing in a newspaper published in the parish in which the accused was last known to reside, and, on or before the date of the first publication. A copy of the charges and such notice shall be mailed to the accused at his last known address.

D. When publication of the notice is necessary, the date of the formal hearing shall be not less than 10 days after the last day of publication of the notice.

E. Upon receipt of a preliminary hearing report the board may:

1. dismiss the charges and take no action thereon, in which event the charges and the order dismissing the charges shall be filed with the board and all parties involved so notified; or
2. if the board decides that there shall be a formal hearing, the board, the designated committee, or the hearing officer shall determine the charges and set a time and place for a formal hearing to take place within 60 days.

F. Upon receipt of a formal hearing report the board may:

1. dismiss the charges and take no action thereon, in which event the charges and the order dismissing the charges shall be filed by the board and all parties involved so notified; or
2. if the board decides that the charges are valid, the board may dispose of the case as provided by law or regulation, or may take the case under advisement.

G. The board, in its discretion, may direct a rehearing or take additional evidence, and may rescind or affirm the prior determination after such rehearing, but nothing in the subdivision shall preclude appropriate relief under and pursuant to the laws of the state providing for the review of administrative determination by the courts of the state, as specifically outlined in R.S. 49:959.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2504, 37:2509, 37:2510 and 49:977.1

HISTORICAL NOTE: Adopted by the Department of Health and Human Resources, Board of Examiners of Nursing Home Administrators, April 1970, amended and promulgated LR 9:461 (July 1983), repealed and repromulgated by the Department of Health and Hospitals, Board of Examiners of Nursing Home Administrators LR 18:181 (February 1992), amended by the Department of Health, Board of Examiners of Nursing Facility Administrators, LR 52:495 (April 2026).

### **§1305. Conduct of Formal Hearings**

A. At any formal hearing conducted pursuant to these rules, any party to the proceedings may appear personally and with counsel and shall be given the opportunity to produce evidence and witnesses and to cross-examine witnesses.

B. At any formal hearing conducted pursuant to these rules, if a party shall appear without counsel, the board or person(s) designated as hearing officers or hearing officer shall advise such party of his right to be represented by counsel; and that, if he desires to proceed without counsel, he may call witnesses, cross-examine witnesses, and produce evidence in his behalf.

C. Appearances shall be noted on the official record of formal hearings.

D. The board, designated committee or hearing officer may grant adjournments upon request of any party to the proceedings, provided that an adjournment shall not be for any indefinite period of time, but shall be set down for a certain day.

E. If an adjournment is requested in advance of the formal hearing date, such request shall be submitted to the board in writing, and shall specify the reason for such request.

F. In considering an application for adjournment of a formal hearing the board, the designated committee, or hearing officer shall consider whether the purpose of the formal hearing will be affected or defeated by the granting of such adjournment.

G. The board, designated committee, or hearing officer shall issue subpoenas and subpoena duces tecum upon request of any party to the proceedings of any formal hearing set down by the board. No subpoena shall be issued until the party who wishes to subpoena the witnesses first deposits with the agency a sum of money sufficient to pay all fees and expenses to which a witness in a civil case is entitled pursuant to R.S. 13:3661 and R.S. 13:3671. Witnesses subpoenaed to testify before an agency only to an opinion founded on special study or experience in any branch of science, or to make scientific or professional examinations, and to state the results thereof, shall receive such additional compensation from the party who wishes to subpoena such witness as may be fixed by the agency with reference to the value of the time employed and the degree of learning of skill required. Whenever any person summoned under this Section neglects or refuses to obey such summons, or to produce books, papers, records, or other data, or to give testimony, as required, the agency may apply to the judge of the district court for the district within which the

person so summoned resides or is found, for an attachment against him for contempt. It shall be the duty of the judge to hear the application and, if satisfactory proof is made, to issue an attachment, directed to some proper officer, for the arrest of such person and, upon his being brought before him, to proceed with a hearing of the case; and upon such hearing, the judge shall have power to make such order as he shall deem proper, not inconsistent with the law for the punishment of contempt, to enforce obedience to the requirements of the summons and to punish such person for his default of disobedience.

H. The rule of the hearing officer is to conduct an orderly hearing, taken evidence, question witnesses and make conclusions of law. The hearing officer shall not be bound by the rules of evidence in the conduct of a formal hearing, but the determination and recommendations of the hearing officer shall be founded upon sufficient legal evidence to sustain it.

I. Upon the conclusion of a formal hearing, the board shall at its next regularly scheduled or specially called meeting take such action upon such written findings and determinations as it deems proper, and shall execute and order in writing involving such findings and determinations. When in an adjudication proceeding a majority of the officials of the board who are to render the final decision have not heard the case or read the record, or the proposed order is not prepared by a member of the agency, the decision, if adverse to the party to the proceeding other than the agency itself, shall not be made final until a proposed order is served upon the parties, and an opportunity is afforded to each party adversely affected to file exceptions and present briefs and oral argument to the officials who are to render the decision. The proposed order shall be accompanied by a statement of the reasons therefor and of the disposition of each issue of fact or law necessary to the proposed order, prepared by the person who conducted the formal hearing or by one who has read the record. No sanction shall be imposed or order be issued except upon consideration of the whole record and as supported by and in accordance with the reliable, probative, and substantial evidence. The parties by written stipulation may waive, and the agency, in the event there is no contest, may eliminate compliance with the Section.

J. The order of the board may include the assessment of civil penalties as provided by law or regulations. A final decision or order adverse to a party in an adjudication proceeding shall be in writing or stated in the record. A final decision shall include findings of fact and conclusions of law. Findings of fact, if set forth in statutory language, shall be accompanied by a concise and explicit statement of the underlying facts supporting the findings. If, in accordance with agency rules, a party submits a proposed finding, parties shall be notified either personally or by mail of any decision or order. Upon request, a copy of the decision or order shall be delivered or mailed forthwith to each party and to his attorney of record.

K. The record, minutes and evidence of a formal hearing shall be made available to all parties for examination at the office of the board, or at such place as the board may direct. Copies of the minutes may be purchased at the rate per page covering the cost thereof.

L. The formal hearing shall be conducted in accordance with the adjudication procedures set forth in the Louisiana Administrative Procedure Act (R.S. 49:950 et seq.).

M. The form of the decision and order of the board, application for rehearing and judicial review shall be governed by the provisions of the Louisiana Administrative Procedure Act (R.S. 49:950 et seq.).

N. The board shall have the authority at any time to determine that a formal hearing should be initiated immediately on any complaint. The complaint and investigation procedures set forth above shall not create any due process rights for a respondent who shall be entitled only to the due process provided under the Louisiana Administrative Procedure Act.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2504 and 37:2510

HISTORICAL NOTE: Adopted by the Department of Health and Human Resources, Board of Examiners of Nursing Home Administrators, April 1970, amended and promulgated LR 9:461 (July 1983), repealed and repromulgated by the Department of Health and Hospitals, Board of Examiners of Nursing Home Administrators, LR 18:181 (February 1992), amended by the Department of Health, Board of Examiners of Nursing Facility Administrators, LR 52:495 (April 2026).

Joseph E. Townsend  
Executive Director

2604#018

## RULE

### Department of Health Bureau of Health Services Financing

Children and Adult Mental Health Services  
(LAC 50:XXXIII.2303 and 6307)

The Department of Health, Bureau of Health Services Financing has amended LAC 50:XXXIII. Chapters 23 and 63 in the Medical Assistance Program as authorized by R.S. 36:254 and pursuant to Title XIX of the Social Security Act. This Rule is promulgated in accordance with the provisions of the Administrative Procedure Act, R.S. 49:950 et seq. This Rule is hereby adopted on the day of promulgation.

#### Title 50

#### PUBLIC HEALTH—MEDICAL ASSISTANCE

##### Part XXXIII. Behavioral Health Services

##### Subpart 3. Children's Mental Health Services

##### Chapter 23. Services

##### §2303. Covered Services

A. The following behavioral health services shall be reimbursed under the Medicaid Program:

1. therapeutic services delivered by one of the following practitioners:

- a. psychiatrist;
- b. licensed mental health professional;
- c. provisionally licensed professional counselor;
- d. provisionally licensed marriage and family therapist;
- e. licensed master social worker;
- f. psychology intern from an American Psychological Association approved internship program; or
- g. provisionally licensed psychologist.

A.2. - B.5. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 36:254 and Title XIX of the Social Security Act.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Bureau of Health Services Financing, LR 38:364 (February 2012), amended by the Department of Health and Hospitals, Bureau of Health Services Financing and the Office of Behavioral Health, LR 41:2359 (November 2015), amended by the Department of Health, Bureau of Health Services Financing and the Office of Behavioral Health, LR 44:1892 (October 2018), LR 50:983 (July 2024), amended by the Department of Health, Bureau of Health Services Financing, LR 52:496 (April 2026).

**Subpart 7. Adult Mental Health Services**

**Chapter 63. Services**

**§6307. Covered Services**

A. The following mental health services shall be reimbursed under the Medicaid Program:

1. therapeutic services delivered by one of the following practitioners:

- a. psychiatrist;
- b. licensed mental health professional;
- c. provisionally licensed professional counselor;
- d. provisionally licensed marriage and family therapist;
- e. licensed master social worker;
- f. psychology intern from an American Psychological Association approved internship program; or
- g. provisionally licensed psychologist.

A.2. - B.3. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 36:254 and Title XIX of the Social Security Act.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Bureau of Health Services Financing, LR 38:359 (February 2012), amended by the Department of Health and Hospitals, Bureau of Health Services Financing and the Office of Behavioral Health, LR 42:61 (January 2016), amended by the Department of Health, Bureau of Health Services Financing and the Office of Behavioral Health, LR 44:1015 (June 2018), LR 46:795 (June 2020), repromulgated LR 46:952 (July 2020), amended LR 46:1680 (December 2020), LR 48:1098 (April 2022), LR 50:984 (July 2024), amended by the Department of Health, Bureau of Health Services Financing, LR 52:497 (April 2026).

Implementation of the provisions of this Rule may be contingent upon the approval of the U.S. Department of Health and Human Services, Centers for Medicare and Medicaid Services (CMS), if it is determined that submission to CMS for review and approval is required.

Bruce D. Greenstein  
Secretary

2604#036

**RULE**

**Department of Health  
Bureau of Health Services Financing**

Intermediate Care Facilities for Persons with  
Intellectual Disabilities—Reimbursement Methodology  
(LAC 50:VII.32917)

The Department of Health, Bureau of Health Services Financing has amended LAC 50:VII.32917 in the Medical Assistance Program as authorized by R.S. 36:254 and pursuant to Title XIX of the Social Security Act. This Rule is promulgated in accordance with the provisions of the

Administrative Procedure Act, R.S. 49:950 et seq. This Rule is hereby adopted on the day of promulgation.

**Title 50**

**PUBLIC HEALTH—MEDICAL ASSISTANCE**

**Part VII. Long Term Care**

**Subpart 3. Intermediate Care Facilities for  
Persons with Intellectual Disabilities**

**Chapter 329. Reimbursement Methodology**

**Subchapter A. Non-State Facilities**

**§32917. Dedicated Program Funding Pool Payments**

A. - C.1.f. ...

D. Effective for providers, active and Medicaid certified as of July 1, 2024, a one-time lump sum payment will be made to non-state, non-public ICFs/IID.

1. Methodology

a. - c. ...

d. - e. Repealed.

f. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 36:254 and Title XIX of the Social Security Act.

HISTORICAL NOTE: Promulgated by the Department of Health, Bureau of Health Services Financing, LR 46:28 (January 2020), amended LR 48:2972 (December 2022), LR 51:667 (May 2025), LR 52:497 (April 2026).

Implementation of the provisions of this Rule may be contingent upon the approval of the U.S. Department of Health and Human Services, Centers for Medicare and Medicaid Services (CMS), if it is determined that submission to CMS for review and approval is required.

Bruce D. Greenstein  
Secretary

2604#035

**RULE**

**Department of Health  
Health Standards Section**

Hospitals Licensing Standards  
(LAC 48:I.9323, 9479, and 9501)

The Department of Health, Health Standards Section (the department), has amended LAC 48:I.9323, §9479, and §9501 as authorized by R.S. 36:254 and R.S. 40:2100 – 2115. This Rule is promulgated in accordance with the provisions of the Administrative Procedure Act, R.S. 49:950 et seq. This Rule is hereby adopted on the day of promulgation.

**Title 48**

**PUBLIC HEALTH-GENERAL**

**Part I. General Administration**

**Subpart 3. Licensing and Certification**

**Chapter 93. Hospitals**

**Subchapter B. Hospital Organization and Services**

**§9323. Administration**

A. In accordance with the hospital policy, there shall be a full-time administrator or administrator designee, who is responsible for hospital operations. The administrator or administrator designee shall be given power by the governing body.

B. - G.5....

AUTHORITY NOTE: Promulgated in accordance with R.S.36:254 and R.S. 40:2100-2115.

HISTORICAL NOTE: Promulgated by the Department of Health and Human Resources, Office of the Secretary, LR 13:246 (April 1987), amended by the Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing, LR 21:177 (February 1995), LR 29:2407 (November 2003), amended by the Department of Health, Health Standards Section, LR 50:1481 (October 2024), LR 51:958 (July 2025), LR 52:497 (April 2026).

**Subchapter P. Rehabilitation Services (Optional)**

**§9479. Organization and Staffing**

A. - C. ...

D. A general hospital rehabilitation unit shall have a registered nurse (RN) as unit manager. The RN shall have at least one year of clinical nursing experience providing rehabilitative nursing care. The unit shall provide:

- 1. 24-hour RN coverage; and
- 2. an adequate number of licensed nurses and rehabilitative workers to provide the nursing care necessary under each patient's active treatment program.

E. In a rehabilitation hospital, the director of nursing (DON) services shall be a full-time RN. The DON shall have three years clinical nursing experience. At least one year of clinical nursing experience shall be in providing rehabilitative nursing care. In addition to the DON services, the hospital shall provide:

- 1. 24-hour RN coverage; and
- 2. an adequate number of licensed nurses and rehabilitative workers to provide the nursing care necessary under each patient's active treatment program.

F. - J.12....

AUTHORITY NOTE: Promulgated in accordance with R.S. 36:254 and R.S. 40:2100-2115.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing LR 21:177 (February 1995), amended LR 29:2423 (November 2003), amended by the Department of Health, Health Standards Section, LR 50:1490 (October 2024), LR 52:498 (April 2026).

**Subchapter R. Psychiatric Services (Optional)**

**§9501. Staffing**

A. - B. ...

C. In a psychiatric hospital, the DON shall be a full-time RN.

1. A DON hired or promoted prior to May 31, 2026, shall meet the following criteria for education and experience:

- a. - b. ...
- c. a bachelor's, associate degree, or diploma in nursing with documented evidence of educational programs focused on treating psychiatric patients. The educational programs shall have occurred at intervals sufficient enough to keep the nurse current on psychiatric nursing techniques. In addition, the nurse shall have:

i. at least five years of nursing experience, three years of which were providing nursing care to the mentally ill:

- (a). in an acute care hospital's psychiatric unit; or
- (b). in a psychiatric hospital; or

ii. receive regular, documented supervision/consultation from a master's prepared psychiatric nurse.

2. A DON hired or promoted on or after June 1, 2026, shall meet the following criteria for education and experience:

- a. ...
- b. at least three years clinical RN experience in providing psychiatric nursing care. The psychiatric nurse care shall have been provided:

(i). in an acute care hospital's psychiatric unit; or

(ii). in a psychiatric hospital; and

c. on-going training in psychiatric nursing. A master's degree in psychiatric nursing equals on-going training. Training documentation shall be kept in the personnel file for the DON.

D. - I.3.c. ...

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AUTHORITY NOTE: Promulgated in accordance with R.S.36:254 and R.S. 40:2100-2115.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing, LR 29:2426 (November 2003). amended by the Department of Health and Hospitals, Bureau of Health Services Financing, LR 41:1489 (August 2015), amended by the Department of Health, Health Standards Section, LR 50:1492 (October 2024), LR 52:498 (April 2026).

Bruce D. Greenstein  
Secretary

2604#032

**RULE**

**Department of Health  
Office of Public Health**

**Health Unit Fees (LAC 48:I.4001)**

Under the authority of R.S. 40:31.36(A) through (C) and R.S. 40:31.36(F), and in accordance with R.S. 49:950 et seq., the Administrative Procedure Act, notice is hereby given that the surgeon general, acting through the Louisiana Department of Health, Office of Public Health (LDH-OPH), has amended Part I (General Administration) Chapter 40 (Provider Fees) of Title 48. The Rule is written in compliance with the provisions set forth in Act 314 of the 2025 Regular Session, which removed the provisions, relative to public health unit fee collection, from statutory law and relocated them to the administrative code. This section establishes a maximum for fees charged in Parish Health Units. The Rule seeks to align with the newly enacted statute. This Rule is hereby adopted on the day of promulgation.

**Title 48**

**PUBLIC HEALTH—GENERAL**

**Part I. General Administration**

**Subpart I. General**

**Chapter 40. Provider Fees**

**§4001. Specific Fees**

A. - F.3. ...

G. Parish Health Units

1. The department shall charge and collect an administrative fee of ten dollars in parish health units for each childhood vaccination visit by a patient whose other pediatric services are provided outside of the department's system. The department shall charge and collect an administrative fee of

twenty-five dollars in parish health units for administering international immunizations for foreign travel. In addition, the patient shall be responsible for the parish health unit's current cost of yellow fever, cholera, and typhoid vaccines.

2. The department shall charge and collect a clinic service copayment fee of ten dollars per clinic service and ten dollars per pharmacy service, for a maximum total of fifty dollars per clinic visit, for each service performed at a parish health unit.

AUTHORITY NOTE: Promulgated in accordance with R.S. 40:31.36(A) through(C) and R.S. 40.31.36(F).

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Office of Management and Finance, LR 19:347 (March 1993), amended LR 20:51 (January 1994), LR 26:1478 (July 2000), amended by the Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing, LR 33:100 (January 2007), amended by the Department of Health, Bureau of Health Services Financing, LR 42:1887, 1888 (November 2016), LR 43:73 (January 2017), repromulgated LR 43:323 (February 2017), amended LR 44:1015 (June 2018), LR 44:1894 (October 2018), LR 45:1597 (November 2019), LR 49:263 (February 2023), LR 49:1559 (September 2023), amended by the Department of Health, Office of Public Health, LR 52:498 (April 2026).

Bruce D. Greenstein  
Secretary

2604#031

## RULE

### Louisiana Works Office of Workers' Compensation Administration

General Administration  
(LAC 40:I.Chapters 1, 7, and 19)

The Louisiana Works has amended certain portions of the *Louisiana Administrative Code*, Title 40, Labor and Employment, Part I, Workers' Compensation Administration, Subpart 1, General Administration, Chapter 1, Chapter 7, and Chapter 19. The purpose of this amendment is to correct outdated references, eliminate redundancies, align with current statutory authority, clarify the appeal and penalty process, and ensure internal consistency across the fraud provisions. These changes strengthen enforceability, reduce confusion for employers/employees, and modernize the rules for current OWCA administration. This Rule is promulgated by the authority vested in the assistant secretary of the Office of Workers' Compensation found in R.S. 23:1020.1, R.S. 23:1208, R.S. 23:1226, and R.S. 23:1291. This Rule is hereby adopted on the day of promulgation.

#### Title 40

#### LABOR AND EMPLOYMENT

#### Part I. Workers' Compensation Administration

#### Subpart 1. General Administration

#### Chapter 1. General Provisions

#### §103. Definitions

A. For the purposes of these rules, the following definitions apply.

*Act*—the Louisiana Workers' Compensation Law, Chapter 10, R.S. 23.

*Carrier*—unless otherwise indicated, insurance companies, self-insured employers and group self-insured employers.

*Clerk*—the clerks of the district courts in Louisiana.

*Director*—unless otherwise indicated, the assistant secretary of Louisiana Works responsible for workers' compensation administration.

*Employee Notice*—the notice the employer is required to keep posted in the workplace.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1291.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 11:776 (August 1985), amended by the Department of Employment and Training, LR 17:358 (April 1991), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:499 (April 2026).

#### §105. Forms

A. The following forms are prescribed for use as required by the Workers' Compensation Act and these rules.

1. Form LW-WC-IA-1, Employer's First Report of Injury or Illness, shall be filed with the employer's insurer when required by R.S. 23:1306. Failure to file this form as required may be penalized pursuant to LAC 40:I.109.

2. Form LW-WC-1020, Employee's Monthly Report of Earnings, shall be filed with the employer's insurer by employees who receive workers' compensation indemnity disability benefits within 30 days of their job-related injury, and every 30 days thereafter as long as they receive workers' compensation indemnity disability benefits. This form does not have to be filed by employees who only have received medical benefits. Failure to file this form as required may result in a suspension of benefits.

3. Form LW-WC-1025

a. Form LW-WC-1025.ER, Employer Certificate of Compliance, shall be filed with the employer's insurer after Form LW-WC-IA-1 has been filed with the Office of Workers' Compensation. Employers who fail to file this form as required are subject to a penalty of \$500, payable to the insurer.

b. Form LW-WC-1025.EE, Employee Certificate of Compliance, shall be filed with the employer's insurer by employees within 14 days of their receipt of the form, after Form LW-WC-IA-1 has been filed with the Office of Workers' Compensation. Employees who fail to file this form as required may have their benefits suspended; after this form is filed, employees are entitled to all suspended benefits, if otherwise eligible for benefits.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1291.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation, LR 11:776 (August 1985), amended by the Department of Employment and Training, LR 17:358 (April 1991), amended by the Department of Labor, Office of Workers' Compensation, LR 22:221 (March 1996), LR 22:992 (October 1996), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:499 (April 2026).

#### §109. Compliance Penalty

A. ...

B. A person or entity may appeal any penalty imposed pursuant to this rule by filing a Disputed Claim Form, LW-WC-1008, in the Court of proper venue or at headquarters in

Baton Rouge, LA. All such appeals shall be de novo. Any penalty imposed pursuant to this rule becomes final and may be pursued for collection unless such an appeal is filed within 30 days of the notice of the penalty.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 23:1291(B)(13).

**HISTORICAL NOTE:** Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 11:776 (August 1985), amended by the Department of Employment and Training, Office of Workers' Compensation, LR 17:358 (April 1991), amended by the Department of Labor, Office of Workers' Compensation, LR 22:221 (March 1996), repromulgated LR 22:285 (April 1996), amended LR 22:992 (October 1996), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:499 (April 2026).

## **Chapter 7. Rehabilitation Services**

### **§703. Statutory Requirements**

Repealed.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 23:1226.

**HISTORICAL NOTE:** Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 11:778 (August 1985), repromulgated LR 13:307 (May 1987), repromulgated by the Department of Employment and Training, Office of Workers' Compensation Administration, LR 18:148 (February 1992), repealed by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:500 (April 2026).

### **§705. Definitions**

A. For purposes of this Section, the following definitions apply to Chapter 7.

*Evaluation*—any testing, analysis or assessment of the occupationally disabled employee's physical and/or vocational capabilities used to determine the need for and practicability of rehabilitation services to restore the employee to gainful employment.

*Private Agencies*—companies which provide vocational rehabilitation services for a fee.

*Reemployment Services*—services used to reemploy the occupationally disabled employee in a suitable, gainful occupation as adjusted by his/her physical and vocational ability at that time.

*Rehabilitation*—the restoration of an occupationally injured or diseased employee to employment as soon as possible after the injury.

*Rehabilitation Services*—vocational and/or reemployment services necessary to restore an occupationally disabled employee, as nearly as possible, to his/her pre-injury status.

*State and Federal Agencies*—those agencies which provide vocational education paid for with tax money.

*Suitable Gainful Employment*—employment or self-employment, after rehabilitation which is reasonably attainable and which offers an opportunity to restore the individual as soon as practical and nearly as possible to his average earnings at the time of this injury including any sheltered employment, odd-lot or employment while working in pain.

*Vocational Restorative Services*—vocational services needed to restore the occupationally disabled employee to his/her pre-injury employment or if that is not possible to that which he/she enjoyed prior to the occupational injury or disease. Such services include but are not limited to, the following: psychological and vocational evaluations, counseling and training services.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 23:1226.

**HISTORICAL NOTE:** Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 11:778 (August 1985), repromulgated LR 13:308 (May 1987), repromulgated by the Department of Employment and Training, Office of Workers' Compensation Administration, LR 18:148 (February 1992), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:500 (April 2026).

### **§707. Responsibility to Provide Service**

Repealed.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 23:1226.

**HISTORICAL NOTE:** Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 11:778 (August 1985), repromulgated LR 13:308 (May 1987), repromulgated by the Department of Employment and Training, Office of Workers' Compensation Administration, LR 18:148 (February 1992), repealed by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:500 (April 2026).

### **§711. Claims**

A. A rehabilitation dispute or claim can be filed on Form LW-WC-1008 by the employee, employer or carrier when rehabilitation services are not voluntarily offered or accepted. The judge may consider written vocational rehabilitation evaluations and plans prepared by a private or public rehabilitation provider or counselor and/or may refer the employee to a qualified physician and/or approved facility, individual, institution or organization for the evaluation of the practicality, advisability and necessity of rehabilitation services to restore the employee to suitable gainful employment. Any evaluation ordered by the judge shall be completed in 45 days from the receipt of the referral from the judge, with the expense of such evaluation to be borne by the employer/carrier.

B. ...

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 23:1226.

**HISTORICAL NOTE:** Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 11:778 (August 1985), repromulgated LR 13:308 (May 1987), repromulgated by the Department of Employment and Training, Office of Workers' Compensation Administration, LR 18:149 (February 1992), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:500 (April 2026).

### **§713. Adjudication by Hearing Officer**

Repealed.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 23:1226.

**HISTORICAL NOTE:** Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 11:778 (August 1985), repromulgated LR 13:308 (May 1987), repromulgated by the Department of Employment and Training, Office of Workers' Compensation Administration, LR 18:149 (February 1992), repealed by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:500 (April 2026).

### **§715. Duration**

Repealed.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 23:1226.

**HISTORICAL NOTE:** Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 11:778 (August 1985), repromulgated LR 13:308 (May 1987), repromulgated by the Department of Employment and Training, Office of Workers' Compensation Administration, LR 18:149

(February 1992), repealed by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:500 (April 2026).

#### **§719. Location of Services**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1226.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 11:778 (August 1985), repromulgated LR 13:308 (May 1987), repromulgated by the Department of Employment and Training, Office of Workers' Compensation Administration, LR 18:149 (February 1992), repealed by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:501 (April 2026).

#### **§721. Penalty for Refusal**

A. ...

B. Demonstration of a lack of responsibility by the occupationally disabled employee in following through with the rehabilitation plan or refusal to accept rehabilitation as deemed necessary by the judge shall result in a 50 percent reduction in weekly compensation, including supplemental earnings benefits pursuant to R.S. 23:1221(3), for each documented week of the period of refusal.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1226.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 11:778 (August 1985), repromulgated LR 13:308 (May 1987), repromulgated by the Department of Employment and Training, Office of Workers' Compensation Administration, LR 18:149 (February 1992), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:501 (April 2026).

#### **§723. Payment of Temporary Disability**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1226.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 11:778 (August 1985), repromulgated LR 13:308 (May 1987), repromulgated by the Department of Employment and Training, Office of Workers' Compensation Administration, LR 18:149 (February 1992), repealed by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:501 (April 2026).

#### **§725. Approved List of Rehabilitation Providers**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1226.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 11:778 (August 1985), repromulgated LR 13:309 (May 1987), repromulgated by the Department of Employment and Training, Office of Workers' Compensation Administration, LR 18:149 (February 1992), repealed by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:501 (April 2026).

### **Chapter 19. Fraud**

#### **§1901. Forms and Procedures**

A. The following forms are prescribed for use pursuant to R.S. 23:1208(F):

1. LW-WC-1025.EE Employee Certificate of Compliance;
2. LW-WC-1025.ER Employer Certificate of Compliance;

B. Per R.S. 23:1208(G), the employee shall, upon reasonable request, report his other earnings to his employer's payor on LW-WC-1020, Employee's Monthly Report of Earnings, unless an employee has only received medical benefits.

C. Issues arising out failure to file these required forms are to follow procedures in R.S. 23:1201.1.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1208 and 23:1291.

HISTORICAL NOTE: Promulgated by the Department of Employment and Training, Office of Workers' Compensation, LR 17:359 (April 1991), amended by the Department of Labor, Office of Workers' Compensation, LR 22:222 (March 1996), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:501 (April 2026).

#### **§1903. Certification; Report**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1208 and 23:1291.

HISTORICAL NOTE: Promulgated by the Department of Employment and Training, Office of Workers' Compensation, LR 17:359 (April 1991), amended by the Department of Labor, Office of Workers' Compensation, LR 22:222 (March 1996), repealed by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:501 (April 2026).

#### **§1905. Penalty Notice; Hearings; Appeal**

A. The Assistant Secretary shall notify the employee and employer of any civil penalty imposed for violation of R.S. 23:1208. In addition, the Assistant Secretary shall file the notice of penalty in the record of the Court of proper venue.

B. A person may appeal any penalty imposed pursuant to R.S. 23:1208 by filing Form LW-WC-1008, Disputed Claim for Compensation, in the district where the claimant is located or in Baton Rouge, LA. All such appeals shall be de novo. Any penalty imposed pursuant to this law becomes final and may be pursued for collection unless such an appeal is filed within 30 days of the notice of penalty.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1208 and 23:1291.

HISTORICAL NOTE: Promulgated by the Department of Employment and Training, Office of Workers' Compensation, LR 17:359 (April 1991), amended by the Department of Labor, Office of Workers' Compensation, LR 22:223 (March 1996), LR 22:993 (October 1996), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:501 (April 2026).

#### **§1907. Notice of Penalty; Filing**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1208 and 23:1291.

HISTORICAL NOTE: Promulgated by the Department of Employment and Training, Office of Workers' Compensation, LR 17:359 (April 1991), amended by the Department of Labor, Office of Workers' Compensation, LR 22:223 (March 1996), repealed by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:501 (April 2026).

Susana Schowen  
Secretary

2604#008

### **RULE**

#### **Louisiana Works Office of Workers' Compensation Administration**

General Administration  
(LAC 40:I.Chapters 1, 9, and 11)

The Louisiana Works does hereby amend certain portions of the *Louisiana Administrative Code*, Title 40, Labor and Employment, Part I, Workers' Compensation Administration,

Subpart 1, General Administration, Chapter 1 Section 111, Chapter 9, and Chapter 11. The purpose of this amendment is to correct outdated references, eliminate redundancies, update safety requirements and align with current practices. These changes modernize the rules for current OSHA program. This Rule is promulgated by the authority vested in the Assistant Secretary of the Office of Workers' Compensation Administration found in R.S. 23:1178, R.S. 23:1179, R.S. 23:1291, R.S. 23:1292 and R.S. 23:1302. This Rule is hereby adopted on the day of promulgation.

#### **Title 40**

### **LABOR AND EMPLOYMENT**

## **Part I. Workers' Compensation Administration**

### **Subpart 1. General Administration**

#### **Chapter 1. General Provisions**

##### **§111. Restricted Work Notification**

A. Every employer of more than 10 employees who is subject to record keeping under the provisions of 29 U.S.C. Section 655 shall, within 90 days of any occupational death of an employee, any nonfatal occupational illness, or any nonfatal occupational injury involving either loss of consciousness, restriction of work or motion, transfer to another job, or medical treatment other than first aid, report to the statistical data section of the office on Form OSHA 300.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1292.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 11:776 (August 1985), amended by the Department of Employment and Training, LR 17:358 (April 1991), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:502 (April 2026).

#### **Chapter 9. Safety Requirements**

##### **§901. Statutory Requirements**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1291.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 11:778 (August 1985), repromulgated LR 13:309 (May 1987), repromulgated by the Department of Employment and Training, LR 17:176 (February 1991), amended by the Department of Labor, LR 19:755 (June 1993), repealed by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:502 (April 2026).

##### **§903. Definitions**

*Operational Safety Plan*—this document of undetermined length will present simply and clearly the program which the employer can follow to reduce accidents in the workplace and incidents of industrial and occupational disease. The safety plan shall comply with applicable local, state, and federal safety and health standards or appropriate industry standards. To assist in the development of the components of the safety plan, the employer may utilize:

1. - 2. ...

3. private sector safety professionals/engineers as identified by a list maintained by the assistant secretary. The components of a safety plan shall be outlined in §907.

*Professional Safety Experience*—the responsible charge of 75 percent or more of one's duties and functions is for the successful accomplishment of safety objectives, such as the analysis, investigation, planning, execution of safety plans, feedback adjustments, and the periodic audit of the program. Responsible charge does not imply supervisory responsibility.

*Safety Professional/Engineer*—an active safety practitioner who possesses one or a combination of the following criteria. These requirements apply to individuals who are making an application to the assistant secretary for placement on the list of private sector safety professionals/engineers for safety services.

1. Graduation from an accredited college or university with a bachelor's degree in engineering or science, plus five years or more of professional safety experience, of which two or more years shall have been in responsible charge. A master's degree will be accepted in lieu of one year of the practitioner's professional safety experience. An earned doctoral degree will be accepted in lieu of two years of the practitioner's professional safety experience;

2. An earned associate degree from an accredited college or university in engineering or science, plus eight years or more professional safety experience;

3. Ten years of professional safety experience in lieu of an engineering or science degree;

4. - 4.c. ...

d. safety professional/engineers. To ensure adequate safety resources for the employer, the safety professional/engineer shall provide the following consultation services, which will consist of, but not be limited to, the following:

i. review the safety performance of the employer's organization, activities, and operations;

ii. appraise the mechanical hazards, power transmission apparatus, material handling, unsafe work methods, hazardous processes, and hazardous environments;

iii. - v. ...

vi. assist in the development of an employer's safety plan in compliance with Section 907.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1291.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 11:778 (August 1985), amended LR 13:309 (May 1987), repromulgated by the Department of Employment and Training, LR 17:177 (February 1991), amended by the Department of Labor, LR 19:755 (June 1993), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:502 (April 2026).

##### **§905. Availability of Safety Services**

A. The assistant secretary shall maintain a list from the private sector of safety practitioners who meet the criteria as set forth in the definition of a safety professional/engineer in §903. This list shall be made available to any Louisiana employer upon request.

B. ...

C. Insurance carrier safety staff are full-time employees whose primary functions include safety engineering services.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1291.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 11:779 (August 1985), amended LR 13:308 (May 1987), repromulgated by the Department of Employment and Training, LR 17:177 (February 1991), amended by the Department of Labor, LR 19:755 (June 1993), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:502 (April 2026).

##### **§907. Classes and Components of Safety Plan**

A. - A.1. ...

a. Management Policy Statement. This document shall be signed by the top executive of the company

acknowledging management's responsibility and commitment to a safety plan and their intention to comply with all applicable local, state, and federal safety requirements and appropriate industry standards. Management shall commit resources, responsibility, and accountability to all levels of management and to each employee for the safety program. The document shall also state whether the company is a Class A or Class B per A.1 or A.2 of this Section.

b. Responsibility for safety shall be defined in writing for executive and middle-level operating management, supervisors, the safety coordinator, and employees.

c. Inspections shall be made of all areas of the workplace at least monthly by a supervisor at the site. A written report (checklist or narrative) is to be completed for each inspection, with this report to be retained for a period of one year. The report will be designed to cover the identification of recognized unsafe conditions, unsafe acts, and any other items inherent in a particular job. The form will include a space to indicate any corrective action taken. The responsibility for the correction of defects is to be designated by management.

d. ...

i. An accident investigation of any job related injury that requires a visit to a clinic or physician shall be initiated by the injured employee's supervisor as soon as possible on the shift the accident occurs. The accident investigation report will include information required to determine the basic causes of the accident by asking the questions who, what, where, when, and how. Corrective action to be taken and/or recommended to prevent a recurrence of a similar accident will be implemented. Complex accidents may require technical assistance to ensure an accurate investigation; however, the injured employee's supervisor should be included on the investigation team.

ii. The accident investigation report shall include information on the injured person, his or her job, what happened, basic causes, corrective actions required, the time frame to make corrections, and who will be responsible for seeing that corrections are implemented.

e. Safety Meetings

i. Safety meetings shall be held by a supervisor with all of his/her employees on a monthly basis. A record will be kept showing the topics discussed, the date of the meeting, and the names of the persons attending. More safety meetings may be required in the documentation where higher frequency is stated in the employer's safety plan.

ii. Safety meeting topics will be designed to instruct the employee on how to perform his job productively, efficiently and safely. Hazard recognition and hazard control procedures; selection, use and care of personal protective equipment (PPE); job procedures review, and good housekeeping are examples of the information employees should receive at a safety meeting.

A.1.e.iii. - f ...

g. Training. Management shall implement a training program that will provide for the orientation and training of each new employee, existing employees on a new job, or when new equipment, processes, or job procedures are initiated. The training provided will consist of, but not limited to, the correct work procedures to follow, the correct use of

personal protective equipment required, and where to get assistance when needed. This training should be accomplished by the employee's supervisor, but may be done by a training specialist or an outside consultant, such as a vendor or safety consultant. Training shall be provided to all persons in operating supervisory positions in conducting safety meetings, conducting safety inspections, accident investigation, job planning, employee training methods, job analysis, and leadership skills.

h. Record Keeping. Each employer shall maintain safety records for a period of one year from the end of the year for which the records are maintained (state requirement). These will include inspection reports, accident investigation reports, minutes of safety meetings, and training records. In addition, employers shall retain for five years (federal requirement) and present, upon request, their OSHA 300 and 300A logs.

i. ...

j. Emergency Preparedness Program

i. Management shall develop a written emergency preparedness plan to ensure, to the extent possible, the safety of all employees, visitors, contractors, and vendors in the facility at the time of emergency situations, such as but not limited to natural disasters, fire, explosions, chemical spills and/or releases, bomb threats, active shooter, and medical emergencies. Emergency shutdown and start-up procedures will be developed in industries having equipment that requires several steps to properly shutdown and secure. Employees shall be trained in these procedures to reduce the incidence of additional injuries, property damage, and possible release of hazardous materials to the environment. Emergency plans shall comply with all governmental regulations and state and local emergency response committee requirements.

ii. All employees and contractors shall be trained in the facility's emergency plan. A facility training drill will be conducted at least annually to test the emergency plan. The emergency plan will be reviewed annually and revised as required. Employees shall be trained in the updated emergency plan. Monthly inspections of all access and egress aisles and doors will be conducted to determine that they are clear, unobstructed, and operable. Evacuation routes shall be posted in all work areas showing primary and secondary routes for employees' evacuation to a safe, predetermined location for a head count. Shelter in-place plans shall include appropriate procedures based on event.

2. - 2.j. ...

3. The above items listed for Class A and Class B plans are considered to be the minimum requirements and should be referred to as such. Other items such as planning, cost containment procedures, setting of objectives, performance evaluations, incentive programs, etc. may be included in an employer's safety plan as well.

4. The minimum requirements are in no way intended to require the revision of existing company safety plans that have demonstrated proven performance in the past. Any company that has a plan which meets or exceeds these minimum requirements may submit its plan to the OSHA/Workplace Safety program for review and acceptance.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1291.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 11:779

(August 1985), repromulgated LR 13:308 (May 1987), repromulgated by the Department of Employment and Training, LR 17:177 (February 1991), amended by the Department of Labor, LR 19:756 (June 1993), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:502 (April 2026).

**§909. Submission of Safety Plan**

A. Employers shall present their workplace safety plan upon request during a safety audit. Any corrections or revisions required as a result of initial audit findings shall be submitted within 30 days following the initial safety audit, either by electronic mail or during a follow-up audit.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1291.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 11:779 (August 1985), repromulgated LR 13:310 (May 1987), repromulgated by the Department of Employment and Training, LR 17:178 (February 1991), amended by the Department of Labor, LR 19:757 (June 1993), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:504 (April 2026).

**§911. Employee Notice**

A. It shall be the employer's duty to advise employees and keep posted at some convenient and conspicuous point in his place of business a notice reading substantially as follows.

LOUISIANA WORKS  
OFFICE OF WORKERS' COMPENSATION  
ADMINISTRATION  
POST OFFICE BOX 94040  
BATON ROUGE, LA 70804-9040

1. Reporting Injury

1.a. - 2.b. ...

3. Filing Notice. In case of accidental injury or death arising out of and in the course of employment, an injured employee, or any person claiming to be entitled to compensation either as a claimant or as a representative of a person claiming to be entitled to compensation, must give notice to the employer within 30 days of the injury. If notice is not given to the employer within 30 days, no payments will be made under the law for such injury or death.

4. ...

5. Physician Notice. In the event you are injured, you are entitled to select a physician of your choice for treatment. The employer may choose another physician and arrange an examination which you would be required to attend.

6. Formal Claim. In order to preserve your right to benefits under the Louisiana Workers' Compensation Law, you must file a formal disputed claim, LW-WC-1008, with the Office of Workers' Compensation Administration within one year after the accident if payments have not been made or within one year after the last payment of weekly benefits.

7.a. Per R.S. 23:1304, this notice shall be given by delivering it or sending it by certified mail, return receipt requested, to:

\_\_\_\_\_  
Employer Representative

\_\_\_\_\_  
Employer/Business Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
City

\_\_\_\_\_  
State and Zip

8. Per R.S. 23:1305, failure to give notice may not harm the employee if the employer knew of the accident or if the

employer was not prejudiced by the delay or failure to give notice. Inaccuracies in this notice of disease, injury, or death regarding the time, place, nature, or the cause of injury or otherwise will not be held against the employee unless the employer can show harm from being misled about the facts.

9. If you desire any information regarding your rights and entitlement to benefits as prescribed by law, you may call or write to the Office of Workers' Compensation Administration at the above address, or telephone (225) 342-7555.

10. This notice should be posted conspicuously in and about the employer's place(s) of business.

11. If the employer is insured, then include the name and address of the insurance company.

12. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1302.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 11:779 (August 1985), repromulgated LR 13:308 (May 1987), repromulgated by the Department of Employment and Training, LR 17:178 (February 1991), amended by the Department of Labor, LR 19:757 (June 1993), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:504 (April 2026).

**§913. Lost Time Injury Reports**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1306.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 11:780 (August 1985), repromulgated LR 13:308 (May 1987), repromulgated by the Department of Employment and Training, LR 17:179 (February 1991), amended by the Department of Labor, LR 19:758 (June 1993), repealed by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:504 (April 2026).

**Chapter 11. Workers' Compensation Insurance Cost Containment**

**§1101. Purpose**

A. The purpose of these rules is to establish and implement effective injury control measures for employers in high rate classifications with insurance experience modifier (E-MOD) rates of 1.5 or greater.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1177 & 1178.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 19:896 (July 1993), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:504 (April 2026).

**§1103. Forms; Preparation and Adoption; Use**

A. ...

B. The following forms have been adopted by the Office of Workers' Compensation Administration for use in the implementation of the Workers' Compensation Cost Containment Act.

Forms	
LW-WC-Form No. 1021	Application for Attendance at Cost Containment Meeting
LW-WC-Form No. 1024	Certificate of Satisfactory Implementation of Occupation Safety and Health Program

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1178.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 19:896

(July 1993), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:504 (April 2026).

#### **§1105. Cost Containment Meeting**

A. Cost containment meetings can be requested and will be held upon request between June and September of each year.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1178.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 19:896 (July 1993), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:505 (April 2026).

#### **§1106. Experience Modifier Rates**

A. ...

B. The incentive discount provided in R.S. 23:1178(C) shall be based on the employer's next effective experience modifier rate after its certified attendance at a cost containment meeting. The certificate of attendance, as issued by the Louisiana Works, Office of Workers' Compensation, shall be valid only during the period of the employer's next effective experience modifier rate following its certified attendance at a cost containment meeting.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1178.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 19:544 (July 1993), amended by Department of Labor, Office of Workers' Compensation, LR 21:272 (March 1995), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:505 (April 2026).

#### **§1107. Application for Attendance at Cost Containment Meeting**

A. A verified application Form LW-WC-Form No. 1021, together with proof that the attendee is a person in a position of authority within the company, must be received 15 days prior to the scheduled meeting to guarantee consideration. Proof may include, but shall not be limited to, a verified job description, annual report to the Secretary of State, a copy of the preprinted tax form or act of partnership. Notice shall be given five days prior to the meeting if the office finds that the designated attendee is not a person in a position of authority within the company.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1178.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 19:896 (July 1993), amended by the Louisiana Works, Office of Workers' Compensation, LR 52:505 (April 2026).

#### **§1109. Proof of Attendance; Certificate**

A. In order to obtain a certificate of attendance, LW-WC-Form No. 1024 at a cost containment meeting, the attendee must have qualified as a designated representative as defined in R.S. 23:1176(1). At the meeting, the designated representative shall submit a picture identification and sign the roles of attendance. The certificate shall thereafter be mailed to those eligible employers who have not qualified for a reduction in the prior three years. Any application received within 15 days prior to a meeting may not be considered.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1178.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 19:896 (July 1993), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:505 (April 2026).

#### **§1111. Failure to Attend; Fines**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1178.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 19:896 (July 1993), repealed by the Louisiana Works, Office of Workers' Compensation, LR 52:505 (April 2026).

#### **§1113. Application for Participation in the Occupational Safety and Health Program**

A. Only eligible employers who have a certificate of attendance Form LW-WC-Form No. 1024 issued within the last four years may apply for participation in the Occupational Safety and Health Program.

B. ...

1. a properly completed Form LW-WC 1021;  
2. a copy of the applicant's OSHA 300 log from the previous year;

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

D. In scheduling surveys, the OWCA will attempt to schedule on the basis of the date the application is received in the office, but shall also consider the OSHA High Hazard list and geographical location for maximizing scheduling.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1178.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 19:896 (July 1993), amended LR 21:814 (August 1995), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:505 (April 2026).

#### **§1117. Standard for Satisfactory Implementation**

A. The standards used by the Office of Workers' Compensation Administration, OSHA section, in determining a participant's satisfactory implementation of the Occupational Safety and Health Program shall be those provided in Title 29 of the Code of Federal Regulations, Sections 1910, 1915, 1918, 1926, and any regulations of ANSI, NEC, and NFPA applicable to the participant.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1178.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 19:897 (July 1993), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:505 (April 2026).

#### **§1119. Inspections**

A. When the official inspection report contains any recommendation for correction of hazards or program deficiencies, the employer must submit proof of compliance. The OSHA section may require a follow up inspection to verify satisfactory implementation.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1178.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 19:897 (July 1993), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:505 (April 2026).

#### **§1121. Certificate of Satisfactory Implementation**

A. A certificate of satisfactory implementation, LW-WC-Form No. 1024, shall be issued only to those eligible employers who have not qualified for a reduction pursuant to R.S. 23:1179.C in the prior four years.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1179.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 19:897 (July 1993), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:505 (April 2026).

**§1123. Cost Credit Earned from Satisfactory Implementation**

A. - B. ...

1. The initial phase shall be the first of any safety and health hazard surveys of the workplace by the OSHA section, including an evaluation of the employer's safety and health program and on-site interviews with employers and employees by the OSHA section. The effective date of the completion of the initial phase shall be the date that the correction of the hazards report is received by the OSHA section. The correction of all hazards identified during the on-site visit shall be made within six months of the visit.

2. ...

a. The follow-up phase may be conducted earlier than six months after the initial phase is completed if the company has had an operational safety plan in effect for the prior 12 months, and if the company has satisfied all elements of management commitment and planning, hazard assessment, hazard correction and control, and safety and health training, as provided in Form Consultation-33, for the prior 12 months.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1179.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 21:36 (January 1995); amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:506 (April 2026).

**§1125. Qualification for Cost Credit under R.S. 23:1179**

A. - A.1. ...

2. a loss work day incident rate less than the national average for their respective SIC, as indicated on their completed OSHA 300 Form for the prior calendar year; and

3. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1179.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 21:37 (January 1995), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:506 (April 2026).

**§1129. Employer Eligibility for Safety and Health Program Assessment**

A. ...

1. Category I shall consist of sites which have 250 employees or less, and 500 or less total employees at all sites controlled by the employer, based on the average level of employment during the most recent 12 months. Sites operated by governmental agencies are specifically excluded.

2. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1179.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 21:37 (January 1995), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:506 (April 2026).

**§1131. Discount Application Period**

A. The incentive discount provided in R.S. 23:1179.B shall be based on the employer's next effective modifier rate after its certified satisfactory implementation of an approved occupational safety and health program. A certificate shall be issued by the Office of Workers' Compensation evidencing

the satisfactory implementation of an occupational safety and health program. Such a certificate shall be valid only during the period of the employer's next effective modifier rate after its certified satisfactory implementation of the approved occupational safety and health program.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1179.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 21:272 (March 1995), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:506 (April 2026).

Susana Schowen  
Secretary

2604#007

**RULE**

**Louisiana Works  
Office of Workers' Compensation Administration**

Hearing Rules (LAC 40:I.Chapters 55-67)

The Louisiana Works has amended certain portions of the *Louisiana Administrative Code*, Title 40, Labor and Employment, Part I, Workers' Compensation Administration, Subpart 3, Hearing Rules. Revisions will clarify procedural requirements, such as filing standards, evidentiary expectations, and deadlines, to reduce confusion and promote fairness for all parties. These changes also include moving a form to a new location and removing an obsolete form that is no longer necessary. This Rule is promulgated by the authority vested in the Assistant Secretary of the Office of Workers' Compensation found in R.S. 23:1291 and R.S. 23:1310.1. This Rule is hereby adopted on the day of promulgation.

**Title 40**

**LABOR AND EMPLOYMENT**

**Part I. Workers' Compensation Administration**

**Subpart 3. Hearing Rules**

**Chapter 55. General Provisions**

**Subchapter B. Commencement**

**§5508. Preliminary Determinations**

A. - A.2. ...

B. Upon receipt of a preliminary determination, the court shall:

1. Set a telephone conference within 15 days from receipt of the preliminary determination to schedule a preliminary determination hearing. Schedule the preliminary determination to be heard within 90 days from the telephone status conference. The deadline for any discovery shall be 30 days before the preliminary determination hearing. The parties shall exchange exhibits 15 days before the hearing and send copies of the exhibits, exhibit list and memorandum to the presiding workers' compensation judge.

2. - 4. ...

5. The court shall issue notice of the judge's written preliminary determination. The notice shall advise the parties of their options to accept or reject the finding and that if the court does not receive written notification within 15 days of further action by the parties, the court will close the file or proceed to trial on the merits on all remaining issues.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1310.1(C).

HISTORICAL NOTE: Promulgated by the Louisiana Works, Office of Workers' Compensation Administration LR 51:1618 (October 2025); amended LR 52:506 (April 2026).

#### **Subchapter D. Power and Authority**

##### **§5537. Procedure to report contempt finding**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1310.1.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 25:266 (February 1999), amended LR 25:1861 (October 1999), LR 33:653 (April 2007), amended, LR 48:2995 (December 2022), amended by the Louisiana Works, Office of Workers' Compensation Administration LR 51:1620 (October 2025), repealed LR 52:507 (April 2026).

#### **Subchapter G. Attorneys and Other Persons before the Court**

##### **§5547. Withdrawal of Counsel**

A. - A.3. ...

4. Any motion to withdraw shall include the following information:

a. - c. ...

d. The motion shall include a certificate that the withdrawing attorney has complied with paragraph (A)(1) of this section and with Rule 1.16 of the Rules of Professional Conduct, Louisiana State Bar Association, Articles of Incorporation, Art. 16. A copy of the written communications required by paragraph (A)(1) shall be attached to the motion.

A.4.e. - C. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1310.1.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 25:267 (February 1999), amended LR 25:1862 (October 1999), LR 33:653 (April 2007), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 51:1621 (October 2025), LR 52:507 (April 2026).

#### **Chapter 58. Pleadings**

##### **Subchapter B. Forms**

##### **§5811. Format of Documents**

A. ...

B. Copies of all correspondence and any other instruments sent to the Office of Workers' Compensation Administration shall be sent on the same business day and in the same manner by the party originating the filing to all other parties of record in the case. Copies of all correspondence and any other instruments delivered to the Office of Workers' Compensation Administration by hand shall be sent on the same business day to all other parties of record in a manner insuring the parties receive the document on the same day it is delivered to the court. The originating party shall attach a certificate to any document sent or delivered to the Office of Workers' Compensation Administration certifying it has complied with this rule.

C. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1310.1.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 25:269 (February 1999), amended LR 25:1863 (October 1999), LR 33:654 (April 2007), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 51:1623 (October 2025), LR 52:507 (April 2026).

#### **Subchapter D. Exceptions**

##### **§5824. Rule to Show Cause; Time for Filing Memoranda**

A. - B.2. ...

3. Parties who fail to comply with paragraphs B and B.1 of this Section shall forfeit the privilege of oral argument and may forfeit the presentation of additional evidence or testimony. If a party fails to timely serve a memorandum, thus necessitating a post-hearing supplemental memorandum or continuance to allow the opposing party to respond, the court may order the late-filing party to pay court costs and reasonable attorney's fees.

C. - D.11. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1310.1.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 33:656 (April 2007), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 51:1624 (October 2025), LR 52:507 (April 2026).

#### **Chapter 59. Production of Evidence**

##### **Subchapter B. Subpoena**

##### **§5909. Issuance; Service**

A. Subpoenas issued in connection with any workers' compensation matter shall be served by the party requesting issuance of the subpoena, and may be served by certified mail return receipt requested or any other manner provided in law or by ex parte motion to appoint a process server. Proof of service shall be the responsibility of the party requesting the subpoena. Once issued and served, a subpoena may be canceled by the requesting party only after written notice to the opposing side. It shall be the responsibility of the requesting party to provide written notification of cancellation to all opposing parties as well as the person under subpoena. It shall be the responsibility of the parties to copy each other on the subpoenas they issue.

B. - C. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1310.1.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 25:272 (February 1999), amended LR 25:1866 (October 1999), LR 33:656 (April 2007), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 51:1626 (October 2025), LR 52:507 (April 2026).

#### **Chapter 63. Judgments**

##### **Subchapter A. General**

##### **§6301. Submission of Evidence; Submission for Judgement/Decision; Post Hearing Briefs**

A. The parties shall file into the record all evidence, with each exhibit numbered sequentially, at the time of trial or hearing unless the court, for good cause shown, grants an extension.

B. - D. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1310.1.

HISTORICAL NOTE: Promulgated by the Department of Labor, Office of Workers' Compensation Administration, LR 25:279 (February 1999), amended LR 25:1869 (October 1999), LR 33:658 (April 2007), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 51:1629 (October 2025), LR 52:507 (April 2026).

**Chapter 67. Forms**  
**§6735. Employee's Quarterly Report of Earnings; Form**  
**LW-WC-1026**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S.  
 23:1291 & R.S. 23:1221

HISTORICAL NOTE: Promulgated by the Louisiana Works,  
 Office of Workers' Compensation Administration LR 51:1654  
 (October 2025); repealed LR 52:508 (April 2026).

**§6749. Form for Judges to Report Contempt Findings**

**WORKERS' COMPENSATION CONTEMPT FINDINGS FORM**

**Note:** Form due to Assistant Secretary within 30 days of ruling per La. R.S. 23:1310.7

**SECTION I: DOCKET CASE INFORMATION (print please)**

<b>1. Plaintiff Party Name</b>	<b>1a. Attorney (if any)</b>
<b>2. Defendant Party Name</b>	<b>2a. Attorney (if any)</b>
<b>3. Judge's Name</b>	<b>4. Date of Event/Hearing</b>
<b>5. District #</b>	<b>6. City</b>

**SECTION II: FACTS**

**1. Name of Party in Contempt**

---

**2. Parties to the claim and their relationship (ex: John Brown, claimant) :**

---

**3. Code of Civil Procedure Violation (check all that apply):**

Article 222- Direct Contempt # of violations \_\_\_\_\_ Total amount of civil fines assessed \$ \_\_\_\_\_  
 Summarize actions used to discourage behavior: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Article 224- Constructive Contempt # of violations \_\_\_\_\_ Total amount of civil fines assessed \$ \_\_\_\_\_  
 Summarize actions used to discourage behavior: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**4. Attach written reasons issued with ruling**

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Signature of Judge \_\_\_\_\_ Date \_\_\_\_\_

Signature of Chief Judge \_\_\_\_\_ Date \_\_\_\_\_

Signature of Assistant Secretary \_\_\_\_\_ Date \_\_\_\_\_

**RULE**

**Louisiana Works  
Office of Workers' Compensation**

**Medical Treatment Guidelines (LAC 40:I.2328)**

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1310.1.

HISTORICAL NOTE: Promulgated by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:508 (April 2026).

Susana Schowen  
Secretary

2604#009

The Louisiana Works has amended certain portions of LAC 40:I.2328 regarding medical necessity appeals. The purpose of this amendment is to update the medical dispute form in accordance with current administrative process. This Rule is promulgated by the authority vested in the assistant secretary of the Office of Workers' Compensation found in R.S. 23:1291 and R.S. 23:1310.7. This Rule is hereby adopted on the day of promulgation.

**Title 40  
LABOR AND EMPLOYMENT  
Part I. Workers' Compensation Administration  
Subpart 2. Medical Guidelines  
Chapter 23. Upper and Lower Extremities Medical  
Treatment Guidelines  
Subchapter B. Shoulder Injury Medical Treatment Guidelines  
§2328. LWC-WC 1009. Disputed Claim for Medical Treatment**

E-Mail to: mgd1009@lwc.la.gov  
Fax to: OWCA – Medical Services  
ATTN: Medical Director  
(225) 342-9836  
Mail to: Medical Services  
P.O. Box 94040  
Baton Rouge, LA 70804

1. Last four digit of Social Security No. \_\_\_\_\_
2. Date of Injury/Illness \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_
3. Parts of Body Injured \_\_\_\_\_
4. Date of Birth \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_
5. Date of This Request \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_
6. Claim Number \_\_\_\_\_

**DISPUTED CLAIM FOR MEDICAL TREATMENT (1009)**

**NOTE: THIS REQUEST WILL NOT BE HONORED UNLESS THERE ARE MEDICAL SERVICES IN DISPUTE AS PER R.S. 23:1203.1 J AND THE FOLLOWING HAS OCCURRED:**

- A. The insurer has issued a denial;**
- B. The insurer has issued an approval with modification;**
- C. The insurer's failure to act has resulted in a deemed/tacit denial; or**
- D. The aggrieved party is seeking a variance from the medical treatment schedule**

**DISPUTES RELATING TO COMPENSABILITY AND/OR CAUSATION ARE NOT ADDRESSED BY THE MEDICAL DIRECTOR.**

**GENERAL INFORMATION**

An aggrieved party files this dispute with the Office of Workers' Compensation – Medical Services Director by mail, email or fax. This office must be notified immediately in writing of changes in address. An employee may be represented by an attorney, but it is not required. The completed LWC-WC-1009 must be submitted to OWCA within 15 calendar days of the 1010 denial, 1010 approval w/modification or 1010 deemed/tacit denial. A deemed/tacit denial is when a carrier/self-insured employer fails to return the LWC-WC-1010 form within five business days of submission of the form to the carrier/self-insured employer.

7. This request is submitted by:  
 Employee/Employee's Attorney       Health Care Provider       Other: \_\_\_\_\_

The following records/documents **MUST** be attached to this request. Failure to do so may result in the rejection of the request by the OWCA Assistant Secretary:



The information given above is true and correct to the best of my knowledge and belief.

\_\_\_\_\_  
SIGNATURE OF REQUESTING PARTY (Required)

\_\_\_\_\_  
DATE

\_\_\_\_\_  
Printed Name of Requesting Party

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1203.1.

HISTORICAL NOTE: Promulgated by the Louisiana Workforce Commission, Office of Workers Compensation Administration, LR 38:3254 (December 2012), amended LR 51:85 (January 2025), amended by Louisiana Works, Office of Workers' Compensation Administration, LR 52:509 (April 2026).

Susana Schowen  
Secretary

2604#010

**RULE**

**Department of Treasury  
Board of Trustees of the Municipal Police Employees'  
Retirement System**

Internal Revenue Code Provisions; Revised Statutes  
Clarifications for Employers  
(LAC 58:XVIII.101, 102, 103, 106, 501, 1701, and 1901)

The Municipal Police Employees' Retirement System has amended LAC 58:XVIII Chapters 1, 5, 17, and 19 as authorized by R.S. 11:2225(A)(1). This Rule is promulgated in accordance with the provisions of the Administrative Procedure Act, R.S. 49:950 et seq.

The Board of Trustees of the Municipal Police Employees' Retirement System has made amendments to the *Louisiana Administrative Code* that identify corresponding Internal Revenue Code provisions, Revenue Rulings, and statutory obligations in Chapters 1, 5, and 17 pertaining to limitation on benefits, required minimum distributions, direct rollovers, participation in group trusts, military service purchases, and statutory mandatory enrollment provisions for employers. Amendment to Chapter 1, Section 101 adds an exemption from adjusted Defined Benefit Dollar Limitation for qualifying members. Amendment to Chapter 19 corrects the referenced Act number under Section 1901. This Rule is hereby adopted on the day of promulgation.

**Title 58**

**RETIREMENT**

**Part XVIII. Municipal Police Employees' Retirement System**

**Chapter 1. Internal Revenue Code Provisions**

**§101. Limitation on Benefits**

- A. - E. ...
- F. Definitions

\* \* \*

*Maximum Permissible Benefit*—the lesser of the defined benefit dollar limitation or the defined benefit compensation limitation (both adjusted where required, as provided below).

a. Adjustment for Less than 10 Years of Participation or Service. If the member has less than 10 years of participation in the plan, the defined benefit dollar limitation shall be multiplied by a fraction:

i. the numerator of which is the number of years (or part thereof, but not less than one year) of participation in the plan; and

ii. the denominator of which is 10. In the case of a member who has less than 10 years of service with the employer, the defined benefit compensation limitation shall be multiplied by a fraction:

(a) the numerator of which is the number of years (or part thereof, but not less than one year) of Service with the employer; and

(b) the denominator of which is 10.

b. Adjustment of Defined Benefit Dollar Limitation for Benefit Commencement before Age 62 or after Age 65. Effective for benefits commencing in limitation years ending after December 31, 2001, the defined benefit dollar limitation shall be adjusted if the annuity starting date of the member's benefit is before age 62 or after age 65. If the annuity starting date is before age 62, the defined benefit dollar limitation shall be adjusted under Clause b.i. of this Paragraph, as modified by Clause b.iii. of this Paragraph. If the annuity starting date is after age 65, the defined benefit dollar limitation shall be adjusted under Clause b.ii. of this Paragraph, as modified by Clause b.iii. of this Paragraph. In the event that the member's benefit is based on at least 15 years of service as a full-time employee of any police or fire department, on 15 years of military service, or on 15 years combined service as a full-time employee of a police department, of a fire department or of military service, the adjustments for retirement before age 62 shall not apply.

b.i. - b.ii.(a).(ii). ...

(b). Limitation Years Beginning on or after July 1, 2007

b.ii.(b).(i). - c.ii.

\* \* \*

G. - G.5. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 11:2225(B).

HISTORICAL NOTE: Promulgated by the Department of the Treasury, Board of Trustees of the Municipal Police Employees' Retirement System, LR 39:1482 (June 2013), amended LR 52:511 (April 2026).

## §102. Required Minimum Distributions

A.1. Unless the member has elected otherwise on or before December 31, 1983, the entire benefit of a member shall be distributed over a period not longer than the longest of the following periods:

- a. the member's life;
- b. subject to Paragraph 2 of this subsection, if the member is married, the life of the member's spouse;
- c. the member's life expectancy;
- d. the joint life and last survivor life expectancy of the member and his designated beneficiary.

2. If the member is married and his spouse survives him, the spouse shall be a designated beneficiary for at least a qualified joint and survivor annuity and 50 percent of his deferred retirement option plan account, unless such spouse has consented to the contrary in writing before a notary public. For purposes of this Paragraph, *spouse* shall mean that person who is married to the member under a legal regime of community of acquets and gains on his effective date of retirement or effective date of participation in the deferred retirement option plan, whichever is earlier. A surviving spouse who is receiving a joint and survivor benefit shall have the option to elect to be treated as the employee in accordance with Internal Revenue Code § 401(a)(9).

3. If the member was a member on or before December 31, 1983, he shall be deemed to have made the election referred to herein. If a member dies after the commencement of his benefits, the remaining portion of his benefit shall be distributed at least as rapidly as before his death. Payment of survivor benefits shall not be considered to violate this provision.

B.1. If the member dies before his required beginning date and the only benefit to be paid to a designated beneficiary is a lump sum, or if the member names his estate, trust or a charity as his designated beneficiary, the remainder of the member's interest shall be distributed to the member's designated beneficiary no later than December 31 of the calendar year containing the fifth anniversary of such member's death.

2. Paragraph 1 of this Subsection shall not apply to any portion of a member's benefit which is payable to or for the benefit of a designated beneficiary or beneficiaries, over the life of or over the life expectancy of such beneficiary, so long as such distributions begin not later than December 31 of the year after the year of the member's death, or, in the case of the member's surviving spouse, the date the member would have attained the applicable age. If the designated beneficiary is the member's surviving spouse and if the surviving spouse dies before the distribution of benefits commences, then Paragraph 1 of this Subsection shall be applied as if the surviving spouse were the member. If the designated beneficiary is a child of the member, for purposes of satisfying the requirement of Paragraph 1 of this Subsection, any amount paid to such child shall be treated as if paid to the member's surviving spouse if such amount would become payable to such surviving spouse, if alive, upon the child's reaching the age of majority or, if later, upon the child's completing a designated event. For purposes of the preceding sentence, unless the child becomes married, a designated event shall be the later of the date the child is no longer disabled, or the date the child ceases to be a full-time student or attains age 26, if earlier. A child who is disabled within the meaning of Internal Revenue Code §

72(m)(7) may be treated as having not reached the age of majority as long as the child continues to be disabled.

3. Paragraph 1 of this Subsection shall not apply if the distribution of the member's interest has commenced and is for a term certain over a period permitted in Subsection A of this Section.

4. Paragraph 1 of this Subsection shall not apply if the member has elected otherwise on or before December 31, 1983, or such later date to which such election period shall be subject under *Internal Revenue Code* section 401(a)(9).

5. If the member dies after his required beginning date, the member's entire interest must be distributed to his designated beneficiary at least as rapidly as under the distribution method used by the member or in accordance with Paragraph 1 of this Subsection.

C. As to any benefit payable by the retirement system which is not optional as of December 31, 1983, the member shall be considered to have made the election referred to in Subsections A and B of this Section, if he was a member on or before such time.

D. If by operation of law or by action of the board of trustees, a survivor benefit is payable to a specified person or persons, the member shall be considered to have designated such person as an alternate beneficiary hereunder. If there is more than one such person, then the youngest disabled child shall be considered to have been so designated, or, if none, then the youngest person entitled to receive a survivor benefit shall be considered to have been so designated. The designation of a designated beneficiary hereunder shall not prevent payment to multiple beneficiaries but shall only establish the permitted period of payments.

E. Payment in accordance with the survivor benefit provisions of R.S. 11:2220.4 and 2222 shall be deemed not to violate Subsections A and B of this Section.

F. This Section shall be effective for members of the system who complete any service under the system on or after July 1, 1992, with employers contributing to the system.

G. Distributions from the system shall be made in accordance with a reasonable and good faith interpretation of the requirements set forth in *Internal Revenue Code* section 401(a)(9) and the regulations thereunder, including the minimum distribution incidental benefit rules.

H.1. A member's benefits shall commence to be paid on or before the required beginning date.

2. The required beginning date shall be April 1 of the calendar year following the later of the calendar year in which the member attains the applicable age, or the calendar year in which the employee retires. Effective for plan years beginning on or after January 1, 1998, the required beginning date shall be April 1 of the year following the later of the year the member attained the applicable age or the year the member terminated employment.

3. For purposes of this Section, the applicable age shall be the age designated in Internal Revenue Code § 401(a)(9) and, unless stated differently means:

- a. age 70 and one-half for a member who was born before July 1, 1949;
- b. age 72 for a member born on or after July 1, 1949 and before January 1, 1951;
- c. age 73 for a member born on or after January 1, 1951 and before January 1, 1960; and

d. age 75 for a member born on or after January 1, 1960.

I. An annuity may not increase or a distribution period be changed unless allowed under Internal Revenue Code §401(a)(9) and the applicable regulations thereunder.

J. A “designated beneficiary” is an individual defined under Internal Revenue Code §401(a)(9)(E) and the applicable regulations thereunder.

AUTHORITY NOTE: Promulgated in accordance with R.S. 11:2225(B).

HISTORICAL NOTE: Promulgated by the Department of the Treasury, Board of Trustees of the Municipal Police Employees’ Retirement System, LR 39:1487 (June 2013), amended LR 52:512 (April 2026).

### §103. Direct Rollovers

A. Notwithstanding any other provision of law to the contrary that would otherwise limit a distributee's election under this Section, so long as consistent with section 401(a)(31) of the Internal Revenue Code, a distributee may elect, at the time and in the manner prescribed by the board of trustees, to have any portion of an “eligible rollover distribution,” as specified by the distributee, paid directly to an “eligible retirement plan”, as those terms are defined below.

B. The following definitions shall apply.

*Direct Rollover*—a payment by the system to the eligible retirement plan specified by the distributee.

*Distributee*—shall include:

- a. a member or former member;
- b. the member's or former member's surviving spouse, or the member's or former member's former spouse with whom a benefit or a return of employee contributions is to be divided pursuant to R.S. 11:291(B), with reference to an interest of the member or former spouse;
- c. the member's or former member's non-spouse beneficiary, provided the specified distribution is to an eligible retirement plan as defined in Subparagraphs a and b of the definition of eligible retirement plan in this Section.

*Eligible Retirement Plan*—any of the following:

- a. an individual retirement account described in section 408(a) of the *Internal Revenue Code*;
- b. an individual retirement annuity described in section 408(b) of the *Internal Revenue Code*;
- c. an annuity plan described in section 403(a) of the *Internal Revenue Code*;
- d. a qualified trust as described in section 401(a) of the *Internal Revenue Code*, provided that such trust accepts the member's eligible rollover distribution;
- e. an eligible deferred compensation plan described in section 457(b) of the *Internal Revenue Code* that is maintained by an eligible governmental employer, provided the plan contains provisions to account separately for amounts transferred into such plan;
- f. an annuity contract described in section 403(b) of the *Internal Revenue Code*;
- g. a Roth IRA described in section 408A of the Internal Revenue Code; and
- h. a SIMPLE IRA that meets the requirements in section 408(p) of the Internal Revenue Code.

*Eligible Rollover Distribution*—any distribution of all or any portion of the balance to the credit of the distributee, except that an *eligible rollover distribution* does not include:

a. any distribution that is one of a series of substantially equal periodic payments, not less frequently than annually, made over the life or life expectancy of the member, or the joint lives or joint life expectancies of the member and the member's designated beneficiary, or for a specified period of ten years or more;

b. any distribution to the extent that such distribution is required under section 401(a)(9) of the United States *Internal Revenue Code*;

c. any distribution which is made upon hardship of the employee;

d. any corrective distribution; and

e. the portion of any distribution that is not includible in gross income, unless the accepting account or plan agrees to separately account for the after-tax dollars (and earnings thereon).

AUTHORITY NOTE: Promulgated in accordance with R.S. 11:2225(B).

HISTORICAL NOTE: Promulgated by the Department of the Treasury, Board of Trustees of the Municipal Police Employees’ Retirement System, LR 39:1488 (June 2013), amended LR 52:513 (April 2026).

### §106. Participation in Group Trusts

A. To the extent it does not affect the tax qualified status of the retirement system, and is permitted by United States Internal Revenue Code section 401(a)(24) and Internal Revenue Service Revenue Ruling 81-100, 1981-1 CB 326 (as clarified and modified by Revenue Ruling 2004-67, 2004-2 CB 28, and modified by Revenue Ruling 2011-1, 2011-2 IRB 251, and as modified by Revenue Ruling 2014-24, 2014-37 IRB 529, or any subsequent guidance), the board of trustees is authorized to:

1. for investment purposes, transfer assets of the retirement system to, and pool such assets in, one or more group trust(s); and
2. adopt one or more group trust(s), and/or the terms of such group trust(s), as part of the retirement system to the extent necessary to meet the requirements of applicable law, by executing appropriate participation and/or adoption agreements with the trustee(s) of the group trust(s).

B. For purposes of transferring assets of the retirement system to a trustee(s) of any current or future group trust(s), by the execution of such group trust’s participation agreement(s), the board of trustees specifically adopts the trustee’s declaration of the group trust as part the retirement system to the extent of its interest in the group trust, or as is required by applicable law, for the purposes of such investment and compliance with Revenue Ruling 81-100, 1981-1 CB 326 (as clarified and modified by Revenue Ruling 2004-67, 2004-2 CB 28, and modified by Revenue Ruling 2011-1, 2011-2 IRB 251, and as modified by Revenue Ruling 2014-24, 2014-37 IRB 529, or any subsequent guidance).

C. For purposes of valuation, the value of the interest maintained by the retirement system in a group trust shall be determined in accordance with the governing instrument of the group trust to determine the fair market value of the portion of the group trust held for the retirement system, determined in accordance with generally recognized valuation procedures.

AUTHORITY NOTE: Promulgated in accordance with R.S. 11:2225(B).

HISTORICAL NOTE: Promulgated by the Department of the Treasury, Board of Trustees of the Municipal Police Employees' Retirement System, LR 46:1106 (August 2020), amended LR 52:513 (April 2026).

## **Chapter 5. Military Service Purchases**

### **§501. Service Credit**

A. This Section is adopted in accordance with R.S. 11:152, R.S. 11:152.1, R.S. 11:153, R.S. 29:411, et seq., and the Uniformed Services Employment and Reemployment Rights Act (USERRA, 38 U.S.C. 4301 et seq.).

B. Purchase of service credit for military service shall be in accordance with R.S. 11:153.

C. The board shall comply with the requirements of the Uniformed Services Employment and Reemployment Rights Act (USERRA, 38 U.S.C. 4301 et seq.) as well as rules and regulations issued by the United States Department of Labor relating to USERRA, and Internal Revenue Code section 414(u).

AUTHORITY NOTE: Promulgated in accordance with R.S. 11:152.1 and 11:153(I).

HISTORICAL NOTE: Promulgated by the Department of the Treasury, Board of Trustees of the Municipal Police Employees' Retirement System, LR 46:1107 (August 2020), amended LR 52:514 (April 2026).

## **Chapter 17. Employers**

### **§1701. Mandatory Enrollment of Employees Employed by 11:157 Employers**

A. To comply with R.S. 11:157(A), Revenue Ruling 2006-43, and R.S. 11:2214(A)(2)(a)(iii), an R.S. 11:157 affidavit shall be effective only for an employee who executed an affidavit after being properly enrolled in MPERS and for whom all of the following documents have been received by MPERS within thirty days of the employee first becoming eligible any plan of the employer:

1. a fully completed membership enrollment form;
2. a copy of the birth certificate and Social Security card for each member and his beneficiaries;
3. a fully completed physical examination form pursuant to R.S. 11:2214(A)(2)(a)(iii), which requires fully completed laboratory work; and
4. a R.S. 11:157(C) affidavit.

B. To comply with the mandatory enrollment provisions of R.S. 11:157(A), an employer must enroll each employee in the retirement system on the first day the employee qualifies for membership. The employer shall remit to the retirement system the required employee and employer contributions no later than the fifteenth day of the month following the first day the employee qualifies for membership. If the employee subsequently submits an effective affidavit under R.S. 11:157(C) before the end of the first calendar month during which the employee qualified for membership in the retirement system, the employee shall receive a refund of any contributions made before implementation of the affidavit.

AUTHORITY NOTE: Promulgated in accordance with R.S. 11:2225(A)(1).

HISTORICAL NOTE: Promulgated by the Department of the Treasury, Board of Trustees of the Municipal Police Employees' Retirement System, LR 48:2190 (August 2022), amended LR 52:514 (April 2026).

## **Chapter 19. Remote Meetings**

### **§1901. Agency Eligibility**

A. The Municipal Police Employees' Retirement System meets the below criteria pursuant to Act 393 to be eligible to conduct open public meetings via electronic means:

1. is a state agency as defined by R.S. 49:951;
2. has powers, duties, or functions that are not limited in scope to a particular subdivision or region;
3. conducts at least six regularly scheduled meetings in a calendar year; and
4. is not one of the agencies identified by R.S. 42:17.2(I) to which open meetings via electronic means shall not apply.

AUTHORITY NOTE: Promulgated in accordance with Act 393 of the 2023 Regular Session of the Louisiana Legislature.

HISTORICAL NOTE: Promulgated by the Department of the Treasury, Board of Trustees of the Municipal Police Employees' Retirement System, LR 50:517 (April 2024), amended LR 52:514 (April 2026).

Benjamin A. Huxen, II.  
Executive Director

2604#003

# Notices of Intent

## NOTICE OF INTENT

### Department of Agriculture and Forestry Board of Veterinary Medicine

Licensure Procedures (LAC 46:LXXXV.303)

In accordance with the Administrative Procedure Act, R.S. 49:950 et seq., the Board (“Board”) of Veterinary Medicine has amended LAC 46:LXXXV.303 concerning the maximum number of attempts a licensure candidate may take the NAVLE. This amendment would align the rule with the recently revised policy of the test vendor, ICVA. If adopted, the amended rule would continue to limit candidates to no more than five attempts to take the NAVLE; however, any attempts made prior to December 1, 2025 would not be applied toward this five-attempt maximum.

#### Title 46

### PROFESSIONAL AND OCCUPATIONAL STANDARDS

#### Part LXXXV. Veterinarians

#### Chapter 3. Licensure Procedures

#### §303. Examinations

A. - B.6. ...

7. An applicant for licensure may only sit for the national examinations a maximum of five times. Any test attempts made before December 1, 2025, will not count toward this five-attempt limit. If an applicant does not successfully pass the national examination after five attempts, the applicant will no longer be eligible for licensure in Louisiana and any application submitted will be rejected.

C. - E.6. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1518 et seq.

HISTORICAL NOTE: Promulgated by the Department of Health and Human Resources, Board of Veterinary Medicine, LR 8:66 (February 1982), amended LR 8:144 (March 1982), amended by the Department of Health and Hospitals, Board of Veterinary Medicine, LR 19:343 (March 1993), LR 19:1327 (October 1993), LR 23:964 (August 1997), LR 25:2232 (November 1999), LR 28:1982 (September 2002), LR 38:1592 (July 2012), LR 40:308 (February 2014), LR 41:2151 (October 2015), amended by the Department of Agriculture and Forestry, LR 48:2546 (October 2022), amended by the Department of Agriculture and Forestry, Board of Veterinary Medicine, LR 52:

#### Family Impact Statement

The proposed Rule should not have any known or foreseeable impact on family formation, stability, and autonomy. In particular, the proposed Rule has no known or foreseeable impact on:

1. the stability of the family;
2. the authority and rights of persons regarding the education and supervision of their children;
3. the functioning of the family;
4. family earnings and family budget;

5. the behavior and personal responsibility of children;
6. the ability of the family or a local government to perform the function as contained in the proposed Rule.

#### Poverty Impact Statement

The proposed Rule should not have any known or foreseeable impact on any child, individual or family as defined by R.S. 49:973(B). In particular, there should be no known or foreseeable effect on:

1. the effect on household income, assets, and financial security;
2. the effect on early childhood development and preschool through postsecondary education development;
3. the effect on employment and workforce development;
4. the effect on taxes and tax credits;
5. the effect on child and dependent care, housing, health care, nutrition, transportation, and utilities assistance.

#### Small Business Analysis

The proposed Rule should have no adverse impact on small businesses as defined in the Regulatory Flexibility Act.

#### 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 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 parties may submit written comments to the Louisiana Board of Veterinary Medicine, Attention: Jared B. Granier, Executive Director, via U.S Mail at 5825 Florida Blvd, Baton Rouge, LA 70806 or via e-mail attachment to [director@lsbvm.org](mailto:director@lsbvm.org) or via hand delivery. Comments will be accepted until 3 p.m. on Sunday, May 10, 2026. All written comments must be dated and must include the first and last name, email address, mailing address, phone number, and the original signature of the person submitting the comments.

#### Public Hearing

Interested parties may submit a written request to conduct a public hearing to the Louisiana Board of Veterinary Medicine, Attention: Jared B. Granier, Executive Director, via U.S Mail at 5825 Florida Blvd, Baton Rouge, LA 70806 or via e-mail attachment to [director@lsbvm.org](mailto:director@lsbvm.org) or via hand delivery; however, such request must be received by no later than 3 p.m. on Monday, May 10, 2026. If the criteria set forth in R.S. 49:953(A)(2)(a) are satisfied, a public hearing will be conducted at 1 p.m. on Tuesday, May 26, 2026 at 5825 Florida Blvd, Baton Rouge, LA 70806. To confirm whether or not a public hearing will be held, interested parties should visit the Board’s website at [www.lsbvm.org](http://www.lsbvm.org) after Sunday, May 10, 2026. If a public hearing is to be held, all interested parties are

invited to attend and present data, views, comments, or arguments, orally or in writing. In the event of a hearing, parking is available to the public in front of the Department of Agriculture and Forestry Building at 5825 Florida Blvd, Baton Rouge, LA 70806.

Jared B. Granier  
Executive Director

**FISCAL AND ECONOMIC IMPACT STATEMENT  
FOR ADMINISTRATIVE RULES  
RULE TITLE: Licensure Procedures**

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

There are no anticipated costs or savings to state or local governmental units resulting from the proposed rule change, except for the cost associated with publishing, which is included in the annual operating budget of the Board of Veterinary Medicine (Board).

The proposed rule change will align the rule with the recently revised policy of the test vendor, the International Council of Veterinary Assessment (ICVA). The proposed rule change will continue to limit candidates to no more than five attempts to take the North American Veterinary License Examination (NAVLE); however, any attempts made before December 1, 2025, will not count toward this five-attempt maximum.

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

The proposed rule change is not anticipated to impact 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)**

The proposed rule change will align the rule with the recently revised policy of the test vendor, ICVA. The proposed rule change will continue to limit candidates to no more than five attempts to take the North American Veterinary License Examination (NAVLE); however, any attempts made before December 1, 2025 will not count toward this five-attempt maximum. Those candidates for licensure who previously were ineligible to retake the NAVLE due to reaching the maximum number of attempts will be able to retake the exam. These persons will be required to pay the examination fee of \$825 to ICVA to retake the exam.

The ICVA is a non-profit international organization. Any individual who was over the limit on NAVLE exam attempts will now be allowed more chances, and ICVA revenues will increase by \$825 for each new attempt.

**IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)**

The proposed rule change is not anticipated to impact competition or employment in either the public or private sector.

Jared Granier  
Executive Director  
2604#029

Patrice Thomas  
Deputy Fiscal Officer  
Legislative Fiscal Office

**NOTICE OF INTENT**

**Department of Civil Service  
Board of Ethics**

**Food and Drink Limit (LAC 52:I.1703)**

In accordance with the provisions of the Administrative Procedure Act, R.S. 49:950 et seq., notice is hereby given that the Department of Civil Service, Board of Ethics, has initiated rulemaking procedures to make amendments to the rules for the Board of Ethics to bring the rules into compliance with current statutory provisions and Section 1115.1(C) of the Code of Governmental Ethics.

**Title 52**

**ETHICS**

**Part 1. Board of Ethics**

**Chapter 17. Code of Governmental Ethics**

**§1703. Food and Drink Limit**

A. In accordance with R.S. 42:1115.1(C), beginning on July 1, 2026, the limit for food, drink or refreshments provided in R.S. 42:1115.1A and B is \$84.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 42:1115.1.

**HISTORICAL NOTE:** Promulgated by the Department of Civil Service, Board of Ethics, LR 36:304 (February 2010), amended LR 36:1466 (July 2010), LR 38:1951 (August 2012), LR 39:3062 (November 2013), LR 40:1678 (September 2014), LR 41:1262 (July 2015), LR 44:1237 (July 2018), LR 45:868 (July 2019), LR 46:892 (July 2020), LR 47:852 (July 2021), LR 48:1904 (July 2022), LR 49:1207 (July 2023), LR 50:1162 (August 2024), LR 51:951 (July 2025), LR 52:

**Family Impact Statement**

The proposed Rule changes have no known impact on family formation, stability or autonomy, as described in R.S. 49:972.

**Poverty Impact Statement**

The proposed Rule changes have no known impact on poverty, as described in R.S. 49:973.

**Small Business Analysis**

The proposed Rule should not have any known or adverse impact on small business as described in R.S. 49:978.5.

**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.

**Public Comments**

Interested persons may direct their comments to David Bordelon, Louisiana Board of Ethics, P.O. Box 4368, Baton Rouge, Louisiana 70821, telephone (225) 219-5600, until 4:45 p.m. on May 10, 2026.

David Bordelon  
Ethics Administrator

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

**RULE TITLE: Food and Drink Limit**

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

The proposed rule change is not anticipated to result in any cost or savings to the state or local government units, other than the cost to publish the Notice of Intent and the rule in the State Register.

The proposed rule provides for raising the monetary limit on the receipt of food and drink by a public employee and public servant from \$81 to \$84 due to an increase in the unadjusted Consumer Price Index. This increase goes into effect on July 1, 2026.

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

The proposed rule change has no anticipated 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)**

The proposed rule change affects all public employees and public servants by setting a standard monetary limit on the receipt of food and drink.

**IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)**

The proposed rule change has no anticipated effect on competition and employment.

Kristy Gary  
Deputy Ethics Administrator  
2604#030

Patrice Thomas  
Deputy Fiscal Officer  
Legislative Fiscal Office

**NOTICE OF INTENT**

**Board of Elementary and Secondary Education**

Bulletin 111—The Louisiana School, District, and State  
Accountability System  
Transfer of Middle School Algebra I Scores  
(LAC 28:XI.1903)

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 (BESE) proposes to amend LAC 28:XI in *Bulletin 111—The Louisiana School, District, and State Accountability System*. LEAP 2025 scores for middle school students will be used in calculating the school performance scores for both the middle school and the appropriate receiving high school for two years until the administration of comprehensive exams in spring 2028. USDOE has waived the requirements in ESEA section 1110b)(2)(C) and the corresponding regulation 34 CFR §200.5(b) to permit the use of a student’s performance on a single assessment administration for multiple years of statewide accountability.

**Title 28**

**EDUCATION**

**Part XI. Accountability/Testing**

**Subpart 1. Bulletin 111—The Louisiana School, District, and State Accountability System**

**§1903. Inclusion of Students**

A. - C. ...

D. When eighth grade students only participate in the Algebra I test but not the grade-level math assessment, the Algebra I test results will be used in the middle school assessment index in the numerator and the denominator. The high school LEAP 2025 score will be used in middle school results for the year in which the assessment is taken, and the score will be banked for use in the high school score once the student arrives in ninth grade.

E. Test scores of mastery or advanced earned by students at a middle school will also be included in the SPS calculations of the high school to which the student transfers. The scores for the high school will be included in the accountability cycle that corresponds with the students’ first year of high school. LEAP 2025 approaching basic and unsatisfactory achievement levels will not be transferred, or banked, to the high school. Such students will retake the test during summer remediation or at the high school, and the highest achievement level earned by the student from the first (middle school) or second administration of the test will be used in the calculation of the high school assessment indicator in the first year of high school.

F. If the high school LEAP 2025 result earned by students at a middle school is transferred, or banked, to the high school, the progress index result for the relevant assessment will also be transferred.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:6, R.S. 17:6.1, and R.S. 17:10.1.

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 50:1632 (November 2024), amended LR 52:214 (February 2026), LR 52:

**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 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 2014 Regular Legislative Session. In particular, there should be no known or foreseeable effect on:

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

**Public Comments**

Interested persons may submit written comments via the U.S. Mail until noon, May 10, 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: Bulletin 111—The Louisiana School, District, and State Accountability System—Transfer of Middle School Algebra I Scores**

- I. ESTIMATED IMPLEMENTATION COSTS (SAVINGS) TO STATE OR LOCAL GOVERNMENTAL UNITS (Summary)  
The proposed rule change will not result in implementation costs or savings to state or local governmental units. The proposed rule change provides a two year transition period in the statewide accountability system to allow scores for middle school students taking high school courses to be used in

- calculating the school performance scores for both the middle school and the appropriate receiving high school until the administration of high school comprehensive assessments in spring 2028.
- 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)  
The proposed rule change may result in higher school performance scores for high schools receiving students who earned credit for high school courses while in middle school and took the corresponding end of course assessment.
- IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)  
The proposed rule change may produce improved school and district performance scores and letter grades resulting in increased student competition for enrollment by parents seeking schools with reported better academic results.

Beth Scioneaux  
Deputy Superintendent  
2604#041

Patrice Thomas  
Deputy Fiscal Officer  
Legislative Fiscal Office

**NOTICE OF INTENT**

**Board of Elementary and Secondary Education**

Bulletin 119—Louisiana School Transportation Specifications and Procedures—Speed Limits (LAC 28:CXIII.907)

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 (BESE) proposes to amend LAC 28:CXIII in *Bulletin 119—Louisiana School Transportation Specifications and Procedures*. Consultation with State Police and Department of Transportation and Development concluded that existing state regulations and BESE policy create conflicting expectations for school bus drivers and law enforcement. Revisions align BESE policy with Louisiana transportation statutes in Title 32.

**Title 28  
EDUCATION**

**Part CXIII. Bulletin 119—Louisiana School Transportation Specifications and Procedures  
Chapter 9. Vehicle Operation  
§907. Intersections, Turns, Driving Speeds, and Interstate Driving**

- A. - B.4. ...
- C. Driving Speeds. The maximum speed for school buses shall be in accordance with Louisiana Revised Statutes under Title 32, Motor Vehicles and Traffic Regulation.
- C.1. - 2. Repealed.
- D. - D.2. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:158, R.S. 17:160-161, R.S. 17:164-166, and R.S. 32:62.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:835 (May 1999), amended LR 25:2169 (November 1999), LR 36:1472 (July 2010), LR 37:3204 (November 2011), LR 42:231 (February 2016), LR 52:

### 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 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 2014 Regular Legislative Session. In particular, there should be no known or foreseeable effect on:

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

### Public Comments

Interested persons may submit written comments via the U.S. Mail until noon, May 10, 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: **Bulletin 119—Louisiana School Transportation Specifications and Procedures—Speed Limits**

- I. ESTIMATED IMPLEMENTATION COSTS (SAVINGS) TO STATE OR LOCAL GOVERNMENT UNITS (Summary)  
There are no anticipated implementation costs or savings to state or local governmental units due to the proposed rule change. The proposed rule change aligns State Board of Elementary and Secondary Education (BESE) policy regarding school bus speed limits with Louisiana transportation statutes in Title 32.
- II. ESTIMATED EFFECT ON REVENUE COLLECTIONS OF STATE OR LOCAL GOVERNMENTAL UNITS (Summary)  
There are no anticipated impacts 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)  
The rule change will permit school bus drivers to comply with posted speed limits without being in violation of BESE policy, which limited the maximum speed limit of a school bus to 55 miles per hour.
- IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)  
There is no anticipated impact on competition and employment as a result of the proposed rule change.

Beth Scioneaux  
Deputy Superintendent  
2604#042

Patrice Thomas  
Deputy Fiscal Officer  
Legislative Fiscal Office

## NOTICE OF INTENT

### Board of Elementary and Secondary Education

Bulletin 141—Louisiana English Language Arts Student Standards—ELA Content Standards (LAC 28:CLXIX.Chapters 1-23)

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 (BESE) proposes to amend LAC 28:CLXIX in *Bulletin 141—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.

#### Title 28 EDUCATION

#### Part CLXIX. Bulletin 141—Louisiana English Language Arts Student Standards

##### Chapter 1. Introduction

##### §101. Introduction

A. The Louisiana student standards define what a public school student should know or be able to accomplish at the end of a specific time period or grade level or at the completion of a course. The standards represent the knowledge and skills needed for students to successfully transition from each grade and ultimately to postsecondary education and the workplace.

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 42:1019 (July 2016), amended LR 52:

##### Chapter 3. Kindergarten

##### §301. Reading Literature

A. With prompting and support, ask and respond to questions about key details in a text.

B. - C. ...

D. With prompting and support, ask and respond to questions about unknown words in a text.

E. ...

F. With prompting and support, define the role of the author and the illustrator in presenting a story.

G. ...

H. With prompting and support, compare and contrast the experiences of characters in familiar stories.

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 42:1020 (July 2016), amended LR 52:

##### §303. Reading Informational Text

A. With prompting and support, ask and respond to questions about key details in a text.

B. - C. ...

D. With prompting and support, ask and respond to questions about unknown words in a text.

E. Identify various text features of the front and back cover of a book.

F. With prompting and support, define the role of the author and the illustrator in presenting the ideas or information in a text.

G. - 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 42:1020 (July 2016), amended LR 52:

##### §305. Reading Foundations

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

1. Track words from left to right, top to bottom, and page by page.

2. - 3. ...

4. Identify and name all upper- and lowercase letters of the alphabet.

5. Locate a word on a page.

6. Distinguish between letters and words.

7. Recognize features of a sentence, including capitalization, words separated by spaces, and ending punctuation.

8. Accurately form all uppercase and lowercase letters using appropriate directionality as it relates to the routine and steps involved in letter formation.

B. - B.4 ...

5. Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

6. Segment and blend phonemes in single-syllable spoken words.

C. Know and apply grade-appropriate phonics and word analysis skills in decoding words.

1. - 2. ...

3. Read grade-appropriate, regular and irregular words with known spellings or spelling patterns with automaticity.

4. ...

5. Encode CVC words.

D. Read grade-level decodable texts with accuracy, automaticity, and understanding.

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:

##### §307. Writing

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

B. Use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

C. Use a combination of drawing, dictating, and/or writing to create narratives with the events in chronological order.

D. With guidance and support, orally respond to questions and suggestions from adults and peers and add details to strengthen drawings, dictations, and/or written expression as needed.

E. With guidance and support from adults explore a variety of digital tools by participating in the production of a published work.

F. With guidance and support from adults, participate in shared research and writing projects.

G. With guidance and support from adults, use information from experiences and gather additional information from provided sources to answer a question.

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:

### §309. Speaking and Listening

A. Engage in collaborative discussions about grade-level topics and texts with peers and adults in a variety of group settings.

1. ...

2. Continue a conversation through at least two relevant exchanges.

B. Confirm understanding of a text read aloud or information presented orally or through other media by asking and responding to questions about key details and requesting clarification if something is not understood.

C. Ask and respond to questions about what a speaker says to seek help, information, or clarification.

D. With prompting and support, provide additional details when describing familiar people, places, things, and events.

E. Provide additional details of given descriptions by adding drawings or other visual displays.

F. Speak clearly and at an understandable pace to express thoughts, feelings, and ideas effectively.

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:

### §311. Language

A. - A.1. ...

2. Use frequently occurring nouns, verbs, and prepositions.

3. Form regular plural nouns orally by adding /s/ or /es/.

4. Understand and use question words (interrogatives).

5. Repealed.

A.6. - B.2. ...

3. Write a letter or letters (graphemes) for most consonant and short-vowel sounds (phonemes).

4. Encode simple words phonetically, drawing on knowledge of sound-letter relationships.

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

1. With guidance and support, identify new meanings for familiar words and apply them accurately.

2. With guidance and support, use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.

D. ...

1. Sort common objects into categories to gain a sense of the concepts the categories represent.

2. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their synonyms and antonyms.

3. Identify real-life connections between words and their use.

4. Repeal.

E. Use words and phrases acquired through conversations, reading and read alouds, when communicating about.

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:

## Chapter 5. Grade 1

### §501. Reading Literature

A. Ask and respond to questions about key details in a text.

B. Retell stories, including key details, and determine the central message or lesson.

C. Repealed.

D. - E. ...

F. Explain the differences between books that tell stories and books that give information.

G. - H. ...

I. Compare and contrast the experiences of characters in stories.

J. With prompting and support, read grade-level prose and poetry.

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:

### §503. Reading Informational Text

A. Ask and respond to questions about key details in a text.

B. - C. ...

D. Ask and respond to questions to help determine or clarify the meaning of words and phrases in a text.

E. Know and use various text features (e.g., headings, tables of contents, glossaries) to locate key facts or information in a text.

F. - I. ...

J. With prompting and support, read grade-level informational texts.

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:

### §505. Reading Foundations

A. ...

1. Compose sentences utilizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

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

B. - B.4. ...

C. Know and apply grade-appropriate phonics and word analysis skills in decoding words.

1. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs.

2. Decode and encode regularly spelled one-syllable words with known phonetic patterns.

3. - 5. ...

6. Read grade-appropriate words with inflectional endings.

7. Read grade-appropriate irregularly spelled words, utilizing known spelling patterns.

8. Decode and encode simple words with r-controlled vowels.

D. Read grade-level decodable texts with sufficient accuracy and fluency to support comprehension.

1. Read with automaticity and appropriate prosody or expression.

2. Repealed.

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 42:1022 (July 2016), amended LR 52:

### §507. Writing

A. Write opinion pieces about a topic or text, including a reason for the opinion and provide a concluding statement.

B. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide a concluding statement.

C. Write narratives in which they recount two or more appropriately sequenced events, include relevant details, temporal words (e.g., first, next, last) to signal event order, and provide some sense of closure.

D. ...

E. With guidance and support from adults and in collaboration with peers, use a variety of digital tools to produce and publish writing.

F. Participate in shared research and writing projects.

G. With guidance and support from adults, use information from experiences and ~~or~~ gather information from provided sources to answer a question.

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:

### §509. Speaking and Listening

A. Engage in collaborative discussions about grade-level topics and texts with peers and adults in a variety of group settings.

1. Follow agreed-upon rules for discussions (e.g., actively listening to others and taking turns, speaking about the topics and texts under discussion).

2. Build on others' ideas during conversations by responding to the comments of others through at least two relevant exchanges.

3. ...

B. Ask and respond to questions about key details in a text read aloud or information presented orally or through other media.

C. Ask and respond to questions about what a speaker says to gather additional information or seek clarification.

D. Describe people, places, things, and events with relevant details, expressing ideas and feelings effectively, speaking clearly at an understandable pace.

E. Clarify ideas, thoughts, and feelings included in descriptions by adding drawings or other visual displays.

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 42:1022 (July 2016), amended LR 52:

### §511. Language

A. - A.2. ...

3. Use singular and plural nouns with matching verbs in basic sentences.

4. Use personal and possessive pronouns.

5. Use verbs to convey a sense of past, present, and future.

6. ...

7. Use frequently occurring conjunctions.

8. ...

9. Use frequently occurring prepositions.

A.10. - B.1. ...

2. Use appropriate punctuation for each sentence type.

3. ....

4. Apply known spelling patterns to encode both commonly spelled words and frequently occurring irregular words.

5. Utilize known spelling patterns to encode untaught words.

C. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies.

1. ...

2. Use knowledge of frequently occurring affixes to interpret meaning of a word.

3. Identify frequently occurring root words and their inflectional forms.

D. ...

1. Sort words into categories to gain a better understanding of the concepts the categories represent.

2. Categorize words by describing one or more of their key distinguishing attributes.

3. Identify real-life connections between words and their distinguishing characteristics.

4. ...

E. Use words and phrases acquired through conversations, reading and read alouds, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

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:

## Chapter 7. Grade 2

### §701. Reading Literature

A. Demonstrate understanding of key details of a text by asking and responding to who, what, where, when, why, and how questions.

B. Recount stories, including fables and folktales from a variety of traditions; determine their central message, lesson, or moral.

C. - D. ...

E. Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.

F. Identify differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

G. ...

H. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) 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:

### §703. Reading Informational Text

A. Demonstrate understanding of key details of a text by asking and responding to who, what, where, when, why, and how questions.

B. - D. ...

E. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes) to locate key facts or information in a text efficiently.

F. ...

G. Explain how specific images 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:

### **§705. Reading Foundations**

A. Use knowledge of grade-appropriate phonics and word analysis skills to decode words.

1. Decode and encode words with variable vowel teams and vowel diphthongs.

2. Decode and encode words with open and closed syllables and consonants.

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

4. Decode and encode words with common prefixes and suffixes.

5. Repealed.

6. Read grade-appropriate irregularly spelled words, including silent letter combinations, utilizing known spelling patterns.

B. Read grade-level decodable texts with sufficient accuracy and fluency to support comprehension.

1. Read with automaticity and appropriate prosody or expression.

2. Repealed.

3. ...

C. Print letters, words, and sentences legibly utilizing accurate conventions of print.

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

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:

### **§707. Writing**

A. Write opinion pieces about a topic or text. in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

1. State an opinion.

2. Supply reasons that support the opinion.

3. Use linking words to connect opinion and reasons.

4. Provide a concluding statement or section.

B. Write informative/explanatory texts.

1. Introduce a topic.

2. Use facts and definitions to develop points.

3. Provide a concluding statement or section.

C. Write narratives in which they recount a well-elaborated event or short sequence of events, include relevant details to describe actions, thoughts, and feelings, use temporal and/or transitional words to signal event order, and provide a conclusion.

D. ...

E. With guidance and support from adults and in collaboration with peers, use a variety of digital tools to produce and publish writing.

F. Participate in shared research and writing projects.

G. Use information from experiences and gather additional information from provided sources to answer a question.

H. With guidance and support from adults, produce writing in which the development is appropriate to the task and purpose.

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:

### **§709. Speaking and Listening**

A. Engage in collaborative discussions about grade-level topics and texts with peers and adults in a variety of group settings.

1. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).

A.2. - B. ...

C. Ask and respond to questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

D. Tell a story or recount an experience effectively, including with appropriate facts and relevant details, speaking clearly at an understandable pace.

E. With guidance and support from adults and/or peers, present stories or poems while using drawings or other visual displays to support ideas, thoughts, and feelings accurately.

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:

### **§711. Language**

A. ...

1. Use collective nouns.

2. Use frequently occurring irregular plural nouns.

3. Use reflexive pronouns and indefinite pronouns.

4. Use the past tense of frequently occurring irregular verbs.

5. Effectively use adjectives and adverbs.

6. Produce, expand, and rearrange complete simple and compound sentences.

B. - B.3. ...

4. Generalize learned spelling patterns when writing words.

5. Consult reference materials, when appropriate, to confirm or correct spellings.

C. - C.1. ...

D. 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.

2. Use knowledge of root words and affixes to determine the meaning of unfamiliar words in grade-level content.

3. Use a known root word to determine the meaning of an unknown word with the same root.

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

5. Consult reference materials, both print and digital, to determine or clarify the meaning of words and phrases.

E. ...

1. Use appropriate descriptive language to connect words to real-life experiences.

2. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

F. Use words and phrases acquired through conversations, reading, read alouds, and responding to texts, including using adjectives and adverbs to provide descriptions.

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:

## **Chapter 9. Grade 3**

### **§901. Reading Literature**

A. Refer explicitly to details and examples from a text by asking and responding to questions.

B. Recount stories, including fables, folktales, and myths from a variety of traditions; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

C. - 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 42:1025 (July 2016), amended LR 52:

### **§903. Reading Informational Text**

A. Refer explicitly to details and examples from a text by asking and responding to questions.

B. - F. ...

G. Use information gained from illustrations (e.g., maps, photographs) and the words in a text, both print and cursive, to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

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 42:1025 (July 2016), amended LR 52:

### **§905. Reading Foundations**

A. Know and apply grade-appropriate phonics and word analysis skills in decoding words.

1. ...

2. Decode and encode words with common Greek and Latin roots and affixes.

3. Decode and encode multisyllabic words with stressed and unstressed syllables.

4. ...

B. Read grade-level texts with sufficient accuracy and fluency to support comprehension.

1. Read with automaticity and appropriate prosody or expression.

2. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

3. - 4. Repealed.

C. Demonstrate and apply handwriting skills.

1. Write words and sentences legibly using correctly-formed manuscript letters with appropriate size and spacing.

2. Write complete words, thoughts, and sentences legibly in cursive leaving appropriate spaces between words.

3. 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 42:1025 (July 2016), amended LR 52:

### **§907. Writing**

A. Write multi-paragraph opinion pieces on topics or texts, supporting a point of view with reasons.

1. Introduce the topic or text they are writing about, state an opinion, and organize related reasons together in paragraphs.

2. - 4. ...

B. Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.

1. Introduce a topic and group related information together in paragraphs; include illustrations when useful to aiding comprehension.

2. - 4. ...

C. Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

1. Establish a situation and introduce a narrator and/or characters; organize the sequence of events logically.

2. ...

3. Use temporal and/or transitional words and phrases to signal event order.

4. Provide a clear conclusion.

D. Produce writing in which the development and organization are appropriate to the task and purpose.

E. - F. ...

G. Conduct research that builds knowledge about a topic.

H. Use information from experiences and gather information from print and digital sources.

1. Take brief notes on sources.

2. Sort evidence into provided categories.

I. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.

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 42:1025 (July 2016), amended LR 52:

### **§909. Speaking and Listening**

A. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-level topics and texts, building on others' ideas and expressing their own clearly.

1. ...

2. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).

3. ...

4. Explain their own ideas and understanding, considering the discussion.

B. Determine the main ideas and supporting details of a text read aloud or information presented in various media and formats.

C. Ask and respond to questions about information from a speaker, offering appropriate elaboration and detail.

D. Present on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

E. Create engaging multimedia recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays to emphasize or enhance certain facts or details.

F. Speak in complete sentences when appropriate to the task, audience, and situation in order to provide requested detail or clarification.

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 42:1026 (July 2016), amended LR 52:

### §911. Language

A. - A.1. ...

2. Use regular and irregular plural nouns.

3. Use abstract nouns.

4. Use regular and irregular verbs.

5. Use the simple verb tenses.

6. ...

7. Use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

A.8. - B.4. ...

5. Apply learned conventions when spelling words with regular and irregular spelling patterns and when adding suffixes to root words.

6. Repealed.

7. Consult reference materials, when appropriate, to confirm or correct spellings.

C. - C.2. ...

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

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

2. Use knowledge of root words and affixes to determine the meaning of unfamiliar words in grade-level content.

3. Use a known root word to determine the meaning of an unknown word with the same root.

4. Consult reference materials, both print and digital, to determine or clarify the precise meaning of key words and phrases.

E. ...

1. Distinguish the literal and nonliteral meanings of words and phrases in context.

2. Use appropriate vocabulary to connect words to real-life applications.

3. ...

F. Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

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 42:1026 (July 2016), amended LR 52:

## Chapter 11. Grade 4

### §1101. Reading Literature

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

B. - G. ...

H. Compare and contrast how similar themes and topics are addressed (e.g., opposition of good and evil) and patterns

of events (e.g., the quest) in stories, myths, and traditional literature 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 42:1027 (July 2016), amended LR 52:

### §1103. Reading Informational Text

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

B. - F. ...

G. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, or timelines) and explain how the information contributes to an understanding of the text in which it appears.

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 42:1027 (July 2016), amended LR 52:

### §1105. Reading Foundations

A. Know and apply grade-appropriate phonics and word analysis skills in decoding and encoding words.

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

B. Read grade-level texts with sufficient accuracy and fluency to support comprehension.

1. Read with automaticity and appropriate prosody or expression.

2. Repealed.

3. ...

C. Demonstrate and apply handwriting skills.

1. Write words and sentences legibly using correctly-formed manuscript letters with appropriate size and spacing.

2. Write complete words, thoughts, and sentences legibly in cursive leaving appropriate spaces between words.

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:

### §1107. Writing

A. Write multi-paragraph opinion pieces on topics or texts, supporting a point of view with reasons and information.

1. Introduce a topic or text clearly, state an opinion, and organize related reasons together in paragraphs.

2. - 4. ...

B. Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.

1. ...

2. Develop the topic with facts and definitions including concrete details, quotations, or other information and examples related to the topic.

3. - 5. ...

C. Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize the sequence of events logically.

C.2. - F. ...

G. Conduct research that builds knowledge through investigation of different aspects of a topic.

H. Use relevant information from experiences and gather relevant information from print and digital sources.

1. Take notes and categorize information.
2. Provide a list of sources.

I. Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research based on grade-level reading standards.

1. - 2. Repealed.

J. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.

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:

### **§1109. Speaking and Listening**

A. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-level topics and texts, building on others' ideas and expressing their own clearly.

1. - 4. ...

B. Paraphrase portions of a text read aloud or information presented in various media and formats.

C. ...

D. Present on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

E. Enhance the development of main ideas or themes of presentations by incorporating multimedia elements, including recordings and visual displays.

F. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to the task, audience, and situation.

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:

### **§1111. Language**

A. ...

1. Use relative pronouns and relative adverbs.
2. Use the progressive verb tenses.
3. Use modal auxiliary verbs to convey various conditions.
4. Order adjectives within sentences according to conventional patterns.
5. Use prepositional phrases.
6. Use complete sentences, avoiding the use of fragments and run-ons.
7. Use frequently confused words correctly (e.g., to, too, two; there, their).

B. - C.2. ...

3. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

D. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content, choosing flexibly from a range of strategies.

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

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

3. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

E. ...

1. Explain the meaning of simple similes and metaphors in context.

2. Identify and explain the meaning of common idioms, adages, and proverbs.

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:

## **Chapter 13. Grade 5**

### **§1301. Reading Literature**

A. Cite relevant evidence from a text when explaining what the text says explicitly and when drawing inferences.

B. ...

C. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

D. - G. ...

H. Compare and contrast stories in the same genre on their approaches to similar themes and topics.

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 42:1029 (July 2016), amended LR 52:

### **§1303. Reading Informational Text**

A. Cite relevant evidence from a text when explaining what the text says explicitly and when drawing inferences from the text.

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 42:1029 (July 2016), amended LR 52:

### **§1305. Reading Foundations**

A. Know and apply grade-appropriate phonics and word analysis skills in decoding and encoding words.

B. 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.

C. Read grade-level texts with sufficient accuracy and fluency to support comprehension.

1. Read with automaticity and appropriate prosody or expression.

2. Repealed.

3. ...

D. Demonstrate and apply both manuscript and cursive handwriting skills.

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:

### **§1307. Writing**

A. Write multi-paragraph opinion pieces on topics or texts, supporting a point of view or claim with reasons and information.

1. Provide a thesis statement that introduces a topic or text clearly, states an opinion, and introduces an organizational structure that logically groups related ideas and information.

2. - 4. ...

B. Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.

1. Provide a thesis statement that introduces a topic clearly, provide a general observation and focus, and group related information logically.

2. Develop the topic with facts and definition, concrete details, quotations, or other information and/or examples related to the topic.

3. - 5. ...

6. Include formatting (e.g., headings, illustration, and multimedia when useful to aiding comprehension).

C. Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize the sequence of events logically.

2. - 4. ...

5. Provide an appropriate conclusion that follows from the narrated experiences or events.

D. - F. ...

G. Conduct research that uses several sources to build knowledge through investigation of different aspects of a topic.

H. Use relevant information from experiences and gather relevant information from print and digital sources.

1. Summarize or paraphrase information in notes and finished work.

2. Provide a list of sources.

I. Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research based on grade-level standards.

1. - 2. Repealed.

J. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.

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:

### **§1309. Speaking and Listening**

A. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-level topics and texts, building on others' ideas and expressing their own clearly.

1. - 3. ...

4. Review the key ideas expressed and draw conclusions considering the information and knowledge gained from the discussions.

B. Summarize a written text read aloud or information presented in various media and formats.

C. ...

D. Present on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

E. Enhance the development of main ideas or themes of presentations by including multimedia components.

F. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to the task, audience, and situation.

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:

### **§1311. Language**

A. ...

1. Explain the function of conjunctions, prepositions, and interjections and their function in particular sentences.

2. Use the perfect verb tenses.

3. ...

4. Maintain consistent and logical verb choices, avoiding improper shifts in verb tense.

5. Use correlative conjunctions.

B. - B.2. ...

3. Use a comma to set off the words *yes* and *no*, to set off a tag question from the rest of the sentence, and to indicate direct address.

B.4. - C.2. ...

D. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content, choosing flexibly from a range of strategies.

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

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

3. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

E. - E.1. ...

2. Identify and interpret the meaning of common idioms, adages, and proverbs.

3. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the meanings.

4. Repealed.

F. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

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:

## **Chapter 15. Grade 6**

### **§1501. Reading Literature**

A. Cite relevant textual evidence that strongly supports analysis of what the text says explicitly as well as inferences drawn from the text; quote from texts accurately.

B. Determine a theme or central idea of a text and how it is conveyed through particular details; provide an objective summary.

C. Describe how a particular story or drama’s plot unfolds in a series of episodes as well as how the characters respond or change.

D. - G. ...

H. Explain how an author develops the point of view of the narrator or speaker in a text.

I. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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:

### **§1503. Reading Informational Text**

A. Cite relevant textual evidence that strongly supports analysis of what the text says explicitly as well as inferences drawn from the text; quote from texts accurately.

B. Determine a central idea of a text and how it is conveyed through particular details; provide an objective summary of the text.

C. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

D. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

E. - 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:

### **§1505. Writing**

A. Write multi-paragraph arguments to support claims with clear reasons and relevant evidence.

1. Provide a thesis statement that introduces a claim(s) and establishes a structure that clearly organizes the supporting reasons and evidence.

2. Support claim(s) with clear reasons and relevant evidence from credible sources, and demonstrating an understanding of the topic or text.

3. - 5. ...

B. Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

1. Provide a thesis statement that introduces a topic clearly, provides a general observation and focus, and groups related information logically.

2. - 5. ...

6. Provide a concluding section that follows from the information or explanation presented.

7. Organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.

C. Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

1. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize the sequence of events logically.

2. Use narrative techniques appropriate to the task, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

3. - 4. ...

5. Provide an appropriate conclusion that follows from the narrated experiences or events.

D. - F. ...

G. Conduct research to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

H. Gather relevant information from multiple print and digital sources.

1. Use search terms effectively.

2. Assess the credibility and accuracy of each source.

3. Quote or paraphrase the data and conclusions of others while avoiding plagiarism.

4. Follow a standard format for citation.

I. Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research based on grade-level reading standards.

1. - 2. Repealed.

J. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.

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:

### **§1507. Speaking and Listening**

A. Engage effectively in a range of collaborative on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.

1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to relevant evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

2. - 4. ...

B. Interpret information presented in various media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

C. ...

D. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate directionality, adequate volume, and clear pronunciation.

E. Include multimedia components and visual displays in presentations to clarify information.

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 42:1033 (July 2016), amended LR 52:

### **§1509. Language**

A. - A.1. ...

2. Use intensive pronouns.

3. Maintain appropriate shifts in pronoun number and person.

4. Use pronouns that clearly and logically connect to antecedents.

5. Use strategies to improve expression in conventional language when variations from standard English exist in their own and others' writing and speaking.

B. - B.1. ...

2. Spell correctly, consulting references as needed.

C. - C.2. ...

D. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content, choosing flexibly from a range of strategies.

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

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

3. Consult various reference materials to determine or verify the pronunciation, part of speech, and meaning of a word.

4. Repealed.

E. ...

1. Interpret figures of speech, including personification, in context and analyze their role in the text.

2. Use the relationship between particular words to better understand each of the words.

3. Distinguish among the connotations of words with similar denotations.

F. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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 42:1033 (July 2016), amended LR 52:

## **Chapter 17. Grade 7**

### **§1701. Reading Literature**

A. Cite several pieces of relevant textual evidence that strongly supports analysis of what the text says explicitly as well as inferences drawn from the text; quote and paraphrase from texts accurately.

B. ...

C. Analyze how particular elements of a story or drama interact.

D. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of sound devices within poetry and prose; analyze the impact of specific word choice on meaning and tone.

E. - G. ...

H. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction portray the past.

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 42:1033 (July 2016), amended LR 52:

### **§1703. Reading Informational Text**

A. Cite several pieces of relevant textual evidence that strongly supports analysis of what the text says explicitly as well as inferences drawn from the text; quote and paraphrase from texts accurately.

B. Determine a central idea in a text and analyze its development over the course of the text; provide an objective summary of the text.

C. Analyze the interactions between individuals, events, and ideas in a text.

D. - H. ...

I. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or promoting different interpretations of facts.

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 42:1034 (July 2016), amended LR 52:  
**§1705. Writing**

A. Write multi-paragraph arguments to support claims with clear reasons and relevant evidence.

1. Provide a thesis statement that introduces a claim(s), acknowledge alternate or opposing claims, and establishes a structure that logically organizes the reasons and evidence.

2. Support claim(s) with logical reasoning and relevant evidence, from accurate and credible sources, demonstrating an understanding of the topic or text.

3. - 4. ...

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

B. Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

1. Provide a thesis statement that introduces a topic clearly, previewing what is to follow, provides a general observation and focus, and groups related information logically.

2. - 5. ...

6. Provide a concluding section that follows from and supports the information or explanation presented.

7. Organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

C. Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

1. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize the sequence of events logically.

2. Use narrative techniques appropriate to the task, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

3. - 4. ...

5. Provide an appropriate conclusion that follows from and reflects on the narrated experiences or events.

D. - E. ...

F. Use technology to produce and publish writing linking to and citing sources, either independently or in collaboration with others.

G. Conduct research to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

H. Gather relevant information from multiple print and digital sources.

1. Use search terms effectively.
2. Assess the credibility and accuracy of each source.
3. Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
4. Follow a standard format for citation.

I. Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research based on grade-level reading standards.

1. - 3. Repealed.

J. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.

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 42:1034 (July 2016), amended LR 52:

### **§1707. Speaking and Listening**

A. Engage effectively in a range of collaborative discussions about grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

1. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to relevant evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

2. - 4. ...

B. Analyze the main ideas and supporting details presented in various media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

C. ...

D. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate directionality, adequate volume, and clear pronunciation.

E. Include multimedia components in presentations to clarify information, claims, and findings and emphasize salient points.

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 42:1035 (July 2016), amended LR 52:

### **§1709. Language**

A. - A.2. ...

3. Use phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

B. ...

1. Use a comma to separate coordinate adjectives.
2. Spell correctly, consulting references as needed.

C. ...

1. Choose language that expresses ideas precisely and concisely, without wordiness and redundancy.

2. Maintain consistency in style and tone.

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

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

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

3. Consult various reference materials to determine or verify the pronunciation, part of speech, and meaning of a word.

4. Repealed.

E. ...

1. Interpret figures of speech, including allusions, in context and analyze their role in the text.

2. Use the relationship between particular words to better understand each of the words.

3. Distinguish among the connotations of words with similar denotations.

F. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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 42:1035 (July 2016), amended LR 52:

## **Chapter 19. Grade 8**

### **§1901. Reading Literature**

A. Cite and paraphrase the relevant textual evidence that most strongly supports ~~an~~ analysis of what the text says explicitly as well as inferences drawn from the text.

B. - G. ...

H. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional texts, stories, or foundational religious works; describe how the material is rendered new.

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 42:1035 (July 2016), amended LR 52:

### **§1903. Reading Informational Text**

A. Cite and paraphrase the relevant textual evidence that most strongly supports ~~an~~ analysis of what the text says explicitly as well as inferences drawn from the text.

B. ...

C. Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

D. - 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 42:1036 (July 2016), amended LR 52:

### **§1905. Writing**

A. Write multi-paragraph arguments to support claims with clear reasons and relevant evidence.

1. Provide a thesis statement that introduces a claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and establishes a structure that logically organizes the reasons and evidence.

2. Support claim(s) with logical reasoning and relevant evidence from accurate and credible sources, demonstrating an understanding of the topic or text.

3. - 4. ...

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

B. Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

1. Provide a thesis statement that introduces a topic clearly, previewing what is to follow, provides a general observation and focus, and groups related information logically.

2. Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.

3. - 5. ...

6. Provide a concluding section that follows from and supports the information or explanation presented.

7. Organize ideas, concepts, and information into broader connected categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

C. Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

1. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize the sequence of events logically.

2. Use narrative techniques appropriate to the task, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

3. - 4. ...

5. Provide an appropriate conclusion that follows from and reflects on the narrated experiences or events.

D. - E. ...

F. Use technology to produce and publish writing and present the relationships between information and ideas efficiently, either independently or in collaboration with others.

G. Conduct research to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

H. Gather relevant information from multiple print and digital sources.

1. Use search terms effectively.

2. Assess the credibility and accuracy of each source.

3. Quote or paraphrase the data and conclusions of others while avoiding plagiarism.

4. Follow a standard format for citation.

I. Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research based on grade-level reading standards.

1. - 2. Repealed.

J. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.

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 42:1036 (July 2016), amended LR 52:

### **§1907. Speaking and Listening**

A. Engage effectively in a range of collaborative discussions about grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

1. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to relevant evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

2. - 4. ...

B. Analyze the purpose of information presented in various media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

C. ...

D. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate directionality, adequate volume, and clear pronunciation.

E. Integrate multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.

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 42:1037 (July 2016), amended LR 52:

### **§1909. Language**

A. - A.1. ...

2. Use verbs in the active and passive voice.

3. Use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

4. Maintain consistent and logical verb voice and mood.

B. - B.2. ...

3. Spell correctly, consulting references as needed.

C. ...

1. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular.

2. Maintain consistency in style and tone.

D. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade-level texts and content, choosing flexibly from a range of strategies.

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

2. Use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word (e.g., precede, recede, secede).

3. Consult various reference materials to determine or verify the pronunciation, part of speech, and meaning of a word.

4. Repealed.

E. ...

1. Interpret figures of speech, including verbal irony and puns, in context and analyze their role in text.

2. ...

3. Distinguish among the connotations of words with similar denotations.

F. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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 42:1037 (July 2016), amended LR 52:

## Chapter 21. Grades 9 and 10

### §2101. Reading Literature

A. Cite and paraphrase relevant and thorough textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.

B. ...

C. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

D. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

E. ...

F. Analyze a particular point of view or traditional experience reflected in works of literature, drawing on a wide reading of world literature.

G. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

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 42:1038 (July 2016), amended LR 52:

### §2103. Reading Informational Text

A. - B.

C. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

D. - E. ...

F. Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.

G. ...

H. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, Lincoln's Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

I. Cite and paraphrase relevant and thorough textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.

J. By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

K. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

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:

### §2105. Writing

A. Write multi-paragraph arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. Provide a thesis statement that introduces a precise claim(s), distinguish the claim(s) from alternate or opposing claims, and creates an organizational structure for establishing

clear relationships among claim(s), counterclaims, reasons, and evidence.

2. Develop claim(s) and counterclaims, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

3. - 4. ...

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

B. Write multi-paragraph informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

1. Provide a thesis statement that introduces a topic clearly, provides a general observation and focus, and groups related information logically.

2. - 5. ...

6. Provide a concluding section that follows from and supports the information or explanation presented, articulating implications or the significance of the topic.

C. Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

1. ....

2. Use narrative techniques appropriate to the task, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters.

3. - 4. ...

5. Provide an appropriate conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

D. - E. ...

F. Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

G. Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

H. Gather relevant information from multiple authoritative sources.

1. Use search terms effectively.

2. Assess the credibility and accuracy of each source.

3. Assess the strengths and limitations of each source in terms of the task, purpose, and audience.

4. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism.

5. Follow a standard format for citation.

I. Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research based on grade-level reading standards.

1. - 2. Repealed.

J. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.

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:

### §2107. Speaking and Listening

A. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) about grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to relevant evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

2. - 3. ...

4. Respond thoughtfully to varied viewpoints, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

B. Integrate multiple sources of information presented in various media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

C. - D. ...

E. Make strategic use of multimedia components in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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 42:1039 (July 2016), amended LR 52:

### §2109. Language

A. - A.1. ...

2. Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations.

B. ...

1. Use a semicolon with or without a conjunctive adverb to link two or more closely related independent clauses.

2. Use a colon to introduce a list, a quotation, example, or elaboration.

3. Spell correctly, consulting references as needed.

C. ...

1. Compose and edit work to conform to the guidelines in a style manual appropriate for the discipline and writing type.

D. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content, choosing flexibly from a range of strategies.

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

2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.

3. Consult various reference materials to determine or verify the pronunciation, part of speech, etymology, and meaning of a word.

4. Repealed.

E. ...

1. Interpret figures of speech, including euphemism and oxymoron, in context and analyze their role in the text.

2. ...

F. Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading,

writing, speaking, and listening at the college- and career-readiness (CCR) level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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 42:1040 (July 2016), amended LR 52:

### Chapter 23. Grades 11 and 12

#### §2301. Reading Literature

A. Cite and paraphrase relevant and thorough textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

B. - C. ...

D. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful, including authors of classic texts (e.g., Shakespeare).

E. ...

F. Analyze a case in which understanding point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

G. - 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 42:1040 (July 2016), amended LR 52:

#### §2303. Reading Informational Text

A. Cite relevant and thorough relevant textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

B. - C. ...

D. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

E. - F. ...

G. Integrate, evaluate, and synthesize multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

H. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in public works (e.g., The Federalist Papers, presidential addresses).

I. - K. ...

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:

#### §2305. Writing

A. Write multi-paragraph arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. Provide a thesis statement that introduces precise, knowledgeable claim(s), establishes the significance of the claim(s), distinguishes the claim(s) from alternate or opposing claims, and establishes an organizational structure that logically sequences claim(s), counterclaims, reasons, and evidence.

2. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible presumptions.

3. - 4. ...

5. Provide a concluding section that follows from and supports the argument presented and connects the argument to larger themes or topics.

B. Write multi-paragraph informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

1. Provide a thesis statement that introduces a topic clearly, provides a general observation and focus, and groups related information logically.

2. - 3. ...

4. Use precise language, domain-specific vocabulary, and literary or rhetorical techniques, as appropriate to the task and audience, to maintain clarity of complex topics.

5. ...

6. Provide a concluding section that follows from and supports the information or explanation presented, articulating implications or the significance of the topic.

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, graphics, and multimedia when useful in aiding comprehension.

C. Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

1. ...

2. Use narrative techniques appropriate to the task, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters.

3. - 4. ...

5. Provide an appropriate conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

D. - E. ...

F. Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

G. Conduct research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

H. Gather relevant information from multiple authoritative sources.

1. Use search terms effectively.

2. Assess the credibility and accuracy of each source.

3. Assess the strengths and limitations of each source in terms of the task, purpose, and audience.

4. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism.

5. Follow a standard format for citation.

I. Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research based on grade-level reading standards.

1. - 2. Repealed.

J. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.

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:

### **§2307. Speaking and Listening**

A. Initiate and participate effectively in a range of collaborative discussions about grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to relevant evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas

2. Work with peers to promote civil discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

3. ...

4. Respond thoughtfully to varied viewpoints; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

B. Integrate multiple sources of information presented in various formats and media to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

C. - D. ...

E. Make strategic use of multimedia components in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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:

### **§2309. Language**

A. ...

1. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; use references to confirm understanding as needed.

2. Repealed.

B. ...

1. Apply appropriate hyphenation conventions.

2. Spell correctly; consulting references as needed.

C. ...

1. Vary syntax for effect, consulting references for guidance as needed.

2. Apply an understanding of syntax to the study of complex texts when reading.

D. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content, choosing flexibly from a range of strategies.

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

2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.

3. Consult various reference materials to determine or verify the pronunciation, part of speech, etymology, standard usage, and meaning of a word.

4. Repealed.

E. ...

1. Interpret figures of speech including hyperbole and paradox, in context and analyze the role in the text.

2. ...

F. Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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:

#### **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 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 2014 Regular Legislative Session. In particular, there should be no known or foreseeable effect on:

1. the effect on the staffing level requirements or qualifications required to provide the same level of service;

2. the total direct and indirect effect on the cost to the providers to provide the same level of service; or

3. the overall effect on the ability of the provider to provide the same level of service.

#### **Public Comments**

Interested persons may submit written comments via the U.S. Mail until noon, May 10, 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: Bulletin 141—Louisiana English Language Arts Student Standards—ELA Content Standards**

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

The proposed revision amends LAC 28: CLXIX in *Bulletin 141—Louisiana English Language Arts Student Standards* and revises the content standards for English Language Arts courses. Local school systems may realize additional expenditures for any updates to course materials that are required as a result of the new standards. However, this cost is indeterminable and will vary by system. Updates to Louisiana Department of Education (LDOE) materials and resources will be accomplished using existing resources.

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

There is no anticipated effect on the revenue 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 is no anticipated costs or benefits to directly affected persons, small business, or nongovernmental groups as a result of the proposed rule change.

IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)

There is no anticipated costs or benefits to directly affected persons, small business, or nongovernmental groups as a result of the proposed rule change.

Beth Scioneaux  
Deputy Superintendent  
2604#043

Patrice Thomas  
Deputy Fiscal Officer  
Legislative Fiscal Office

**NOTICE OF INTENT**

**Board of Elementary and Secondary Education**

Bulletin 142—Louisiana Mathematics Student Standards  
Math Content Standards  
(LAC 28:CLXXI.Chapters 1-25 and  
LAC 28:CXLII.Chapters 1-41)

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 (BESE) proposes to repeal LAC 28:CLXXI in *Bulletin 142—Louisiana Mathematics Student Standards* and adopt LAC 28:CXLII. in *Bulletin 142—Louisiana Mathematics 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.

**Title 28  
Education**

**Part CLXXI. Bulletin 142—Louisiana Mathematics  
Student Standards**

**Chapter 1. General**

**§101. Introduction**

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 42:1043 (July 2016), repealed LR 52:

**Chapter 3. Kindergarten**

**§301. Counting and Cardinality**

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 42:1043 (July 2016), repealed LR 52:

**§303. Operations and Algebraic Thinking**

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 42:1044 (July 2016), repealed LR 52:

**§305. Number and Operations in Base Ten**

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 42:1044 (July 2016), repealed LR 52:

**§307. Measurement and Data**

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 42:1044 (July 2016), repealed LR 52:

**§309. Geometry**

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 42:1044 (July 2016), repealed LR 52:

**Chapter 5. Grade 1**

**§501. Operations and Algebraic Thinking**

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 42:1044 (July 2016), repealed LR 52:

**§503. Number and Operations in Base Ten**

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 42:1044 (July 2016), repealed LR 52:

**§505. Measurement and Data**

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 42:1045 (July 2016), repealed LR 52:

**§507. Geometry**

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 42:1045 (July 2016), repealed LR 52:

**Chapter 7. Grade 2**

**§701. Operations and Algebraic Thinking**

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 42:1045 (July 2016), repealed LR 52:

**§703. Numbers and Operations in Base Ten**

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 42:1045 (July 2016), repealed LR 52:

**§705. Measurement and Data**

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 42:1046 (July 2016), repealed LR 52:

**§707. Geometry**

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 42:1046 (July 2016), repealed LR 52:

**Chapter 9. Grade 3**

**§901. Operations and Algebraic Thinking**

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 42:1046 (July 2016), repealed LR 52:

**§903. Number and Operations in Base Ten**

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 42:1047 (July 2016), repealed LR 52:

**§905. Number and Operations—Fractions**

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 42:1047 (July 2016), repealed LR 52:

**§907. Measurement and Data**

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 42:1047 (July 2016), repealed LR 52:

**§909. Geometry**

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 42:1047 (July 2016), repealed LR 52:

**Chapter 11. Grade 4**

**§1101. Operations and Algebraic Thinking**

Repealed.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1048 (July 2016), repealed LR 52:

**§1103. Number and Operations in Base Ten**

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 42:1048 (July 2016), repealed LR 52:

**§1105. Number and Operations—Fractions**

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 42:1048 (July 2016), repealed LR 52:

**§1107. Measurement and Data**

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 42:1049 (July 2016), repealed LR 52:

**§1109. Geometry**

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 42:1049 (July 2016), repealed LR 52:

**Chapter 13. Grade 5**

**§1301. Operations and Algebraic Thinking**

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 42:1049 (July 2016), repealed LR 52:

**§1303. Number and Operations in Base Ten**

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 42:1050 (July 2016), repealed LR 52:

**§1305. Number and Operations—Fractions**

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 42:1050 (July 2016), repealed LR 52:

**§1307. Measurement and Data**

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 42:1051 (July 2016), repealed LR 52:

**§1309. Geometry**

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 42:1051 (July 2016), repealed LR 52:

**Chapter 15. Grade 6**

**§1501. Ratios and Proportional Relationships**

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 42:1051 (July 2016), repealed LR 52:

**§1503. The Number System**

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 42:1052 (July 2016), repealed LR 52:

**§1505. Expressions and Equations**

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 42:1052 (July 2016), repealed LR 52:

**§1507. Geometry**

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 42:1053 (July 2016), repealed LR 52:

**§1509. Statistics and Probability**

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 42:1053 (July 2016), repealed LR 52:

**Chapter 17. Grade 7**

**§1701. Ratios and Proportional Relationships**

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 42:1053 (July 2016), repealed LR 52:

**§1703. The Number System**

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 42:1054 (July 2016), repealed LR 52:

## **§1705. Expressions and Equations**

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 42:1054 (July 2016), repealed LR 52:

## **§1707. Geometry**

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 42:1054 (July 2016), repealed LR 52:

## **§1709. Statistics and Probability**

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 42:1055 (July 2016), repealed LR 52:

## **Chapter 19. Grade 8**

### **§1901. The Number System**

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 42:1055 (July 2016), repealed LR 52:

### **§1903. Expressions and Equations**

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 42:1055 (July 2016), repealed LR 52:

### **§1905. Functions**

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 42:1056 (July 2016), repealed LR 52:

### **§1907. Geometry**

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 42:1056 (July 2016), repealed LR 52:

### **§1909. Statistics and Probability**

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 42:1056 (July 2016), repealed LR 52:

## **Chapter 21. Algebra I**

### **§2101. Number and Quantity**

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 42:1057 (July 2016), repealed LR 52:

### **§2103. Algebra**

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 42:1057 (July 2016), repealed LR 52:

### **§2105. Functions**

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 42:1058 (July 2016), repealed LR 52:

## **§2107. Statistics and Probability**

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 42:1058 (July 2016), repealed LR 52:

## **Chapter 23. Algebra II**

### **§2301. Number and Quantity**

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 42:1059 (July 2016), repealed LR 52:

### **§2303. Algebra**

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 42:1059 (July 2016), repealed LR 52:

### **§2305. Functions**

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 42:1059 (July 2016), repealed LR 52:

### **§2307. Statistics and Probability**

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 42:1060 (July 2016), repealed LR 52:

## **Chapter 25. Geometry**

### **§2501. Geometry**

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 42:1060 (July 2016), repealed LR 52:

### **§2503. Statistics and Probability**

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 42:1062 (July 2016), repealed LR 52:

## **Title 28**

### **Education**

## **Part CXLII. Bulletin 142—Louisiana Mathematics Student Standards**

Editors Note: Sections 101, 301, 303, 305, 307, 309, 501, 503, 505, 507, 701, 703, 705, 707, 901, 903, 905, 907, 909, 1101, 1103, 1105, 1107, 1109, 1301, 1303, 1305, 1307, 1309, 1501, 1503, 1505, 1507, 1509, 1701, 1703, 1705, 1707, 1709, 1901, 1901, 1903, 1905, 1907, 1909 were promulgated in the July 2016 *Louisiana Register* on pages 1042-1063 in Title 28v171. They are being moved from Title 28v171 to Title 28v142.

## **Chapter 1. General**

### **§101. Introduction**

A. The Louisiana student standards define what a public school student should know or be able to accomplish at the end of a specific time period or grade level or at the completion of a course. The standards represent the knowledge and skills needed for students to successfully

transition from each grade and ultimately to postsecondary education and the workplace.

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:

### §103. Standards for Math Practice

A. The Standards for Math Practice describe how students interact with math content. These standards apply to students in grades K-12. The practice standards bring together content in a way that supports students' logical thinking and problem solving.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and utilize structure.
8. Look for and express regularity in repeated reasoning.

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:

### Chapter 3. Kindergarten

#### §301. Grade Level Foundational Skills

A. By the end of Kindergarten, mathematically proficient students can reliably use the following skills to engage in grade-appropriate mathematical tasks. This list does not represent the full depth of learning expected in grade K, but consists of the foundational skills required by the standards.

1. Count to 100 by tens and ones.
2. Read and write numbers 0-20.
3. Count out 0-20 objects and count groups of objects up to 20.
4. Count to answer "How many?"
5. Subitize, or instantly recognize without needing to count individually, groups of images or objects to recognize the quantity.
6. Compare two numbers between 1 and 20 to identify which is greater or less.
7. Fluently add and subtract within five.

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:

#### §303. Numeracy and Operational Fluency

- A. Know number names and the count sequence.
1. Count forward to 100 by ones and tens, beginning with any given number.
    - a. Count forward to 10 and backward from 10 by ones.
    - b. Count forward to 20 and backward from 20 by ones.
  2. Read, write, and represent whole numbers from 0 to 20 with a written numeral, objects, or pictures.
- B. Count to tell the number of objects.
1. Understand the relationship between numbers and quantities; connect counting to cardinality, with cardinality

referring to the number that connects the final count number to its quantity of an entire set.

a. When counting objects in standard order, say the number names as they relate to each object in the group, demonstrating one-to-one correspondence.

b. Understand that the last number name said tells the number of objects counted or cardinality. The number of objects is the same regardless of their arrangement or the order in which they were counted.

c. Understand that each successive number name refers to a quantity that is one larger, which may include the use of objects or visual representations.

2. Answer "How many?" questions by subitizing, perceptually and conceptually, and counting.

a. Subitize within 5.

b. Subitize or count objects up to 20, arranged in a line, a rectangular array, or a circle.

c. Subitize or count objects up to 10 in a scattered configuration.

d. When given a number from 1-20, count out that many objects.

C. Compare numbers.

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

2. Use comparative language to describe numbers up to 20 presented as written numerals.

D. Add and subtract within 5.

1. Fluently add and subtract within 5, varying placement of the equal sign, while also ensuring accurate reading of the equation from left to right.

E. Work with numbers 11-19 to gain foundations for place value.

1. Gain an understanding of place value.

a. Understand that the numbers 11–19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

b. Compose and decompose numbers 11 to 19 using place value understanding, such as by using objects, drawings, or verbal responses identifying tens and ones.

c. Record each composition or decomposition using a drawing or equation.

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:

#### §305. Algebraic Reasoning

A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

1. Represent addition and subtraction of two whole numbers from 0 to 10 with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

2. Add and subtract within 10 by using objects or drawings to represent the problem.

a. Solve addition and subtraction real-world mathematical tasks and explain the strategies used with spoken words, models, and/or equations.

3. Decompose numbers less than or equal to 10, identified as the whole, into parts in more than one way to demonstrate the part: whole relationship.

a. Record each decomposition with a drawing or equation.

4. For any number from 1 to 9, find the number that makes 10 when added to the given number by using spoken words, objects, models, and/or equations.

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:

### §307. Geometric Reasoning and Logic

A. Identify and describe shapes including squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

2. Correctly name shapes regardless of their orientations or overall size. Identify examples and non-examples of those shapes.

3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). Identify faces of three-dimensional shapes as two-dimensional geometric figures.

B. Analyze, compare, create, and compose shapes.

1. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.

2. Model shapes in the world by building shapes from components and drawing shapes.

3. Compose simple shapes to form larger shapes.

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:

### §309. Data Analysis and Measurement

A. Describe and compare measurable attributes.

1. Describe measurable attributes of a set of objects, such as length or weight. Given a single object, describe several measurable attributes.

2. Directly compare two objects with a measurable attribute in common, to describe the difference.

B. Classify objects and count the number of objects in categories.

1. Classify objects into two given categories based on their attributes limiting category counts to less than or equal to 20. Count numbers of objects in each category. Order the categories by count.

C. Work with money.

1. Identify pennies, nickels, dimes, and quarters by name and value. Identify fair-trade values within a dime.

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:

## Chapter 5. First Grade

### §501. Grade Level Foundational Skills

A. By the end of grade 1, mathematically proficient students can reliably apply the following skills to engage in grade appropriate mathematical tasks. This list does not represent the full depth of learning expected in grade 1, but is comprised of the foundational skills required by the standards.

1. Fluently add and subtract within 10.

2. Identify equivalent sums or differences of one-digit numbers.

3. Determine the missing number in an equation with numbers less than or equal to 10.

4. Given a two-digit number, mentally find 10 more or 10 less.

5. Count to 120 by 5s.

6. Read and write numbers through 120.

7. Compare numbers up to 100, identifying whether one number is *greater than*, *less than*, or *equal to* another.

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:

### §503. Numeracy and Operational Fluency

A. Add and subtract.

1. Relate counting to addition and subtraction.

2. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.

a. Use mental strategies such as counting on or counting back, using a number line or path, making ten, decomposing a number leading to a ten, using the part-whole relationship between addition and subtraction, creating equivalent but easier or known sums.

3. Given a two-digit number, mentally find one more, 10 more, one less, or 10 less than a given number, without having to count.

a. Justify the reasoning used when computing mentally with an oral and/or written explanation.

B. Extending the counting sequence.

1. Count to 120, starting at any number less than 120.

a. Count forward and backward to 120 by ones, fives, and tens.

b. In this range, read, write, and identify numerals and number names written in words.

C. Understand place value.

1. Understand that the two digits of a two-digit number represent amounts of tens and ones.

a. Read, write, and represent two-digit numbers up to 99 using base-ten numerals/standard form, word form, and unit form. Understand the following as special cases: 10 can be thought of as a bundle of ten ones – called a “ten”, the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones, the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens and 0 ones.

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, amended LR 52:

### §505. Algebraic Reasoning

A. Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 20 to solve real-world mathematical tasks involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions.

a. Represent these situations using models and equations, elevating the concrete-representational-abstract instructional framework.

2. Solve real-world mathematical tasks that call for addition of three whole numbers whose sum is less than or equal to 20.

a. Represent these situations using models and equations, elevating the concrete-representational-abstract instructional framework.

B. Understand and apply properties of operations and the relationship between addition and subtraction.

1. Apply properties of operations to add and subtract.
2. Understand subtraction as an unknown-addend problem.

C. Work with addition and subtraction equations.

1. Interpret the meaning of the equal sign.
  - a. Understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s).
  - b. Determine if equations involving addition and subtraction are true or false.
2. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

D. Compare numbers.

1. Compare two, two-digit numbers based on values of the tens and ones digits, recording the results of comparisons with comparative language or the symbols  $>$ ,  $=$ ,  $<$  and the words *greater than*, *equal to*, and *less than*.

E. Use place value understanding and properties of operations to add and subtract.

1. Add up to 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/or the part:whole relationship between addition and subtraction; relate the strategy to a number sentence.

- b. Understand that in adding two-digit numbers, 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 and/or written explanation.

2. Subtract two digit numbers, limited to multiples of 10 using concrete models or drawings and strategies based on place value, properties of operations, and/or the part:whole relationship between addition and subtraction.

- a. Justify the reasoning used when choosing the model or strategy to compute with an oral and/or 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, amended LR 52:

### §507. Geometric Reasoning and Logic

A. Reason with shapes and their attributes.

1. Distinguish between defining attributes versus non-defining attributes.

- a. Build and draw shapes that possess defining attributes.

- b. Verbally describe why a shape belongs to a given category.

2. Compose two-dimensional shapes and three dimensional shapes to create a composite shape, and compose new shapes from the composite shape, building understanding of the part:whole relationships.

3. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*,

*fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares.

- a. Understand for these examples that decomposing into more equal shares creates smaller shares.

- b. Identify examples and non-examples of halves and fourths.

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:

### §509. Data Analysis and Measurement

A. Measure lengths indirectly and by iterating length units.

1. Apply knowledge of “longer than” and “shorter than.”

- a. Order three objects by length.

- b. Compare the lengths of two objects indirectly by using a third object.

2. Express the length of an object as a whole number of length units by laying multiple copies of a shorter object (the length unit) end to end.

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

B. Tell and write time.

1. Tell, write, and represent time in hours and half-hours using analog and digital clocks.

C. Represent and interpret data.

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

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

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

D. Work with money.

1. Determine the value of a collection of coins up to 50 cents. 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, amended LR 52:

### Chapter 7. Second Grade

#### §701. Grade Level Foundational Skills

A. By the end of grade 2. Mathematically proficient students can reliably apply the following skills to engage in grade-appropriate mathematical tasks. This list does not represent the full depth of learning expected in grade 2, but is comprised of the foundational skills required by the standards.

1. Know all sums of two one-digit numbers by memory.

2. Mentally add and subtract within 20.

3. Fluently add and subtract within 100 using strategies.

4. Count within 1000 by 2s, 5s, and 10s.

5. Read and write numbers within 1000.

6. Given a three-digit number, mentally find 100 more or 100 less.

7. Compare numbers up to 1000, identifying whether one number is greater than less, than or equal to another.

8. Measure to determine how much longer one object is than another using standard length units.

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:

### **§703. Numeracy and Operational Fluency**

A. Add and subtract within 20.

1. Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers.

B. Understand place value.

1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. Understand the following as special cases: 100 can be thought of as a bundle of ten tens – called a “hundred”, the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three four, five, six, seven, eight, or nine hundreds.

2. Count forward and backward up to 1000, starting at any number less than 1000.

a. Skip-count by 2s, 5s, 10s, and 100s.

3. Read and write numbers up to 1000 using base-ten numerals/standard form, number names/written form, unit form, and expanded form.

4. Compare two three-digit numbers based on values of hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

C. Use place value understanding and properties of operations to add and subtract.

1. Fluently add and subtract up to 100 using strategies based on place value, properties of operations, and/or the part:whole relationship between addition and subtraction.

2. Add up to four two-digit numbers using strategies based on place value and properties of operations.

3. For a given number 100 – 900, mentally add 10 or 100 and mentally subtract 10 or 100.

4. Construct a written explanation or drawing for why addition and subtraction strategies work, using place value understanding and the properties of operations.

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:

### **§705. Algebraic Reasoning**

A. Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 100 to solve one- and two-step real-world mathematical tasks involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions for one or two operations.

a. Represent these situations using models and equations, elevating the concrete-representation-abstract instructional framework.

2. Add and subtract up to 1000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the part:whole relationship between addition and subtraction.

a. Understand that in adding or subtracting three-digit numbers, add or subtract hundreds and hundreds, tens

and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

b. Justify the reasoning used when choosing the model or strategy to compute with a written explanation.

B. Work with equal groups of objects to gain foundations for multiplication.

1. Determine whether a group of objects up to 20 has an odd or even number of members.

a. Represent these situations by pairing objects or counting them by 2s.

b. Write an equations to express an even number as a sum of equal addends.

2. Use addition o find the total number of objects arranged in equal groups and rectangular arrays with up to 5 rows and up to 5 columns.

a. Write an equation toe express the total as a sum of equal addends.

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:

### **§707. Geometric Reasoning and Logic**

A. Reason with shapes and their attributes.

1. Recognize and draw shapes having specified attributes, such as a given number of angles or given number of equal faces, with sizes being compared directly or visually. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

2. Apply spatial structuring to 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.4.

3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths.

a. Identify examples and non-examples of halves, thirds, and fourths.

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:

### **§709. Data Analysis and Measurement**

A. Measure and estimate lengths in standard units.

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

2. Measure the length of an object twice, using two different units of length or two different measurements.

a. Describe how the two measurements relate to the size of the unit chosen with a written response.

3. Estimate lengths using units of inches, feet, centimeters, and meters to the nearest whole unit.

4. Measure to determine how much longer one object is than another, expressing the length difference in terms of the same standard-length unit.

B. Relate addition and subtraction to length.

1. Use addition and subtraction up to 100 to solve one- and two-step real –world mathematical tasks involving lengths that are given in the same units by using drawings and

equations with a symbol for the unknown number to represent the problem.

2. Create a number line diagram with equally spaced points corresponding to whole numbers, using 0 or another whole number as a starting point.

a. Recognize that each mark on a number line represents one whole number and that each position corresponds to a single value.

b. Represent whole numbers as lengths from 0.

c. Represent whole-number sums and differences up to 100 on a number line diagram.

C. Work with time and money.

1. Tell, write, and represent time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

a. Express portions of an hour using the fractional terms half an hour, half past, quarter of an hour, quarter after, and quarter till.

2. Solve real-world mathematical tasks involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

D. Represent and interpret data.

1. Generate measurement data by either measuring the lengths of several objects to the nearest whole unit or by taking repeated measurements of the same object.

a. Show the measurement data by either measuring the lengths of several objects to the nearest whole unit or by taking repeated measurements of the same object.

2. Draw a picture graph and a bar graph to represent a data set with up to four categories.

a. Solve simple put-together, take-apart, and compare real-world mathematical tasks using information presented in a picture graph or bar graph.

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:

## Chapter 9. Third Grade

### §901. Grade Level Foundational Skills

A. By the end of grade 3. Mathematically proficient students can reliably apply the following skills to engage in grade-appropriate mathematical tasks. This list does not represent the full depth of learning expected in grade 3 but is comprised of the foundational skills required by the standards.

1. Know all products of two one-digit numbers from memory.

2. Know all quotients of numbers within 100 by memory.

3. Fluently add and subtract within 1,000.

4. Compare numbers up to 100,000, identifying greater than, less than, or equal to.

5. Estimate and round whole numbers to the nearest 10 and 100.

6. Identify equivalent fractions with limited denominators.

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:

### §903. Numeracy and Operational Fluency

A. Develop an understanding of fractions as numbers.

1. Understand and interpret a fraction with denominators 2, 3, 4, 6, and 8.

a. Understand a unit fraction  $\frac{1}{b}$  as the quantity formed by 1 part when a whole or a set is partitioned into  $b$  equal parts where  $b$  is a non-zero whole number.

b. Understand a fraction  $\frac{a}{b}$  as the quantity formed by  $a$  parts of size  $\frac{1}{b}$ .

c. Represent fractions greater than zero and less than or equal to one using concrete objects, number lines, or pictorial models.

d. Read and write fractions in standard form and written unit form.

e. Solve real-world mathematical tasks involving partitioning an object or set of objects, identifying a fraction as parts of a whole.

2. Understand a fraction with denominators 2, 3, 4, 6, and 8 as a number on a number line diagram.

a. Represent a fraction  $\frac{1}{b}$  on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into  $b$  equal parts. Recognize that each part has size  $\frac{1}{b}$  and that the endpoint of the part, based at 0, locates the number  $\frac{1}{b}$  on the number line.

b. Represent a fraction  $\frac{a}{b}$  on a number line diagram by marking off  $a$  lengths  $\frac{1}{b}$  from 0. Recognize that the resulting interval has size  $\frac{a}{b}$  and that its endpoint locates the number  $\frac{a}{b}$  on the number line.

3. Explain equivalence of fractions with denominators 2, 3, 4, 6, and 8 as fractions that have different numerators and denominators but are equal to the same value, and compare fractions by reasoning about their size.

a. Understand two fractions as equivalent if they are the same size or the same point on a number line.

b. Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent.

c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions.

B. Multiply and divide within 100.

1. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know all products of two one-digit numbers from memory.

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

1. Use place value understanding.

a. Round whole numbers to the nearest 10 or 100.

b. Use compatibles numbers to estimate solutions to real-world mathematical tasks.

2. Fluently add and subtract up to 1000 using strategies and algorithms based on place value understanding, properties of operations, and/or the part-whole relationship between addition and subtraction.

3. Multiply one-digit whole numbers by multiples of 10 in the range of 10 – 90 using strategies based on place value understanding and properties of operations.

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:

### §905. Algebraic Reasoning

A. Represent and solve problems involving multiplication and division.

1. Interpret products of whole numbers/factors.
2. Interpret whole-number quotients of whole numbers.
3. Use multiplication and division within 100 to solve real-world mathematical tasks in situations involving equal groups, arrays, and measurement quantities.

a. Represent these situations by using models, drawings, and equations with a symbol for the unknown number to represent the problem.

4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers by representing the situation with a model or drawing and solving for the unknown.

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

1. Apply properties of operations as strategies to multiply and divide.

2. Understand division as an unknown-factor problem, providing an explanation that leverages the relationship between the properties of multiplication and division.

C. Understand properties of multiplication and the relationship between multiplication and division.

1. Solve real-world mathematical tasks involving at least two steps and using at least two of the four operations.

a. Represent these problems using equations with a letter standing for the unknown quantity.

b. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.

2. Identify, create, and extend arithmetic patterns, and explain using properties of operations without the formal language of the properties.

D. Compare whole numbers.

1. Use understanding of the base-ten system.

a. Compare whole numbers up to 100,000, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

b. Order a set of whole numbers up to 100,000.

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:

### §907. Geometric Reasoning and Logic

A. Reason with shapes and their attributes.

1. Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category.

a. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

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:

### §909. Data Analysis and Measurement

A. Solve problems involving measurement and estimation of liquid volumes and masses of objects

1. Measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters.

a. Add, subtract, multiply, or divide to solve one-step real-world mathematical tasks involving masses or volumes that are given in the same units to represent the problem.

B. Represent and interpret data.

1. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.

a. Solve one- and two-step “how many more” and “how many less” real-world mathematical tasks using information presented in scaled bar graphs.

2. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch.

a. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

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

1. Recognize area as an attribute of plane figures and understand concepts of area measurement.

a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.

b. A plane figure has an area of  $n$  square units if it can be covered entirely, without any gaps or overlaps, by  $n$  unit squares.

2. Measure areas by counting unit squares.

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

a. Find the area of a rectangle with whole-number side lengths by tiling it, and connect that the area is the same as multiplying the side lengths.

b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world mathematical tasks, and represent whole-number products as rectangular areas in mathematical reasoning.

c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths  $a$  and  $b + c$  is the sum of  $a \times b$  and  $a \times c$ . Use area models to represent the distributive property in mathematical reasoning.

D. Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

1. Solve real-world mathematical tasks involving perimeters of polygons, to include finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

E. Work with time and money.

1. Understand time to the nearest minutes.

a. Tell, write, and represent time to the nearest minute and measure time intervals in minutes, within 60 minutes, on an analog and digital clock.

b. Calculate elapsed time greater than 60 minutes to the nearest quarter and half hour on a number line diagram.

c. Solve real-world mathematical tasks involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

2. Solve real-world mathematical tasks involving at least two steps and using the four operations with pennies,

nickels, dimes, quarters, and bills greater than one dollar, using the \$ and ¢ symbols appropriately.

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:

## **Chapter 11. Grade 4**

### **§1101. Grade Level Foundational Skills**

A. By the end of grade 4, mathematically proficient students can reliably apply the following skills to engage in grade-appropriate mathematical tasks. This list does not represent the full depth of learning expected in grade 4, but is comprised of the foundational skills required by the standards.

1. Fluently add and subtract up 1,000,000.
2. Identify factors and multiples within 100.
3. Compare and order numbers up to 1,000,000, identifying whether one number is greater than, less than, or equal to another.

4. Multiply and divide multi-digit numbers.
5. Estimate and round whole numbers within 1,000,000 to any place value.

6. Add and subtract fractions with like denominators.
7. Multiply a fraction by a whole number.

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:

### **§1103. Numeracy and Operational Fluency**

A. 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.

B. 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 and 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,  $1/4$ ,  $1/2$ ,  $3/4$ , 1, referring to the same whole.

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.

C. 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.

D. 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.

E. 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 (number names), unit form, and expanded form.

3. Use place value understanding.

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

- b. Use compatible numbers to estimate solutions to real-world mathematical tasks.

F. Add and subtract multi-digit numbers.

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.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### **§1105. Algebraic Reasoning**

A. Use the four operations with whole numbers to solve real-world mathematical tasks.

1. Interpret a multiplication equation as a comparison and represent verbal statements of multiplicative comparisons as multiplication equations.

2. Multiply or divide to solve real-world mathematical tasks involving multiplicative comparison.

- a. Represent these tasks by using drawings and/or equations with a symbol for the unknown number to represent

the problem, distinguishing multiplicative comparison from additive comparison.

3. Solve multi-step real-world mathematical tasks involving more than one operation posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.

a. Represent these problems using equations with a letter standing for the unknown quantity.

b. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.

B. 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. Compare whole numbers.

1. Use understanding of the base-ten system.

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.

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

1. 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/or area models.

2. 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/or the relationship between multiplication and division.

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

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### **§1107. Geometric Reasoning and Logic**

A. Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size.

a. Recognize right triangles as a category, and identify right triangles.

3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### **§1109. Data Analysis and Measurement**

A. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

1. Know relative sizes of measurement units within one system of units, including ft, in; km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec.

a. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit.

b. Record measurement equivalents in a two-column table. Conversions are limited to one-step conversions.

2. Use the four operations to solve multi-step real-world mathematical tasks involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving whole numbers and/or simple fractions, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.

3. Apply the area and perimeter formulas for rectangles in real-world mathematical tasks.

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

1. Make a line plot to display a data set of measurements in fractions of a unit ( $1/2, 1/4, 1/8$ ).

a. Solve real-world mathematical tasks involving the addition and subtraction of fractions with like denominators by using information presented in line plots.

C. Geometric measurement. understand concepts of angle and measure angles.

1. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.

a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where two rays intersect the circle.

b. An angle that turns through  $1/360$  of a circle is called a "one-degree angle," and can be used to measure angles.

c. An angle that turns through  $n$  one-degree angles is said to have an angle measure of  $n$  degrees.

2. Measure angles in whole-number degrees using a standard 180 degrees protractor.

3. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts.

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

D. Relate area to operations of multiplication and addition.

1. Recognize area as additive.

a. Decompose two-dimensional composite figures whose sides meet at right angles into non-overlapping rectangles and squares. Apply area formulas to find the area of each part, and use addition or subtraction to determine the total area of the composite figure.

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:

## Chapter 13. Grade 5

### §1301. Grade Level Foundational Skills

A. By the end of grade 5, mathematically proficient students can reliably apply the following skills to engage in grade-appropriate mathematical tasks. This list does not represent the full depth of learning expected in grade 5, but is comprised of the foundational skills required by the standards.

1. Evaluate and compare simple expressions.
2. Fluently multiply multi-digit whole numbers using a standard algorithm.
3. Divide multi-digit whole numbers with two-digit divisors.
4. Multiply a fraction by a whole number or a fraction.
5. Read and write decimals to the thousandths.
6. Compare and order whole numbers and decimals, identifying greater than, less than, or equal to.
7. Estimate and round multi-digit numbers with decimals to any place.
8. Add and subtract fractions with unlike denominators.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### §1303. Numeracy and Operational Fluency

A. Use equivalent fractions as a strategy to add and subtract fractions.

1. Add and subtract fractions with unlike denominators including mixed numbers and fractions greater than 1 by replacing given fractions with equivalent fractions to produce an equivalent equation with fractions that have like denominators.

2. Solve real-world mathematical tasks involving addition and subtraction of fractions.

a. Add and subtract fractions referring to the same whole, including cases of unlike denominators.

b. Use benchmark fractions and number sense of fractions to estimate mentally and justify the reasonableness of answers.

B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

1. Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve real-world mathematical tasks involving division of whole numbers in the form of fractions to include fractions greater than one or mixed numbers.

2. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

a. Interpret the product  $(m/n) \times q$  as  $m$  parts of a partition of  $q$  into  $n$  equal parts; equivalently, as the result of a sequence of operations,  $m \times q \div n$ .

b. Construct or critique a precise model to develop understanding of the concept of multiplying two fractions and create a story context for the equation. In general,  $(m/n) \times (c/d) = (mc)/nd$ .

3. Interpret multiplication as scaling (resizing).

a. Compare the size of a product to the size of one factor based on the size of the other factor, without performing the indicated multiplication.

b. Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the

given number recognizing multiplication by whole numbers greater than 1 as a familiar case.

c. Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.

d. Relate the principle of fraction equivalence.

4. Represent and solve real-world mathematical tasks involving multiplication of fractions, including fractions greater than 1 and mixed numbers.

5. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions in the context of real-world mathematical tasks.

a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.

b. Interpret division of a whole number by a unit fraction, and compute such quotient.

C. Understand the place value system.

1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and  $1/10$  of what it represents in the place to its left.

2. Use place value understanding.

a. Round multi-digit numbers with decimals to any place.

b. Use compatible numbers to estimate solutions to real-world mathematical tasks.

D. Multiply multi-digit numbers.

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

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:

### §1305. Algebraic Reasoning

A. Write and interpret numerical expressions.

1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols, attending to the order of operations and the properties of operations.

a. Compare two simple expressions using  $>$ ,  $=$ , or  $<$  to record the comparison of expressions limited to three operations and one grouping symbol.

2. Write simple expressions that record calculations with whole numbers, fractions, and decimals, and interpret numerical expressions without evaluating them.

B. Compare whole numbers.

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

a. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

b. Explain these relationships informally.

C. Use place value understanding to apply patterns beyond whole numbers.

1. Construct a written explanation and apply patterns in the number of zeros of the product when multiplying a number by powers of 10.

a. 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.

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

2. Use understanding of the base-ten system.

a. Read and write decimals to thousandths using base-ten numerals/standard form, written form (number names), 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.

D. Perform operations with multi-digit whole numbers with decimals to hundredths.

1. 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/or the relationship between multiplication and division.

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

2. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value understanding, properties of operations, and/or 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.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### §1307. Geometric Reasoning and Logic

A. Generate and analyze patterns.

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.

2. Represent real-world mathematical tasks by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

B. Classify two-dimensional figures into categories based on their properties.

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

2. Classify quadrilaterals in a hierarchy based on properties.

a. Justify the reasoning for classification with a written response.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### §1309. Data Analysis and Measurement

A. Convert like measurement units within a given measurement system.

1. Convert among different-sized standard measurement units within a given measurement system, and

use these conversions in solving multi-step, real-world mathematical tasks involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving whole numbers, decimals, and fractions.

B. Compare whole numbers.

1. Make a line plot to display a data set of measurements in fractions of a unit  $\frac{1}{2}, \frac{1}{4}, \frac{1}{8}$ , use operations on fractions, excluding dividing fractions by fractions, to solve real-world mathematical tasks involving information presented in line plots.

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

1. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.

b. A solid figure that can be packed without gaps or overlaps using  $n$  unit cubes is said to have a volume of  $n$  cubic units.

2. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

3. Relate volume to the operations of multiplication and addition and solve real-world mathematical tasks involving volume.

a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and connect that the volume is the same as multiplying the edge lengths, also by multiplying the height by the area of the base. Represent threefold whole-number products as volumes.

b. Apply the formulas  $V = l \times w \times h$  and  $V = B \times h$  for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world mathematical tasks.

c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world mathematical tasks.

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

1. Apply and extend previous understandings of area and multiplication to multiply a fraction or whole number by a fraction.

a. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths.

b. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

c. Compose and decompose rectangular regions to calculate area.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

## Chapter 15. Grade 6

### §1501. Grade Level Foundational Skills

A. By the end of grade 6, mathematically proficient students can reliably apply the following skills to engage in

grade-appropriate mathematical tasks. This list does not represent the full depth of learning expected in grade 6, but is comprised of the foundational skills required by the standards.

1. Fluently divide multi-digit numbers using standard algorithms.

2. Divide fractions by fractions.

3. Add, subtract, multiply, and divide multi-digit decimals using standard algorithms.

4. Determine the unknown number in an addition or subtraction equation.

5. Determine the unknown number in a multiplication and division equation.

6. Evaluate expressions with positive, whole number exponents.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### §1503. Numeracy and Operational Fluency

A. Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions.

B. Compute fluently with multi-digit numbers and find common factors and multiples.

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

2. Fluently add, subtract, multiply, and divide positive multi-digit decimals to the thousandths using a standard algorithm for each operation.

3. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.

C. Apply and extend previous understandings of the system of rational numbers.

1. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

2. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself.

b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.

c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

3. Understand ordering and absolute value of rational numbers.

a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.

b. Write, interpret, and explain statements of order for rational numbers in real-world contexts.

c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.

d. Distinguish comparisons of absolute value from statements about order.

4. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

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:

### §1505. Algebraic Reasoning

A. Apply and extend previous understandings of arithmetic to algebraic expressions.

1. Understand, write, and evaluate numerical expressions involving whole-number exponents.

a. Identify parts of exponential notation using mathematical terms base and exponent.

b. Represent and evaluate powers using a whole number or fraction as the base and a whole number as an exponent, and evaluate numerical expressions.

2. Write, read, and evaluate expressions in which letters stand for numbers.

a. Write expressions that record operations with numbers and with letters standing for numbers.

b. Identify parts of an expression using mathematical terms sum, term, product, factor, quotient, and coefficient; view one or more parts of an expression as a single entity.

c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order of operations.

3. Apply the properties of operations to generate equivalent expressions, identify when two expressions are equivalent, and explain why two expressions are equivalent.

B. Reason about and solve one-variable equations and inequalities.

1. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

2. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

3. Solve real-world and mathematical problems by writing and solving equations and inequalities of the form  $x + p = q$  and  $px = q$  for cases in which  $p$ ,  $q$ , and  $x$  are all nonnegative rational numbers. Inequalities will include  $>$ ,  $<$ ,  $\leq$ , and  $\geq$ .

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

C. Represent and analyze quantitative relationships between dependent and independent variables.

1. Use variables to represent two quantities in a real-world problem that change in relationship to one another.

a. Write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable.

b. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.

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:

### §1507. Geometric Reasoning and Logic

A. Solve real-world and mathematical problems involving area, surface area, and volume.

1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas  $V = Bh$  and  $V = lwh$  to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

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:

### §1509. Data Analysis

A. Develop understanding of statistical variability.

1. Recognize a statistical question as one that anticipates variability in the data related to the question and answers for it in the answers.

2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number,

while a measure of variation describes how its values vary with a single number.

B. Summarize and describe distributions.

1. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

2. Summarize numerical data sets in relation to their context.

a. Report the number of observations.

b. Describe the nature of the attribute under investigation, including how it was measured and its units of measurement.

c. Give quantitative measures of center median and/or mean and variability interquartile range, as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

d. Relate the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

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:

### §1511. Proportionality and Functions

A. Understand ratio concepts and use ratio reasoning to solve problems.

1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities; use appropriate notation  $a:b$ ,  $a$  to  $b$ , where  $b \neq 0$ .

2. Understand the concept of a unit rate  $a/b$  associated with a ratio  $a:b$  where  $b \neq 0$ , and use rate language in the context of a ratio relationship. Expectations for unit rates in this grade are limited to non-complex fractions.

3. Use and apply ratio and rate reasoning to solve real-world and mathematical problems.

a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.

b. Solve unit rate problems, including those involving unit pricing and constant speed.

c. Find a percent of a quantity as a rate per 100; solve problems involving finding the whole, given a part, and the percent.

d. Use ratio reasoning to convert measurement units within and between the U.S. customary and metric systems; manipulate and transform units appropriately when multiplying or dividing quantities.

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## Chapter 17. Grade 7

### §1701. Grade Level Foundational Skills

A. By the end of grade 7, mathematically proficient students can reliably use all prior foundational skills and the skills foundational to grade 7 to engage in grade-appropriate mathematical tasks. This list does not represent the full depth of learning expected in grade 7, but consists of the foundational skills required by the standards.

1. Fluently add, subtract, multiply, and divide positive and negative rational numbers in the form of whole numbers, fractions, and decimals.

2. Accurately convert a rational number to a decimal, recognizing the decimal form of rational numbers.

3. Use properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients to include multiple sets of grouping symbols.

4. Fluently solve one-variable equations.

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### **§1703. Numeracy and Operational Fluency**

A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

1. Apply and extend previous understandings of addition and subtraction and of fractions to add and subtract rational numbers flexibly and accurately; represent addition and subtraction on a horizontal or vertical number line diagram.

a. Describe situations in which opposite quantities combine to make 0.

b. Understand  $p + q$  as the number located a distance  $|q|$  from  $p$ , in the positive or negative direction depending on whether  $q$  is positive or negative. Show that a number and its opposite have a sum of 0, as they are additive inverses. Interpret sums of rational numbers by describing real-world contexts.

c. Understand subtraction of rational numbers as adding the additive inverse,  $p - q = p + (-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference and apply this principle in real-world contexts.

d. Apply properties of operations as strategies to add and subtract rational numbers.

2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers flexibly and accurately.

a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as  $(-1)(-1) = 1$  and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.

b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with nonzero divisor) is a rational number. If  $p$  and  $q$  are integers, then  $-(p/q) = (-p)/q = p/(-q)$ . Interpret quotients of rational numbers by describing real-world contexts.

c. Apply properties of operations as strategies to multiply and divide rational numbers.

d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.

3. Solve real-world and mathematical problems involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions.

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### **§1705. Algebraic Reasoning**

A. Use properties of operations to generate equivalent expressions.

1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with positive and negative rational coefficients to include multiple grouping symbols.

2. Understand that rewriting an expression in different forms can help reveal relationships between quantities in the context of a problem.

B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

1. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any, using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

2. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

a. Solve word problems leading to equations of the form  $px + q = r$  and  $p(x + q) = r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.

b. Solve word problems leading to inequalities of the form  $px + q > r$ ,  $px + q \geq r$ ,  $px + q < r$ , or  $px + q \leq r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.

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### **§1707. Geometric Reasoning and Logic**

A. Draw, construct, and describe geometrical figures and describe the relationships between them.

1. Solve problems involving scale drawings of geometric figures, such as computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

2. Construct 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.

3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

B. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

1. Know the formulas for the area and circumference of a circle and solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

2. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

3. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

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### §1709. Data Analysis

A. Random sampling to draw inferences about a population.

1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples of the same size to gauge the variation in estimates or predictions.

B. Draw informal comparative inferences about two populations.

1. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities using quantitative measures of center and variability, as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

2. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.

C. Investigate chance processes and develop, use, and evaluate probability models with and without technology.

1. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring.

2. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.

3. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.

a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.

b. Develop a probability model by observing frequencies in data generated from a chance process.

4. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.

b. Represent sample spaces for compound events using methods such as organized lists, tables, and tree diagrams. For an event described in everyday language,

identify the outcomes in the sample space which compose the event.

c. Design and use a simulation to generate frequencies for compound events.

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### §1711. Proportionality and Functions

A. Analyze proportional relationships and use them to solve real-world and mathematical problems.

1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units.

2. Recognize and represent proportional relationships between quantities.

a. Decide whether two quantities are in a proportional relationship by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.

b. Identify the constant of proportionality in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

c. Represent proportional relationships by equations.

d. Explain what a point on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0,0) and (1, r) where r is the unit rate.

3. Use proportional relationships to reason and solve multistep ratio and percent problems of simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error.

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## Chapter 19. Grade 8

### §1901. Grade Level Foundational Skills

A. By the end of grade 8, mathematically proficient students can reliably apply the following skills to engage in grade-appropriate mathematical tasks. This list does not represent the full depth of learning expected in grade 8, but is comprised of the foundational skills required by the standards.

1. Identify irrational numbers, recognizing the decimal patterns indicating a decimal represents a rational number.

2. Compare the magnitude of irrational numbers using approximations.

3. Fluently apply the properties of integer exponents.

4. Fluently solve simple cube and square root equations.

5. Write and perform operations with numbers written in scientific notation.

6. Solve linear equations algebraically or through graphing.

7. Solve systems of linear equations.

8. Construct a function to model a linear relationship.

9. Use transformation to discuss similarity and congruence.

10. Apply the Pythagorean Theorem to determine distance.

11. Find the volume of cones, cylinders, and spheres.

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### §1903. Numeracy and Operational Fluency

A. Know that there are numbers that are not rational, and approximate them by rational numbers.

1. Understand the real number system.
  - a. Distinguish between rational and irrational numbers.
  - b. Understand informally that every number has a decimal expansion.
  - c. For rational numbers, show that the decimal expansion repeats eventually.
  - d. Convert a decimal expansion that repeats eventually into a rational number by analyzing repeating patterns.

2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions.

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### §1905. Algebraic Reasoning

A. Work with radicals and integer exponents.

1. Know and apply the properties of integer exponents to generate equivalent numerical expressions.

2. Represent solutions to equations, in the form  $x^2 = p$  and  $x^3 = p$ , using the square root and cube root symbols, and determine if the solution is rational or irrational. Evaluate square roots of small perfect squares and cube roots of small perfect cubes.

3. Use numbers expressed in scientific notation to estimate very large or very small quantities and to express how many times larger or smaller one number is compared to another.

4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities. Interpret scientific notation that has been generated by technology.

B. Understand the connections between proportional relationships, lines, and linear equations.

1. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.

2. Use similar triangles to explain why the slope  $m$  is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation  $y = mx$  for a line through the origin and the equation  $y = mx + b$  for a line intercepting the vertical axis at  $b$ .

C. Analyze and solve linear equations and pairs of simultaneous linear equations.

1. Solve linear equations in one variable.
  - a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form  $x = a$ ,  $a = a$ , or  $a = b$  results.

b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

2. Analyze and solve pairs of simultaneous linear equations.

a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.

b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.

c. Solve real-world and mathematical problems leading to two linear equations in two variables.

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### §1907. Geometric Reasoning and Logic

A. Understand congruence and similarity using physical models, transparencies, or geometry software.

1. Verify experimentally the properties of rotations, reflections, and translations.

a. Lines are taken to lines, and line segments to line segments of the same length.

b. Angles are taken to angles of the same measure.

c. Parallel lines are taken to parallel lines.

2. Explain that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

4. Explain that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.

5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.

B. Understand and apply the Pythagorean Theorem.

1. Explain a proof of the Pythagorean Theorem and its converse using the areas of squares.

2. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

3. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

C. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

1. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

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## §1909. Data Analysis

A. Investigate patterns of association in bivariate data.

1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.

3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.

4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table.

a. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects.

b. Use relative frequencies calculated for rows or columns to describe the possible association between the two variables.

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## §1911. Proportionality and Functions

A. Define, evaluate, and compare functions.

1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

2. Compare properties of two functions where each function is represented in a different way.

3. Interpret the equation  $y = mx + b$  as defining a linear function, whose graph is a straight line; categorize functions as linear or nonlinear when given equations, graphs, or tables.

B. Use functions to model relationships between quantities.

1. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two  $(x, y)$  values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models and in terms of its graph or a table of values.

2. Describe qualitatively the functional relationship between two quantities by analyzing a graph. Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

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## Chapter 21. Algebra I

### §2101. The Real Number System

A. Use properties of rational and irrational numbers.

1. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a

nonzero rational number and an irrational number is irrational.

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### §2103. Quantities

A. Reason quantitatively and use units to solve problems.

1. Use units as a way to understand problems and to guide the solution of multi-step problems.

a. Choose and interpret units consistently in formulas.

b. Choose and interpret the scale and the origin in graphs and data displays.

2. Define appropriate quantities for the purpose of descriptive modeling.

3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

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### §2105. Seeing Structure in Expressions

A. Interpret the structure of expressions.

1. Interpret expressions that represent a quantity in terms of its context.

a. Interpret parts of an expression, such as terms, factors, and coefficients.

b. Interpret complicated expressions by viewing one or more of their parts as a single entity.

2. Use the structure of an expression to identify ways to rewrite it for a specific purpose.

B. Write expressions in equivalent forms to solve problems.

1. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

a. Factor a quadratic expression to reveal the zeros of the function it defines.

b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

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

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### §2107. Arithmetic with Polynomials and Rational Expressions

A. Perform arithmetic operations on polynomials.

1. Understand that polynomials form a system comparable to the integers, as they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

B. Understand the relationship between zeros and factors of polynomials.

1. Identify zeros of quadratic functions, and use the zeros to sketch a graph of the function defined by the polynomial.

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### §2109. Creating Equations

A. Create equations that describe numbers or relationships.

1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear, quadratic, and exponential situation functions.

2. Create equations in two variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.

4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

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### §2111. Reasoning with Equations and Inequalities

A. Understand solving equations as a process of reasoning and explain the reasoning.

1. Use properties of equality to justify and explain each step obtained from the previous step when solving an equation, assuming the original equation has a solution.

a. Construct a viable argument to justify the solution method.

B. Solve equations and inequalities in one variable.

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

2. Solve quadratic equations in one variable.

a. Use the method of completing the square to transform any quadratic equation in  $x$  into an equation of the form  $(x - p)^2 = q$  that has the same solutions.

b. Solve quadratic equations by inspection, taking square roots, completing the square, the quadratic formula, and factoring, as appropriate to the initial form of the equation.

c. Recognize when the quadratic formula gives complex solutions and write them as "no real solution."

C. Write and solve systems of equations.

1. Write and solve systems of linear equations in two variables.

a. Use methods such as substitution, elimination, and graphing to solve.

b. Justify a method for solving such systems.

D. Represent and solve equations and inequalities graphically.

1. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve.

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, using technology to graph the functions, make tables of values, or find successive approximations. Include cases where  $f(x)$  and/or  $g(x)$  are linear, quadratic, piecewise linear, and exponential functions.

3. Graph the solutions to a linear inequality in two variables as a half-plane, and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

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### §2113. Interpreting Functions

A. Understand the concept of a function and use function notation.

1. Understand that a function from one set to another set assigns to each element of the domain exactly one element of the range. If  $f$  is a function and  $x$  is an element of its domain, then  $f(x)$  denotes the output of  $f$  corresponding to the input  $x$ . The graph of  $f$  is the graph of the equation  $y = f(x)$ .

2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

B. Interpret functions that arise in applications in terms of the context.

1. For linear, piecewise linear, quadratic, and exponential functions that model a relationship between two quantities:

a. Interpret key features of graphs and tables in terms of the quantities, and

b. Sketch graphs showing key features given a verbal description of the relationship.

c. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; and end behavior.

2. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.

3. Calculate and interpret the average rate of change of a linear, quadratic, piecewise linear, and exponential function over a specified interval. Estimate the rate of change from a graph.

C. Analyze functions using different representations.

1. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

b. Graph piecewise linear and exponential functions.

2. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

3. Compare properties of two functions each represented in a different way.

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### §2115. Building Functions

A. Build a function that models a relationship between two quantities.

1. Write a linear, quadratic, or exponential function that describes a relationship between two quantities.

a. Determine an explicit expression or steps for calculation from a context.

B. Build new functions from existing functions.

1. Identify the effect on the graph of replacing  $f(x)$  by  $f(x) + k$ ,  $kf(x)$ , and  $f(x + k)$  for specific values of  $k$ . Without technology, find the value of  $k$  given the graphs of linear and quadratic functions. With technology, experiment with cases and illustrate an explanation of the effects on the graph that include cases where  $f(x)$  is a linear, quadratic, piecewise linear or exponential function.

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### §2117. Linear, Quadratic, and Exponential Models

A. Construct and compare linear, quadratic, and exponential models and solve problems.

1. Distinguish between situations that can be modeled with linear functions and with exponential functions.

a. Prove that linear functions grow by equal differences over equal intervals.

b. Prove that exponential functions grow by equal factors over equal intervals.

c. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.

d. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs.

3. Observe, using graphs and tables, that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically, with and without technology.

B. Interpret expressions for functions in terms of the situation they model.

1. Interpret the parameters in a linear, quadratic, or exponential function in terms of a context.

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### §2119. Interpreting Categorical and Quantitative Data

A. Summarize, represent, and interpret data on a single count or measurement variable.

1. Use statistics appropriate to the shape of the data distribution to compare center and spread of two or more different data sets.

2. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points.

B. Summarize, represent, and interpret data on two categorical and quantitative variables.

1. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data. Recognize possible associations and trends in the data.

2. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear and quadratic models.

b. Informally assess the fit of a function by plotting and analyzing residuals.

c. Fit a linear function for a scatter plot that suggests a linear association.

C. Interpret linear models.

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

2. Compute and interpret the correlation coefficient of a linear fit.

3. Distinguish between correlation and causation.

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## Chapter 23. Geometry

### §2301. Geometric Reasoning and Logic

A. Experiment with transformations in the plane.

1. Based on the undefined notions of point, line, distance along a line, and distance around a circular arc, know the precise definitions of angle, circle, perpendicular line, parallel line, and line segment.

2. Use a plane.

a. Represent transformations with and without technology.

b. Describe transformations as functions that take points in the plane as inputs and give other points as outputs.

c. Compare transformations that preserve distance and angle to those that do not.

3. Describe the rotations and reflections that map a preimage onto itself when given a rectangle, parallelogram, trapezoid, or regular polygon.

4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

5. Use a geometric figure and a rotation, reflection, translation, or sequence of transformations.

a. Draw the transformed figure with and without technology.

b. Specify a sequence that will map a given figure onto another.

B. Understand congruence in terms of rigid motions.

1. Use geometric descriptions of rigid motions to transform figures. Predict the effect of a given rigid motion on a given figure. Given two figures, use the definition of congruence in terms of rigid motions to determine if they are congruent.

2. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

3. Explain how the criteria for triangle congruence ASA, SAS, and SSS follow from the definition of congruence in terms of rigid motions.

C. Prove and apply geometric theorems.

1. Prove and apply theorems about lines and angles. Theorems include but are not limited to 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 but are not limited to measures of interior angles of a triangle sum to  $180^\circ$ ; 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 but are not limited to 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. Make geometric constructions.

1. Make formal geometric constructions with a variety of tools and methods, with or without technology, of an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

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:

### **§2303. Similarity, Right Triangles, and Trigonometry**

A. Understand similarity in terms of similarity transformations.

1. Verify experimentally the properties of dilations given by a center and a scale factor.

a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.

b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

2. Using similarity transformations, determine if two figures are similar using the definition of similarity transformations, and explain the meaning of similarity for triangles as the equality of all corresponding pairs of angles and proportionality of all corresponding sides.

3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

B. Prove and apply theorems involving similarity.

1. Prove and apply theorems about triangles including but not limited to 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.

2. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

C. Define trigonometric ratios and solve problems involving right triangles.

1. Understand that by similarity, side ratios in right triangles, including special right triangles 30-60-90 and 45-45-90, are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

2. Explain and use the relationship between the sine and cosine of complementary angles.

3. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### **§2305. Circles**

A. Understand and apply theorems about circles.

1. Understand that all circles are similar.

2. Identify and describe relationships among inscribed angles, radii, and chords, including the relationship that exists between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; and a radius of a circle is perpendicular to the tangent where the radius intersects the circle.

3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.

B. Find arc lengths and areas of sectors of circles.

1. Derive and apply the formula for finding area of a sector and arc length.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### **§2307. Expressing Geometric Properties with Equations**

A. Translate between the geometric description and the equation for a conic section.

1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

B. Use coordinates to prove simple geometric theorems algebraically.

1. Use coordinates to prove geometric theorems algebraically.

2. Determine the slope criteria for parallel and perpendicular lines and use them to solve geometric problems

3. Find the point on a directed line segment between two given points that partitions the segment in a given ratio. Apply ratio thinking to find the midpoint of the given line segment.

4. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### **§2309. Geometric Measurement and Dimension**

A. Explain volume formulas and use them to solve problems.

1. Give an informal argument, e.g., dissection arguments, Cavalieri's principle, or informal limit arguments, for the formulas of the circumference of a circle, area of a circle, and volume of a cylinder, pyramid, and cone.

2. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.

B. Visualize relationships between two-dimensional and three-dimensional objects.

1. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. Apply properties of two-dimensional figures identified to solve problems.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### §2311. Modeling with Geometry

A. Apply geometric concepts in modeling situations.

1. Use geometric shapes, their measures, and their properties to describe objects.

2. Apply concepts of density based on area and volume in modeling situations.

3. Apply geometric methods to solve design problems.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### §2313. Statistics and Probability Conditional

#### Probability and the Rules of Probability

A. Understand independence and conditional probability and use them to interpret data.

1. Describe events as subsets of a sample space the set of outcomes using characteristics or categories of the outcomes, or as unions, intersections, or complements of other events “or,” “and,” “not”.

2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.

3. Understand the conditional probability of A given B as  $P(A \text{ and } B)/P(B)$ , and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.

4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities.

5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.

B. Use the rules of probability to compute probabilities of compound events in a uniform probability model.

1. Find the conditional probability of A given B as the fraction of B’s outcomes that also belong to A, and interpret the answer in terms of the model.

2. Apply the Addition Rule,  $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$ , and interpret the answer in terms of the model.

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## Chapter 25. Algebra II

### §2501. The Real Number System

Extend the properties of exponents to rational exponents.

1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.

2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### §2503. Quantities

A. Reason quantitatively and use units to solve problems.

1. Define appropriate quantities for the purpose of descriptive modeling.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### §2505. The Complex Number System

A. Perform arithmetic operations with complex numbers.

1. Know there is a complex number  $i$  such that  $i^2 = -1$ , and every complex number has the form  $a + bi$  with  $a$  and  $b$  real.

B. Use complex numbers in polynomial identities and equations.

1. Solve quadratic equations with real coefficients that have complex solutions.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### §2507. Seeing Structure in Expressions

A. Interpret the structure of expressions.

1. Use the structure of an expression to identify ways to rewrite it for a specific purpose.

B. Write expressions in equivalent forms to solve problems.

1. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

a. Use the properties of exponents to transform expressions for exponential functions.

2. Apply the formula for the sum of a finite geometric series to solve problems.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### §2509. Arithmetic with Polynomials and Rational Expressions

A. Understand the relationship between zeros and factors of polynomials.

1. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

B. Use polynomial identities to solve problems.

1. Describe numerical relationships using polynomial identities.

C. Rewrite rational expressions.

1. Rewrite simple rational expressions in different forms. Write  $a(x)/b(x)$  in the form  $q(x) + r(x)/b(x)$ , where  $a(x)$ ,  $b(x)$ ,  $q(x)$ , and  $r(x)$  are polynomials with the degree of  $r(x)$  less than the degree of  $b(x)$ , using inspection, long division, or, for the more complicated examples, a computer algebra system.

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### §2511. Creating Equations

A. Create equations that describe numbers or relationships.

1. Create equations and inequalities and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### §2513. Reasoning with Equations and Inequalities

A. Understand solving equations as a process of reasoning and explain the reasoning.

1. Use properties of equality to justify and explain each step obtained from the previous step when solving an equation, assuming the original equation has a solution. Expand context to situations, including but not limited to logarithmic, exponential, rational, and radical equations.

a. Construct a viable argument to justify the solution method.

2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

B. Solve equations and inequalities in one variable, including applications in mathematical modeling.

1. Solve quadratic equations in one variable by inspection, taking square roots, completing the square, the quadratic formula, and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as  $a \pm bi$  for real numbers  $a$  and  $b$ . Apply these methods to represent and solve real-world problems through mathematical modeling, interpreting the meaning of solutions in context.

C. Solve systems of equations.

1. Solve systems of linear equations exactly and approximately, limited to systems of at most three equations and three variables. With graphic solutions, systems are limited to two variables.

2. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.

D. Represent and solve equations and inequalities graphically.

1. 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 approximate solutions by using technology to graph functions, make tables of values, or find successive approximations. Including cases where  $f(x)$  and/or  $g(x)$  are polynomial, rational, absolute value, exponential, and logarithmic functions.

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### §2515. Interpreting Functions

A. Understand the concept of a function and use function notation.

1. Recognize that sequences are functions whose domain is a subset of the integers. Relate arithmetic sequences to linear functions and geometric sequences to exponential functions.

B. Interpret functions that arise in applications in terms of the context.

1. For a function that models a relationship between two quantities interpret key features of graphs and tables in terms of the quantities and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts, intervals where the function is increasing, decreasing, positive or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

2. Calculate and interpret the average rate of change of a function over a specified interval. Estimate the rate of change from a graph.

C. Analyze functions using different representations.

1. Graph functions are expressed symbolically and show key features of the graph by hand in simple cases and by using technology for more complicated cases.

a. Graph square root, cube root, and piecewise-defined functions.

b. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.

c. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

2. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

a. Use the properties of exponents to interpret expressions for exponential functions.

3. Compare properties of two functions each represented in a different way.

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### §2517. Building Functions

A. Build a function that models a relationship between two quantities.

1. Write a function that describes a relationship between two quantities.

a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

b. Combine standard function types using arithmetic operations.

2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

B. Build new functions from existing functions.

1. Identify the effect on the graph of replacing  $f(x)$  by  $f(x) + k$ ,  $k f(x)$ ,  $f(kx)$ , and  $f(x + k)$  for specific values of  $k$ . Find the value of  $k$  given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

2. Find inverse functions. Solve an equation of the form  $f(x) = c$  for a simple function  $f$  that has an inverse. Write an expression for the inverse.

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### §2519. Linear, Quadratic, and Exponential Models

A. Construct and compare linear, quadratic, and exponential models and solve problems.

1. Given a graph, a description of a relationship, or two input-output pairs, construct linear and exponential functions, including arithmetic and geometric sequences to solve multi-step problems.

2. For exponential models, express as a logarithm the solution to  $ab^{ct} = d$  where  $a$ ,  $c$ , and  $d$  are numbers and the base  $b$  is 2, 10, or  $e$ ; evaluate the logarithm using technology.

B. Interpret expressions for functions in terms of the situation they model.

1. Interpret the parameters in a linear, quadratic, or exponential function in terms of a context.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### §2521. Trigonometric Functions

A. Extend the domain of trigonometric functions using the unit circle.

1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.

2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.

B. Model periodic phenomena with trigonometric functions.

1. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### §2523. Interpreting Categorical and Quantitative Data

A. Summarize, represent, and interpret data on a single count or measurement variable.

1. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages with technology.

a. Recognize that there are data sets for which such a procedure is not appropriate.

B. Summarize, represent, and interpret data on a two categorical and quantitative variables.

1. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.

b. Use given functions or choose a function suggested by the context. Emphasize exponential models.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### §2525. Making Inferences and Justifying Conclusions

A. Understand and evaluate random processes underlying statistical experiments.

1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

2. Decide if a specified model is consistent with results from a given data-generating process.

B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

1. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

2. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

3. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

4. Evaluate media or academic research based on data.

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## Chapter 27. Integrated Math I

### §2701. Quantities

A. Reason quantitatively and use units to solve problems.

1. Use units as a way to understand problems and to guide the solution of multi-step problems.

a. Choose and interpret units consistently in formulas.

b. Choose and interpret the scale and the origin in graphs and data displays.

2. Define appropriate quantities for the purpose of descriptive modeling.

3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### §2703. Seeing Structure in Expressions

A. Interpret the structure of expressions.

1. Interpret expressions that represent a quantity in terms of its context.

a. Interpret parts of an expression, such as terms, factors, and coefficients.

b. Interpret complicated expressions by viewing one or more of their parts as a single entity.

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### §2705. Creating Equations

A. Create equations that describe numbers or relationships.

1. Create equations and inequalities and use them to solve problems. Include equations arising from linear, quadratic, and exponential situation functions.

2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.

4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving linear equations. For example, rearrange Ohm's law  $V = IR$  to highlight resistance  $R$ .

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### §2707. Reasoning with Equations and Inequalities

A. Understand solving equations as a process of reasoning and explain the reasoning.

1. Use properties of equality to justify and explain each step obtained from the previous step when solving an equation, assuming the original equation has a solution.

a. Construct a viable argument to justify the solution method.

B. Solve equations and inequalities in one variable.

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

2. Solve quadratic equations in one variable.

a. Use the method of completing the square to transform any quadratic equation in  $x$  into an equation of the form  $(x - p)^2 = q$  that has the same solutions.

b. Solve quadratic equations by inspection, taking square roots, completing the square, the quadratic formula, and factoring, as appropriate to the initial form of the equation.

c. Recognize when the quadratic formula gives complex solutions and write them as "no real solution."

C. Solve systems of equations.

1. Solve systems of linear equations in two variables exactly and approximately.

a. Use methods such as substitution, elimination, and graphing to solve.

b. Justify a method for solving such systems.

2. Solve systems of linear equations exactly and approximately (e.g., with graphs), limited to systems of at most three equations and three variables. With graphic solutions, systems are limited to two variables.

D. Represent and solve equations and inequalities graphically.

1. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve, but may be a line.

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, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where  $f(x)$  and/or  $g(x)$  are linear, polynomial, rational, piecewise linear, to include absolute value, and exponential functions.

3. Graph the solutions to a linear inequality in two variables as a half-plane, excluding the boundary in the case of a strict inequality, and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### §2709. Interpreting Functions

A. Understand the concept of a function and use function notation.

1. Understand that a function from one set, called the domain to another set, called the range assigns to each

element of the domain exactly one element of the range. If  $f$  is a function and  $x$  is an element of its domain, then  $f(x)$  denotes the output of  $f$  corresponding to the input  $x$ . The graph of  $f$  is the graph of the equation  $y = f(x)$ .

2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

B. Interpret functions that arise in applications in terms of the context.

1. Use linear, piecewise linear, to include absolute value, quadratic, and exponential functions that model a relationship between two quantities.

a. Interpret key features of graphs and tables in terms of the quantities; and

b. Sketch graphs showing key features given a verbal description of the relationship.

c. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; and end behavior.

2. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.

3. Calculate and interpret the average rate of change of a linear, quadratic, piecewise linear, absolute value, and exponential function presented symbolically or as a table over a specified interval. Estimate the rate of change from a graph.

C. Analyze functions using different representations.

1. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

2. Compare properties of two functions including linear, quadratic, piecewise linear, absolute value or exponential, each represented in a different way, algebraically, graphically, numerically in tables, or by verbal descriptions.

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### §2711. Building Functions

A. Build a function that models a relationship between two quantities.

1. Write a function that describes a relationship between two quantities.

a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.

2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

B. Build new functions from existing functions.

1. Identify the effect on the graph of replacing  $f(x)$  by  $f(x) + k$ ,  $kf(x)$ ,  $f(kx)$ , and  $f(x + k)$  for specific values of  $k$ , both positive and negative. Without technology, find the value of  $k$  given the graphs of linear and quadratic functions. With technology, experiment with cases and illustrate an

explanation of the effects on the graph, including cases where  $f(x)$  is a linear, quadratic, piecewise linear, absolute value, or exponential function.

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### **§2713. Linear, Quadratic, and Exponential Models**

A. Construct and compare linear, quadratic, and exponential models and solve problems.

1. Distinguish between situations that can be modeled with linear functions and with exponential functions.

a. Prove that linear functions grow by equal differences over equal intervals.

b. Prove that exponential functions grow by equal factors over equal intervals.

c. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.

2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs, include reading these from a table.

3. Observe, using graphs and tables, that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically, with and without technology.

B. Interpret expressions for functions in terms of the situation they model.

1. Interpret the parameters in a linear, quadratic, or exponential function in terms of a context.

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### **§2715. Congruence**

A. Experiment with transformations in the plane.

1. Based on the undefined notions of point, line, distance along a line, and distance around a circular arc, know the precise definitions of angle, circle, perpendicular line, parallel line, and line segment.

2. Use a plane.

a. Represent transformations with and without technology.

b. Describe transformations as functions that take points in the plane as inputs and give other points as outputs.

c. Compare transformations that preserve distance and angle to those that do not, such as translation versus horizontal stretch.

3. Describe the rotations and reflections that map a preimage onto itself when given a rectangle, parallelogram, trapezoid, or regular polygon.

4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

5. Use a geometric figure and a rotation, reflection, translation, or sequence of transformations.

a. Draw the transformed figure with and without technology.

b. Specify a sequence that will map a given figure onto another.

B. Understand congruence in terms of rigid motions.

1. Use geometric descriptions of rigid motions to transform figures. Predict the effect of a given rigid motion

on a given figure. Given two figures, use the definition of congruence in terms of rigid motions to determine if they are congruent.

2. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

3. Explain how the criteria for triangle congruence including the ASA, SAS, and SSS theorems, follow from the definition of congruence in terms of rigid motions.

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### **§2717. Interpreting Categorical and Quantitative Data**

A. Summarize, represent, and interpret data on a single count or measurement variable.

1. Represent and interpret data with plots on the real number line including dot plots, histograms, and box plots.

2. Use statistics appropriate to the shape of the data distribution to compare center, median, mean and spread including interquartile range and standard deviation of two or more different data sets.

3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points or outliers.

B. Summarize, represent, and interpret data on two categorical and quantitative variables.

1. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data including joint, marginal, and conditional relative frequencies. Recognize possible associations and trends in the data.

2. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear and quadratic models.

b. Informally assess the fit of a function by plotting and analyzing residuals.

c. Fit a linear function for a scatter plot that suggests a linear association.

C. Interpret linear models.

1. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

2. Compute, using technology, and interpret the correlation coefficient of a linear fit.

3. Distinguish between correlation and causation.

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

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## **Chapter 29. Integrated Math II**

### **§2901. The Real Number System**

A. Extend the properties of exponents to rational exponents.

1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.

2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

B. Use properties of rational and irrational numbers.

1. Explain why the sum or product of two rational numbers is rational, that the sum of a rational number and an irrational number is irrational, and that the product of a nonzero rational number and an irrational number is irrational.

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### §2903. The Complex Number System

A. Perform arithmetic operations with complex numbers.

1. Know there is a complex number  $i$  such that  $i^2 = -1$ , and every complex number has the form  $a + bi$  with  $a$  and  $b$  real.

2. Use the relation  $i^2 = -1$  and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

B. Use complex numbers in polynomial identities and equations. Limit to quadratics with real coefficients.

1. Solve quadratic equations with real coefficients that have complex solutions.

2. Extend polynomial identities to the complex numbers.

3. Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

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### §2905. Seeing Structure in Equations

A. Interpret the structure of expressions.

1. Interpret expressions that represent a quantity in terms of its context.

a. Interpret parts of an expression, such as terms, factors, and coefficients.

b. Interpret complicated expressions by viewing one or more of their parts as a single entity.

2. Use the structure of an expression to identify ways to rewrite it for a specific purpose.

B. Write expressions in equivalent forms to solve problems.

1. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

a. Factor a quadratic expression to reveal the zeros of the function it defines.

b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

c. Use the properties of exponents to transform expressions for exponential functions, emphasizing integer exponents. For example, the growth of bacteria can be modeled by either  $f(t) = 3^{(t-2)}$  or  $g(t) = 9(3^t)$  because the expression  $3^{(t-2)}$  can be rewritten as  $(3^t)(3^{-2}) = 9(3^t)$ .

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### §2907. Arithmetic with Polynomials and Rational Expressions

A. Perform arithmetic operations on polynomials.

1. Understand that polynomials form a system comparable to the integers, as they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

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### §2909. Creating Equations

A. Create equations that describe numbers or relationships.

1. Create equations and inequalities and use them to solve problems. Include equations arising from linear, quadratic, and exponential situation functions.

2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.

4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. Include formulas involving quadratic terms.

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### §2911. Reasoning with Equations and Inequalities

A. Solve equations and inequalities in one variable.

1. Solve quadratic equations in one variable.

a. Use the method of completing the square to transform any quadratic equation in  $x$  into an equation of the form  $(x - p)^2 = q$  that has the same solutions.

b. Solve quadratic equations by inspection, taking square roots, completing the square, the quadratic formula, and factoring, as appropriate to the initial form of the equation.

c. Recognize when the quadratic formula gives complex solutions and write them as "no real solution."

B. Solve systems of equations.

1. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### §2913. Interpreting Functions

A. Interpret quadratic functions that arise in applications in terms of the context.

1. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is

increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries and end behavior.

2. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function  $h(n)$  gives the number of person-hours it takes to assemble  $n$  engines in a factory, then the positive integers would be an appropriate domain for the function.

3. Calculate and interpret the average rate of change of a quadratic function, presented symbolically or as a table, over a specified interval. Estimate the rate of change from a graph.

B. Analyze linear, exponential, quadratic, absolute value, step, and piecewise-defined functions using different representations.

1. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

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

2. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

3. Compare properties of two functions such as linear, quadratic, piecewise linear to include absolute value, or exponential, each represented in a different way, algebraically, graphically, numerically in tables, or by verbal descriptions.

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### §2915. Building Functions

A. Build a function that models a relationship between two quantities.

1. Write a linear, quadratic, or exponential function that describes a relationship between two quantities.

a. Determine an explicit expression or steps for calculation from a context.

b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.

B. Build new functions from existing functions.

1. Identify the effect on the graph of replacing  $f(x)$  by  $f(x) + k$ ,  $kf(x)$ ,  $f(kx)$ , and  $f(x + k)$  for specific values of  $k$ , both positive and negative. Without technology, find the value of  $k$  given the graphs of linear and quadratic functions. With technology, experiment with cases and illustrate an explanation of the effects on the graph that include cases where  $f(x)$  is a linear, quadratic, piecewise linear, absolute value, or exponential function.

2. Find inverse functions. Solve an equation of the form  $f(x) = c$  for a simple function  $f$  that has an inverse. Write an expression for the inverse.

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### §2917. Linear, Quadratic, and Exponential Models

A. Construct and compare linear, quadratic, and exponential models and solve problems.

1. Observe, using graphs and tables, that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically, with and without technology.

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### §2919. Trigonometric Functions

A. Prove and apply trigonometric identities.

1. Prove the Pythagorean identity  $\sin^2(\theta) + \cos^2(\theta) = 1$  and use it to find the value of  $\sin(\theta)$ ,  $\cos(\theta)$ , or  $\tan(\theta)$  given  $\sin(\theta)$ ,  $\cos(\theta)$ , or  $\tan(\theta)$  and the quadrant of the angle.

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### §2921. Congruence

A. Prove and apply geometric theorems.

1. Prove and apply theorems about lines and angles. Theorems include but are not limited to 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 but are not limited to measures of interior angles of a triangle sum to  $180^\circ$ ; 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 but are not limited to 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.

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### §2923. Similarity, Right Triangles, and Trigonometry

A. Understand similarity in terms of similarity transformations.

1. Verify experimentally the properties of dilations given by a center and a scale factor.

a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.

b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

2. Using similarity transformations, determine if two figures are similar using the definition of similarity transformations; and explain the meaning of similarity for

triangles as the equality of all corresponding pairs of angles and proportionality of all corresponding sides.

3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

B. Prove and apply theorems involving similarity.

1. Prove and apply theorems about triangles. Theorems include but not limited to 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.

2. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

C. Define trigonometric ratios and solve problems involving right triangles.

1. Understand that by similarity, side ratios in right triangles, including special right triangles, 30-60-90 and 45-45-90, are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

2. Explain and use the relationship between the sine and cosine of complementary angles.

3. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

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### **§2925. Circles**

A. Understand and apply theorems about circles.

1. Understand that all circles are similar.

2. Identify and describe relationships among inscribed angles, radii, and chords, including the following the relationship that exists between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; and a radius of a circle is perpendicular to the tangent where the radius intersects the circle.

3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.

4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

B. Find arc lengths and areas of sectors of circles.

1. Apply the formula for finding area of a sector and arc length. Radians are introduced only as a unit of measure.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### **§2927. Expressing Geometric Properties with Equations**

A. Translate between the geometric description and the equation for a conic section.

1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

2. Derive the equation of a parabola given a focus and directrix.

B. Use coordinates to prove simple geometric theorems algebraically.

1. Use coordinates to prove geometric theorems algebraically.

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### **§2929. Geometric Measurement and Dimension**

A. Explain volume formulas and use them to solve problems.

1. Give an informal argument, e.g., dissection arguments, Cavalieri's principle, or informal limit arguments, for the formulas of the circumference of a circle, area of a circle, and volume of a cylinder, pyramid, and cone.

2. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.

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### **§2931. Conditional Probability and the Rules of Probability**

A. Understand independence and conditional probability and use them to interpret data.

1. Describe events as subsets of a sample space, the set of outcomes, using characteristics or categories of the outcomes, or as unions, intersections, or complements of other events including those expressed with "or," "and," "not".

2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.

3. Understand the conditional probability of A given B as  $P(A \text{ and } B)/P(B)$ , and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.

4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities.

5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.

B. Use the rules of probability to compute probabilities of compound events in a uniform probability model.

1. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.

2. Apply the Addition Rule,  $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$ , and interpret the answer in terms of the model.

3. Apply the general multiplication rule in a uniform probability model,  $P(A \text{ and } B) = P(A)P(B|A) = P(B)P(A|B)$ , and interpret the answer in terms of the model.

4. Understand and apply the concepts of permutations and combinations. Use permutations and combinations to compute probabilities of compound events and solve problems.

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### §2933. Using Probability to Make Decisions

A. Use probability to evaluate outcomes of decisions.

1. Use probabilities to make fair decisions by using different strategies including drawing by lots, using a random number generator, etc.

2. Analyze decisions and strategies using probability concepts.

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## Chapter 31. Integrated Math III

### §3101. The Complex Number System

A. Use complex numbers in polynomial identities and equations.

1. Extend polynomial identities to the complex numbers.

2. Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

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### §3103. Seeing Structure in Equations

A. Interpret the structure of expressions.

1. Interpret expressions that represent a quantity in terms of its context.

a. Interpret parts of an expression, such as terms, factors, and coefficients.

b. Interpret complicated expressions by viewing one or more of their parts as a single entity.

2. Use the structure of an expression to identify ways to rewrite it for a specific purpose.

B. Write expressions in equivalent forms to solve problems.

1. Apply the formula for the sum of a finite geometric series, when the common ratio is not 1, to solve problems.

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### §3105. Arithmetic with Polynomials and Rational Expressions

A. Perform arithmetic operations on polynomials.

1. Understand that polynomials form a system comparable to the integers, as they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

B. Understand the relationship between zeros and factors of polynomials.

1. Know and apply the Remainder Theorem. For a polynomial  $p(x)$  and a number  $a$ , the remainder on division by  $x - a$  is  $p(a)$ , so  $p(a) = 0$  if and only if  $(x - a)$  is a factor of  $p(x)$ .

2. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

C. Use polynomial identities to solve problems.

1. Describe numerical relationships using polynomial identities.

2. Know and apply the Binomial Theorem for the expansion of  $(x + y)^n$  in powers of  $x$  and  $y$  for a positive integer  $n$ , where  $x$  and  $y$  are any numbers, with coefficients

determined. The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.

D. Rewrite rational expressions.

1. Rewrite simple rational expressions in different forms. Write  $a(x)/b(x)$  in the form  $q(x) + r(x)/b(x)$ , where  $a(x)$ ,  $b(x)$ ,  $q(x)$ , and  $r(x)$  are polynomials with the degree of  $r(x)$  less than the degree of  $b(x)$ , using inspection, long division, or, for the more complicated problems, a computer algebra system.

2. Perform operations on rational expressions, building from previous knowledge that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression.

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### §3107. Creating Equations

A. Create equations that describe numbers or relationships.

1. Create equations and inequalities and use them to solve problems. Include equations arising from linear, quadratic, and exponential situation functions.

2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.

4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

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### §3109. Reasoning with Equations and Inequalities

A. Understand solving equations as a process of reasoning and explain the reasoning.

1. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise

B. Represent and solve equations and inequalities graphically.

1. 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 approximate solutions by using technology to graph the functions, make tables of values, or find successive approximations. Include cases where  $f(x)$  and/or  $g(x)$  are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.

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### §3111. Interpreting Functions

A. Interpret functions that arise in applications in terms of the context.

1. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key

features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

2. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.

3. Calculate and interpret the average rate of change of a function presented symbolically or as a table over a specified interval. Estimate the rate of change from a graph.

B. Analyze functions using different representations.

1. Graph functions are expressed symbolically and show key features of the graph by hand in simple cases and by using technology for more complicated cases.

a. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.

b. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.

c. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

2. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

b. Use the properties of exponents to interpret expressions for exponential functions and classify them as representing exponential growth or decay.

3. Compare properties of two functions each represented in a different way including algebraically, graphically, and numerically in tables, or by verbal descriptions.

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### §3113. Building Functions

A. Build a function that models a relationship between two quantities.

1. Write a function that describes a relationship between two quantities.

a. Combine standard function types using arithmetic operations.

B. Build new functions from existing functions.

1. Identify the effect on the graph of replacing  $f(x)$  by  $f(x) + k$ ,  $k f(x)$ ,  $f(kx)$ , and  $f(x + k)$  for specific values of  $k$ , both positive and negative. Find the value of  $k$  given the graphs; experiment with cases and illustrate an explanation of the effects on the graph using technology; and include recognizing even and odd functions from their graphs and algebraic expressions for them.

2. Find inverse functions. Solve an equation of the form  $f(x) = c$  for a simple function  $f$  that has an inverse. Write an expression for the inverse.

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### §3115. Linear, Quadratic, and Exponential Models

A. Construct and compare linear, quadratic, and exponential models and solve problems.

1. For exponential models, express as a logarithm the solution to  $ab^{ct} = d$  where  $a$ ,  $c$ , and  $d$  are numbers and the base  $b$  is 2, 10, or  $e$ ; evaluate the logarithm using technology.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### §3117. Trigonometric Functions

A. Extend the domain of trigonometric functions using the unit circle.

1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.

2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.

B. Model periodic phenomena with trigonometric functions.

1. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### §3119. Similarity, Right Triangles, and Trig

A. Apply trigonometry to general triangles.

1. Derive the formula  $A = 1/2 ab \sin(C)$  for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.

2. Prove the Laws of Sines and Cosines and use them to solve problems.

3. Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### §3121. Geometric Measurement and Dimension

A. Visualize relationships between two-dimensional and three-dimensional objects.

1. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. Apply properties of two-dimensional figures identified to solve problems.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### §3123. Modeling with Geometry

A. Apply geometric concepts in modeling situations.

1. Use geometric shapes, their measures, and their properties to describe objects.

2. Apply concepts of density based on area and volume in modeling situations.

3. Apply geometric methods to solve design problems.

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### §3125. Interpreting Categorical and Quantitative Data

A. Summarize, represent, and interpret data on a single count or measurement variable.

1. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages with technology.

a. Recognize that there are data sets for which such a procedure is not appropriate.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### §3127. Statistics and Probability: Making Inferences and Justifying Conclusions

A. Understand and evaluate random processes underlying statistical experiments.

1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### §3129. Making Inferences and Justifying Conclusions

A. Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

1. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

2. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

3. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

4. Evaluate media or academic research based on data.

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### §3131. Using Probability to Make Decisions

A. Use probability to evaluate outcomes of decisions.

1. Use probabilities to make fair decisions by drawing by lots, using a random number generator, etc.

2. Analyze decisions and strategies using probability concepts.

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:

## Chapter 33. Algebra III

### §3301. The Complex Number System

A. Perform arithmetic operations with complex numbers.

1. Know there is a complex number  $i$  such that  $i^2 = -1$ , and every complex number has the form  $a + bi$  with  $a$  and  $b$  real.

2. Use the relation  $i^2 = -1$  and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

3. Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

B. Represent complex numbers and their operations on the complex plane.

1. Represent complex numbers on the complex plane in rectangular and polar form including real and imaginary numbers, and explain why the rectangular and polar forms of a given complex number represent the same number.

2. Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation.

3. Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

C. Use complex numbers in polynomial identities and equations.

1. Solve quadratic equations with real coefficients that have complex solutions.

2. Extend polynomial identities to the complex numbers.

3. Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

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

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### §3303. Vector and Matrix Quantities

A. Represent and model with vector quantities.

1. Understand vector attributes.

a. Represent vector quantities as having both magnitude and direction by directed line segments.

b. Use appropriate symbols for vectors and their magnitudes.

2. Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.

3. Solve problems involving velocity and other quantities that can be represented by vectors.

B. Perform operations on vectors.

1. Add and subtract vectors.

a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.

b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.

c. Understand vector subtraction  $v - w$  as  $v + (-w)$ , where  $-w$  is the additive inverse of  $w$ , with the same magnitude as  $w$ , and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.

2. Multiply a vector by a scalar.

a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as  $c(v_x, v_y) = (cv_x, cv_y)$ .

b. Compute the magnitude of a scalar multiple  $cv$  using  $\|cv\| = |c|v$ . Compute the direction of  $cv$  knowing that when  $|c|v \neq 0$ , the direction of  $cv$  is either along  $v$  (for  $c > 0$ ) or against  $v$  (for  $c < 0$ ).

C. Perform operations on matrices and use matrices in applications.

1. Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.

2. Multiply matrices by scalars to produce new matrices.

a. Multiply with and without technology.

b. Multiply with and without context.

3. Add, subtract, and multiply matrices of appropriate dimensions.

4. Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.

5. Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers.

a. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.

6. Multiply a vector, regarded as a matrix with one column, by a matrix of suitable dimensions to produce another vector.

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:

### **§3305. Arithmetic with Polynomials and Rational Expressions**

A. Understand the relationship between zeros and factors of polynomials.

1. Know and apply the Remainder Theorem. For a polynomial  $p(x)$  and a number  $a$ , the remainder on division by  $x - a$  is  $p(a)$ , so  $p(a) = 0$  if and only if  $(x - a)$  is a factor of  $p(x)$ .

B. Use polynomial identities to solve problems.

1. Prove polynomial identities and use them to describe numerical relationships.

2. Know and apply the Binomial Theorem for the expansion of  $(x + y)^n$  in powers of  $x$  and  $y$  for a positive integer  $n$ , where  $x$  and  $y$  are any numbers, with coefficients determined. The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.

C. Rewrite rational expressions.

1. Rewrite simple rational expressions in different forms; write  $a(x)/b(x)$  in the form  $q(x) + r(x)/b(x)$ , where  $a(x)$ ,  $b(x)$ ,  $q(x)$ , and  $r(x)$  are polynomials with the degree of  $r(x)$  less than the degree of  $b(x)$ , using inspection, long division, synthetic division, or, for the more complicated examples, a computer algebra system.

2. Perform operations on rational expressions, building from previous knowledge that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression.

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:

### **§3307. Reasoning with Equations and Inequalities**

A. Solve system of equations.

1. Represent a system of linear equations as a single matrix equation in a vector variable.

2. Find the inverse of a matrix if it exists and use it to solve systems of linear equations. Use technology for matrices of dimension  $3 \times 3$  or greater.

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:

### **§3309. Building Functions**

A. Build a function that models a relationship between two quantities.

1. Write a function that describes a relationship between two quantities.

a. Compose functions.

B. Build new functions from existing functions.

1. Find inverse functions.

a. Solve an equation of the form  $f(x) = c$  for a simple function  $f$  that has an inverse and write an expression for the inverse.

b. Verify by composition that one function is the inverse of another.

c. Read values of an inverse function from a graph or a table, given that the function has an inverse.

d. Produce an invertible function from a non-invertible function by restricting the domain.

2. Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### **§3311. Interpreting Functions**

A. Analyze functions using different representations.

1. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

a. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.

2. Compare properties of two functions each represented in a different way either algebraically, graphically, or numerically in tables or by verbal descriptions.

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:

### **§3313. Expressing Geometric Properties with Equations**

A. Translate between the geometric description and the equation for a conic section.

1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

2. Derive the equation of a parabola given a focus and directrix.

3. Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.

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:

## **Chapter 35. Advanced Math Precalculus**

### **§3501. The complex number System**

A. Perform arithmetic operations with complex numbers.

1. Use the relation  $i^2 = -1$  and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

2. Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

B. Represent complex numbers and their operations on the complex plane.

1. Represent complex numbers on the complex plane in rectangular and polar form, including real and imaginary numbers, and explain why the rectangular and polar forms of a given complex number represent the same number.

2. Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation.

3. Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

C. Use complex numbers in polynomial identities and equations.

1. Solve quadratic equations with real coefficients that have complex solutions.

2. Extend polynomial identities to the complex numbers.

3. Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

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:

### §3503. Vector and Matrix Quantities

A. Represent and model with vector quantities.

1. Understand vector attributes.

a. Represent vector quantities as having both magnitude and direction by directed line segments.

b. Use appropriate symbols for vectors and their magnitudes.

2. Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.

3. Solve problems involving velocity and other quantities that can be represented by vectors.

B. Perform operations on vectors.

1. Add and subtract vectors.

a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.

b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.

c. Understand vector subtraction  $v - w$  as  $v + (-w)$ , where  $-w$  is the additive inverse of  $w$ , with the same magnitude as  $w$ , and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.

2. Multiply a vector by a scalar.

a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as  $c(v_x, v_y) = (cv_x, cv_y)$ .

b. Compute the magnitude of a scalar multiple  $cv$  using  $\|cv\| = |c|v$ . Compute the direction of  $cv$  knowing that when  $|c|v \neq 0$ , the direction of  $cv$  is either along  $v$  (for  $c > 0$ ) or against  $v$  (for  $c < 0$ ).

C. Perform operations on matrices and use matrices in applications.

1. Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.

2. Multiply matrices by scalars to produce new matrices.

a. Multiply with and without technology.

b. Multiply with and without context.

3. Add, subtract, and multiply matrices of appropriate dimensions.

4. Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.

5. Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers.

a. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.

6. Multiply a vector, regarded as a matrix with one column, by a matrix of suitable dimensions to produce another vector.

7. Work with  $2 \times 2$  matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.

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:

### §3505. Arithmetic with Polynomials and Rational Expressions

A. Understand the relationship between zeros and factors of polynomials.

1. Know and apply the Remainder Theorem: For a polynomial  $p(x)$  and a number  $a$ , the remainder on division by  $x - a$  is  $p(a)$ , so  $p(a) = 0$  if and only if  $(x - a)$  is a factor of  $p(x)$ .

B. Use polynomial identities to solve problems.

1. Prove polynomial identities and use them to describe numerical relationships.

2. Know and apply the Binomial Theorem for the expansion of  $(x + y)^n$  in powers of  $x$  and  $y$  for a positive integer  $n$ , where  $x$  and  $y$  are any numbers, with coefficients determined. The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.

C. Rewrite rational expressions.

1. Rewrite simple rational expressions in different forms. Write  $a(x)/b(x)$  in the form  $q(x) + r(x)/b(x)$ , where  $a(x)$ ,  $b(x)$ ,  $q(x)$ , and  $r(x)$  are polynomials with the degree of  $r(x)$  less than the degree of  $b(x)$ , using inspection, long division, synthetic division, or, for the more complicated examples, a computer algebra system.

2. Perform operations on rational expressions, building from previous knowledge that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression.

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:

### §3507. Reasoning with Equations and Inequalities

#### A. Solve System of Equations.

1. Represent a system of linear equations as a single matrix equation in a vector variable.

2. Find the inverse of a matrix if it exists and use it to solve systems of linear equations. Use technology for matrices of dimension  $3 \times 3$  or greater.

#### B. Represent and solve equations and inequalities graphically.

1. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve, which could be a line. Include rational, logarithmic, exponential and polynomial functions.

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, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where  $f(x)$  and/or  $g(x)$  are linear, quadratic, polynomial, rational, piecewise linear, absolute value, logarithmic and exponential functions. Identify domain restrictions and real and non-real solutions algebraically.

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### §3509. Building Functions

#### A. Build a function that models a relationship between two quantities.

1. Write a function that describes a relationship between two quantities.

a. Compose functions.

#### B. Build new functions from existing functions.

1. Find inverse functions.

a. Solve an equation of the form  $f(x) = c$  for a simple function  $f$  that has an inverse and write an expression for the inverse.

b. Verify by composition that one function is the inverse of another.

c. Read values of an inverse function from a graph or a table, given that the function has an inverse.

d. Produce an invertible function from a non-invertible function by restricting the domain.

2. Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and 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:

### §3511. Interpreting Functions

#### A. Analyze functions using different representations.

1. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

a. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.

2. Compare properties of two functions each represented in a different way including algebraically, graphically, numerically in tables, or by verbal descriptions.

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:

### §3513. Trigonometric Functions

#### A. Extend the domain of trigonometric functions using the unit circle.

1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.

2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.

3. Use special triangles to determine geometrically the values of sine, cosine, tangent for  $\pi/3$ ,  $\pi/4$  and  $\pi/6$ , and use the unit circle to express the values of sine, cosine, and tangent for  $x$ ,  $\pi+x$ , and  $2\pi-x$  in terms of their values for  $x$ , where  $x$  is any real number.

4. Use the unit circle to explain symmetry and periodicity of trigonometric functions.

#### B. Model periodic phenomena with trigonometric functions.

1. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.

2. Construct models through graphing and analyzing graphs of trigonometric functions including finding period, amplitude, and phase shift.

3. Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.

4. Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.

#### C. Prove and apply trigonometric identities.

1. Prove the Pythagorean identity  $\sin^2(\theta) + \cos^2(\theta) = 1$  and use it to find  $\sin(\theta)$ ,  $\cos(\theta)$ , or  $\tan(\theta)$  given  $\sin(\theta)$ ,  $\cos(\theta)$ , or  $\tan(\theta)$  and the quadrant of the angle.

2. Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.

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:

### §3515. Expressing Geometric Properties with Equations

#### A. Translate between the geometric description and the equation for a conic section.

1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

2. Derive the equation of a parabola given a focus and directrix.

3. Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.

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:

### §3517. Similarity, Right Triangles and Trigonometry

A. Apply trigonometry to general triangles.

1. Derive the formula  $A = \frac{1}{2} ab \sin(C)$  for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.

2. Prove the Laws of Sines and Cosines and use them to solve problems.

3. Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### Chapter 37. Advanced Math Functions and Statistics

#### §3701. The Complex Number System

A. Perform arithmetic operations with complex numbers.

1. Use the relation  $i^2 = -1$  and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

2. Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

B. Represent complex numbers and their operations on the complex plane.

1. Represent complex numbers on the complex plane in rectangular and polar form and explain why the rectangular and polar forms of a given complex number represent the same number.

2. Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation.

3. Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

C. Use complex numbers in polynomial identities and equations.

1. Solve quadratic equations with real coefficients that have complex solutions.

2. Extend polynomial identities to the complex numbers.

3. Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

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:

#### §3703. Vector and Matrix Quantities

A. Represent and model with vector quantities.

1. Understand vector attributes.

a. Represent vector quantities as having both magnitude and direction by directed line segments.

b. Use appropriate symbols for vectors and their magnitudes.

2. Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.

3. Solve problems involving velocity and other quantities that can be represented by vectors.

B. Perform operations on vectors.

1. Add and subtract vectors.

a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.

b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.

c. Understand vector subtraction  $v - w$  as  $v + (-w)$ , where  $-w$  is the additive inverse of  $w$ , with the same magnitude as  $w$ , and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.

2. Multiply a vector by a scalar.

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

b. Compute the magnitude of a scalar multiple  $cv$  using  $\|cv\| = |c|v$ . Compute the direction of  $cv$  knowing that when  $|c|v \neq 0$ , the direction of  $cv$  is either along  $v$  (for  $c > 0$ ) or against  $v$  (for  $c < 0$ ).

C. Perform operations on matrices and use matrices in applications.

1. Use matrices to represent and manipulate data.

2. Multiply matrices by scalars to produce new matrices.

a. Multiply with and without technology.

b. Multiply with and without context.

3. Add, subtract, and multiply matrices of appropriate dimensions.

4. Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.

5. Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers.

a. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.

6. Multiply a vector by a matrix of suitable dimensions to produce another vector.

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:

#### §3705. Arithmetic with Polynomials and Rational Expressions

A. Understand the relationship between zeros and factors of polynomials.

1. Know and apply the Remainder Theorem. For a polynomial  $p(x)$  and a number  $a$ , the remainder on division by  $x - a$  is  $p(a)$ , so  $p(a) = 0$  if and only if  $(x - a)$  is a factor of  $p(x)$ .

B. Use polynomial identities to solve problems.

1. Prove polynomial identities and use them to describe numerical relationships.

2. Know and apply the Binomial Theorem for the expansion of  $(x + y)^n$  in powers of  $x$  and  $y$  for a positive integer  $n$ , where  $x$  and  $y$  are any numbers, with coefficients determined.

C. Rewrite rational expressions.

1. Rewrite simple rational expressions in different forms. Write  $a(x)/b(x)$  in the form  $q(x) + r(x)/b(x)$ , where  $a(x)$ ,  $b(x)$ ,  $q(x)$ , and  $r(x)$  are polynomials with the degree of  $r(x)$

less than the degree of  $b(x)$ , using inspection, long division, synthetic division, or, for the more complicated examples, a computer algebra system.

2. Perform operations on rational expressions, building from previous knowledge that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression.

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:

### §3707. Reasoning with Equations and Inequalities

A. Solve System of Equations.

1. Represent a system of linear equations as a single matrix equation in a vector variable.

2. Find the inverse of a matrix if it exists and use it to solve systems of linear equations.

B. Represent and solve equations and inequalities graphically.

1. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve. Include rational, logarithmic, exponential and polynomial functions.

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:

### §3709. Building Functions

A. Build a function that models a relationship between two quantities.

1. Write a function that describes a relationship between two quantities.

a. Compose functions.

B. Build new functions from existing functions.

1. Find inverse functions.

a. Solve an equation of the form  $f(x) = c$  for a simple function  $f$  that has an inverse and write an expression for the inverse.

b. Verify by composition that one function is the inverse of another.

c. Read values of an inverse function from a graph or a table, given that the function has an inverse.

d. Produce an invertible function from a non-invertible function by restricting the domain.

2. Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

### §3711. Interpreting Functions

A. Analyze functions using different representations.

1. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

a. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.

2. Compare properties of two functions each represented in a different way.

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:

### §3713. Data in Context

A. Use a statistical cycle to formulate questions, describe types of data, data sources, and constraints within the context of a problem.

1. Define the stages of the statistical cycle and how each stage relates to the others.

2. Formulate questions and conclusions based on context.

3. Understand the type of data relevant to the question at hand.

4. Compare and contrast population and sample, and parameter and statistic.

5. Identify and explain constraints of the statistical approach.

B. Compare and contrast data collection methods to plan and conduct an observational study.

1. Investigate and describe sampling techniques.

2. Determine which sampling technique is best, given a particular context.

3. Investigate and explain the statistical biases inherent in sampling methods and various responses to statistical bias.

4. Use the statistical cycle to plan and conduct an observational study to answer a question or address a problem.

C. Utilize the principles of experimental design to plan and conduct a well-designed experiment.

1. Describe the principles of experimental design, including treatment/control groups, blinding/placebo effects, experimental units/subjects, and blocking/matched pairs and completely randomized designs.

2. Evaluate the principles of experimental design to address comparison, randomization, replication, and control within the context of the problem.

3. Compare and contrast controlled experiments and observational studies and the conclusions that may be drawn from each.

4. Use the statistical cycle to plan and conduct a well-designed experiment to answer a question or address a problem.

5. Select a data collection method appropriate for a given context.

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:

### §3715. Interpreting Categorical and Quantitative Data

A. Summarize, represent, and interpret data on a single count or measurement variable.

1. Represent and interpret data with plots on the real number line.

2. Use statistics appropriate to the shape of the data distribution to compare center and spread of two or more different data sets.

3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points.

4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use technology when appropriate.

B. Summarize, represent, and interpret data on two categorical and quantitative variables.

1. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data. Recognize possible associations and trends in the data.

2. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

a. Fit a function to the data using technology. Use functions fitted to data to solve problems in the context. Use given functions or choose a function suggested by the context.

b. Informally assess the fit of a function by plotting and analyzing residuals.

c. Fit a linear function for a scatter plot that suggests a linear association.

C. Interpret linear models.

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

2. Compute and interpret the correlation coefficient of a linear fit.

3. Distinguish between correlation and causation.

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 42:1043 LR 52:

### **§3717. Making Inferences and Justifying Conclusions**

A. Understand and evaluate random processes underlying statistical experiments.

1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

2. Decide if a specified model is consistent with results from a given data-generating process.

B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

1. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

2. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

3. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

4. Evaluate reports based on data.

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:

### **§3719. Conditional Probability and the Rules of Probability**

A. Understand independence and conditional probability and use them to interpret data.

1. Describe events as subsets of a sample space using characteristics of the outcomes, or as unions, intersections, or complements of other events.

2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.

3. Understand the conditional probability of A given B as  $P(A \text{ and } B)/P(B)$ , and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.

4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities.

5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.

B. Use the rules of probability to compute probabilities of compound events in a uniform probability model.

1. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.

2. Apply the Addition Rule,  $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$ , and interpret the answer in terms of the model.

3. Apply the general Multiplication Rule in a uniform probability model,  $P(A \text{ and } B) = P(A)P(B|A) = P(B)P(A|B)$ , and interpret the answer in terms of the model.

4. Understand and apply the concepts of permutations and combinations. Use permutations and combinations to compute probabilities of compound events and solve problems.

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:

### **§3721. Using Probability to Make Decisions**

A. Calculate expected values and use them to solve problems.

1. Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.

2. Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.

3. Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value.

4. Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value.

B. Use probability to evaluate outcomes of decisions.

1. Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

- a. Find the expected payoff for a game of chance.
  - b. Evaluate and compare strategies on the basis of expected values.
2. Use probabilities to make fair decisions.
  3. Analyze decisions and strategies using probability concepts.

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:

## **Chapter 39. Statistics and Probability**

### **§3901. Data in Context**

A. Use a statistical cycle to formulate questions, describe types of data, data sources, and constraints within the context of a problem.

1. Define the stages of statistical cycle and how each stage relates to the others.
2. Formulate questions and conclusions based on context.
3. Understand the type of data relevant to the question at hand.
4. Compare and contrast population and sample, and parameter and statistic.
5. Identify and explain constraints of the statistical approach.

B. Compare and contrast data collection methods to plan and conduct an observational study.

1. Investigate and describe sampling techniques.
2. Determine which sampling technique is best, given a particular context.
3. Investigate and explain the statistical biases inherent in sampling methods and various responses to statistical bias.
4. Use the statistical cycles to plan and conduct an observational study to answer a question or address a problem.

C. Utilize the principles of experimental design to plan and conduct a well-designed experiment.

1. Describe the principles of experimental design, including treatment/control groups, blinding/placebo effects, experimental units/subjects, and blocking/matched pairs and completely randomized designs.
2. Evaluate the principles of experimental design to address comparison, randomization, replication, and control within the context of the problem.
3. Compare and contrast controlled experiments and observational studies and the conclusions that may be drawn from each.
4. Use the statistical cycle to plan and conduct a well-designed experiment to answer a question or address a problem.
5. Select a data collection method appropriate for a given context.

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:

### **§3903. Interpreting Categorical and Quantitative Data**

A. Summarize, represent, and interpret data on a single count or measurement variable.

1. Represent and interpret data with plots on the real number line.

2. Use statistics appropriate to the shape of the data distribution to compare center and spread of two or more different data sets.

3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points.

4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use technology when appropriate.

B. Summarize, represent, and interpret data on two categorical and quantitative variables.

1. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data. Recognize possible associations and trends in the data.

2. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

a. Fit a function to the data using technology; Use functions fitted to data to solve problems in the context. Use given functions or choose a function suggested by the context.

b. Informally assess the fit of a function by plotting and analyzing residuals.

c. Fit a linear function for a scatter plot that suggests a linear association.

C. Interpret linear models.

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

2. Compute and interpret the correlation coefficient of a linear fit.

3. Distinguish between correlation and causation.

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:

### **§3905. Making Inferences and Justifying Conclusions**

A. Understand and evaluate random processes underlying statistical experiments.

1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

2. Decide if a specified model is consistent with results from a given data-generating process.

B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

1. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

2. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

3. Evaluate reports based on data.

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:

### **§3907. Conditional Probability and the Rules of Probability**

A. Understand independence and conditional probability and use them to interpret data.

1. Describe events as subsets of a sample space using characteristics of the outcomes, or as unions, intersections, or complements of other events.

2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.

3. Understand the conditional probability of A given B as  $P(A \text{ and } B)/P(B)$ , and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.

4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way tables as a sample space to decide if events are independent and to approximate conditional probabilities.

5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.

B. Use the rules of probability to compute probabilities of compound events in a uniform probability model.

1. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.

2. Apply the Addition Rule,  $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$ , and interpret the answer in terms of the model.

3. Apply the general Multiplication Rule in a uniform probability model,  $P(A \text{ and } B) = P(A)P(B|A) = P(B)P(A|B)$ , and interpret the answer in terms of the model.

4. Understand and apply the concepts of permutations and combinations. Use permutations and combinations to compute probabilities of compound events and solve problems.

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:

### **§3909. Using Probability to Make Decisions**

A. Calculate expected values and use them to solve problems.

1. Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.

2. Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.

3. Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value.

4. Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value.

B. Use probability to evaluate outcomes of decisions.

1. Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

a. Find the expected payoff of a game of chance.

b. Evaluate and compare strategies on the basis of expected values.

2. Use probabilities to make fair decisions.

3. Analyze decisions and strategies using probability concepts.

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:

### **Chapter 41. Math Essentials**

#### **§4101. Applying Mathematics in Personal Finance**

A. Use graphical and numerical techniques to study patterns and analyze data related to personal finance.

1. Use rates and linear functions to solve problems involving personal finance and budgeting, including compensation and deductions.

2. Solve problems involving personal taxes.

3. Analyze data to make decisions about banking, overdraft protection, processing fees, and debit card or ATM fees.

B. Use mathematical processes with algebraic formulas, graphs, and amortization modeling with technology to solve problems involving credit.

1. Use formulas with technology to generate tables to display a series of payments for loan amortizations resulting from financed purchases.

2. Analyze personal credit options in retail purchasing and compare relative advantages and disadvantages of each option. Include credit scenarios involving interest rates, terms, compound interest and continuously compounded interest using technology to compare terms, rates and interest types.

3. Use technology to create amortization models to investigate home financing and compare buying a home to renting a home.

4. Use technology to create amortization models to investigate automobile financing and compare buying a vehicle to leasing a vehicle.

C. Use mathematical processes with algebraic formulas, numerical techniques, and graphs to solve problems related to financial planning.

1. Analyze and compare insurance coverage options and rates.

2. Investigate and compare investment options, including stocks, bonds, annuities, certificates of deposit, and retirement plans.

3. Analyze types of savings options involving simple and compound interest and compare the relative advantages of these options.

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:

#### **§4103. Applying Mathematics in Science and Engineering**

A. Apply mathematical processes and algebraic techniques to study patterns and analyze data related to science.

1. Use proportional and inversely proportional relationships to describe physical laws.

2. Use exponential models available through technology to model growth and decay in areas such as population, biology, ecology, and chemistry, including radioactive decay.

3. Use quadratic functions to model motion, such as an object dropped, bounced, thrown, or kicked.

B. Apply mathematical processes using algebra and geometry, with and without technology, to study patterns and analyze data related to architecture and engineering.

1. Use similarity, geometric transformations, symmetry, and perspective drawings to describe mathematical patterns and structure in architecture.

2. Use scale factors with two-dimensional and three-dimensional objects to demonstrate proportional and non-proportional changes in surface area and volume as applied to fields such as engineering drawing, architecture, and construction.

3. Use the Pythagorean Theorem and special right-triangle relationships to calculate distances.

4. Use trigonometric ratios to calculate distances and angle measures as applied to fields such as surveying, navigation, and orienteering.

C. Apply mathematics of measurement to industrial design problems.

1. Identify, compare, and use various tools, such as rulers and measuring tapes in both the imperial and metric systems.

2. Identify, convert, and apply units of length, weight, volume, time, and temperature between imperial and metric systems given a situation or context.

3. Apply perimeter, circumference, volume and area formulas as a way to understand problems and to guide the solution of multi-step problems.

4. Choose and interpret units and tools consistently in formulas.

5. Justify the choice of unit and tools in a given context.

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:

#### **§4105. Applying Mathematics in Fine Arts**

A. Apply Use mathematical processes with algebra and geometry to study patterns and analyze data as it applies to fine arts.

1. Use trigonometric ratios and functions available through technology to model periodic behavior in art and music.

2. Use similarity, geometric transformations, symmetry, and perspective drawings to describe mathematical patterns and structure in art and photography.

3. Use geometric transformations, proportions, and periodic motion to describe mathematical patterns and structure in music.

4. Use scale factors with two-dimensional and three-dimensional objects to demonstrate proportional and non-proportional changes in surface area and volume as applied to fields such as painting, sculpture, and photography.

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:

#### **§4107. Applying Mathematics in Social Sciences**

A. Determine the number of elements in a finite sample space and compute the probability of an event.

1. Determine the number of ways an event may occur using combinations, permutations, and the Fundamental Counting Principle.

2. Compare theoretical to empirical probability in chance events.

B. Apply mathematical processes and mathematical models to analyze data as it applies to social sciences.

1. Interpret information from various graphs to draw conclusions from the data and determine the strengths and weaknesses of conclusions.

2. Analyze numerical data using measures of central tendency of mean, median, and mode and variability including range, interquartile range, and standard deviation, in order to make inferences with normal distributions.

3. Distinguish the purposes and differences among types of research, including surveys, experiments, and observational studies.

4. Use data from a sample to estimate the population mean or population proportion.

5. Analyze marketing claims based on graphs and statistics from electronic and print media and justify the validity of stated or implied conclusions.

6. Use regression methods available through technology to model situations best fit by linear and exponential functions. Use the model to interpret correlations, and make predictions.

C. Apply mathematical processes to design a study and utilize graphical, numerical, and analytical techniques to communicate the study's results effectively.

1. Formulate a meaningful question, determine the necessary data to answer the question, gather the relevant data, analyze the data, and draw reasonable conclusions.

2. Communicate and present methods used, analyses conducted, recommendations, limitations, and conclusions drawn for a data-analysis project. Presentation styles can include one or more of the following: a written report, a visual display, an oral report, or a multi-media presentation.

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:

#### **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 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 2014 Regular Legislative Session. In particular, there should be no known or foreseeable effect on:

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

### Public Comments

Interested persons may submit written comments via the U.S. Mail until noon, May 10, 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: **Bulletin 142—Louisiana Mathematics Student Standards—Math Content Standards**

- I. ESTIMATED IMPLEMENTATION COSTS (SAVINGS) TO STATE OR LOCAL GOVERNMENT UNITS (Summary)  
The proposed rule change repeals LAC 28: CXLII in *Bulletin 142—Louisiana Mathematics Student Standards* and adopts LAC 28:CLXXI. in *Bulletin 142—Louisiana Mathematics Student Standards*. Local school systems may realize additional expenditures for any updates to course materials that are required as a result of the new standards. However, this cost is indeterminable and will vary by system. Updates to Louisiana Department of Education (LDOE) materials and resources will be accomplished using existing resources.
- II. ESTIMATED EFFECT ON REVENUE COLLECTIONS OF STATE OR LOCAL GOVERNMENTAL UNITS (Summary)  
There is no anticipated effect on the revenue 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 is no anticipated costs or benefits to directly affected persons, small business, or nongovernmental groups as a result of the proposed rule change.
- IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)  
There is no anticipated effect on competition or employment as a result of the proposed rule change.

Beth Scioneaux  
Deputy Superintendent  
2604#044

Patrice Thomas  
Deputy Fiscal Officer  
Legislative Fiscal Office

### NOTICE OF INTENT

#### Board of Elementary and Secondary Education

Bulletin 146—Competencies and Standards for Teachers and Educational Leaders—Content Competencies (LAC 28:CXLVI.Chapter 3)

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 (BESE) proposes to amend LAC 28:CXLVI in *Bulletin 146—Competencies and Standards for Teachers and Educational Leaders*. The proposed Rule change updates educator preparation competencies in English language arts (ELA), computer science, and social studies. Revisions to ELA competencies reflect current practice in teaching and learning regarding literacy and the Science of Reading. Computer science competencies have been added to general competencies and align with requirements for approval of teacher and leader preparation programs. Adoption of social studies competencies establishes teacher preparation expectations that align with the 2022 Louisiana social studies student standards.

**Title 28**  
**EDUCATION**

**Part CXLVI. Bulletin 146—Competencies and Standards for Teachers and Educational Leaders**

**Chapter 3. Teacher Competencies**

**Subchapter A. General Teacher Certification Areas and Required Competencies**

**§303. General Competencies**

A. - N. ...

O. The teacher candidate applies knowledge of computational thinking and computer science concepts, including a broad understanding of computing systems, internet safety, and data analysis, to provide computer science education within and across all grade levels.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, 17:7(6), R.S. 17:3902, R.S. 17:24.9, and R.S. 17:8.1-8.3.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 51:281 (February 2025), amended LR 51:2052 (December 2025), LR 52:

**Subchapter C. English Language Arts (ELA) Teacher Competencies**

**§315. Introduction**

A. - B. ...

C. Content pedagogy competencies identify teaching knowledge and skills that are specific to English Language arts instruction that develop the student's ability to:

1. understand and use vocabulary and language, including early literacy foundational skills, such as print awareness, phonological awareness, phonics, fluency, and word recognition, to facilitate understanding and comprehension of the written word;

2. ...

3. build understanding about complex grade-level texts using evidence through discussion; and

4. ...

D. - E.2. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:7(6), R.S. 17:8.1-8.3, and R.S. 17:3902.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 51:283 (February 2025), amended LR 51:2052 (December 2025), LR 52:

**§317. ELA Content Knowledge Competencies**

A. The teacher candidate is able to read and understand the language, craft, topics, themes, and ideas of complex grade-level texts in high-quality instructional materials and explain how one is able to read and understand the texts.

1. The teacher candidate reads a wide variety of complex grade-level texts in high-quality instructional materials appropriate for instruction of age or grade-level reading, writing, speaking and listening, and language standards. The variety of texts includes print and non-print or digital texts; media texts, including but not limited to, songs, videos, podcasts, film, and classic texts and contemporary texts. The texts include children's literature that represent a range of world literatures, historical traditions, genres, forms, and the experiences of different genders, ethnicities, and social classes.

2. The teacher candidate determines how high-quality instructional materials build student's knowledge and skills by providing opportunities for students to engage in multiple readings of complex grade-level texts to understand the meaning, purpose, and main ideas of complex texts and explains the development orally and in writing based on the

interaction of an author's craft by using word choice, syntax, use of details and illustrations, figurative language, elements and structure such as setting, characterization, development and organization, plot, pacing, and evidence, literary effects of symbolism and irony, and rhetorical devices.

3. The teacher candidate explains how vocabulary, diction, syntax, and sentence patterns contribute to the meaning, complexity, clarity, coherence, fluency, and quality of a text.

4. The teacher candidate prioritizes instruction on vocabulary from ~~selects~~ words in complex grade-level texts that are essential to the meaning and likely to transfer across texts, while efficiently supporting comprehension of less critical words through word families, or words that have multiple meanings.

5. The teacher candidate makes connections among texts in high-quality instructional materials, including determining and explaining how each text challenges, validates, or refines the language, topics, themes, and/or ideas of other texts and how modern texts or texts in different mediums adapt, enhance, or misrepresent a source text.

6. The teacher candidate assesses the complexity of texts to identify features that increase comprehension demands and to anticipate where students may require targeted instructional support.

7. The teacher candidate recognizes the influence of the English language and literary history on ELA content.

B. The teacher candidate demonstrates proficiency with written and spoken language when writing about the topics, themes, and/or ideas of complex grade-level texts.

1. The teacher candidate internalizes a range of formal and informal, process and on-demand oral, written, and visual compositions to include analytic, argumentative, explanatory, and narrative text about the language, craft, topics, themes, and/or ideas of complex grade-level texts in high-quality instructional materials, taking into consideration the interrelationships among form, audience, context, and purpose.

2. The teacher candidate uses complex grade-level texts in high-quality instructional materials to locate exemplars of writing such as word choice, syntax, sentence variety and fluency, text structure, and style and uses the exemplars to demonstrate to students how to imitate the language, structure, and style into personal writing.

3. ...

4. The teacher candidate recognizes and explains the historical context of the modern English language, including recognizing root words, determining word etymologies, and analyzing changes in syntax.

B.5. - C.8. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:7(6), R.S. 17:8.1-8.3, and R.S. 17:3902.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 51:283 (February 2025), amended LR 52:

**§319. ELA Content Pedagogy Competencies**

A. ...

1. The teacher candidate for Birth-Kindergarten, PK-3, and 1-5 uses knowledge of the progression of phonological awareness skills to internalize and implement sequenced lessons and units from high-quality instructional materials that scaffold student development of phonological awareness

and enhance reading and writing development through the use of a variety of intentional, explicit, and systematic instructional practices embedded in a range of continuous texts.

2. The teacher candidate for grades 1-5, 4-8, and 6-12 uses knowledge of the progression of language, reading, and writing skills to internalize and implement lesson sequences from high-quality instructional materials that scaffold and enhance early adolescent and adolescent student reading and writing development through the use of a variety of intentional, explicit, and systematic instructional practices embedded in a range of continuous texts for small-group instruction or intervention in addition to whole-class instruction with grade-level standards.

3. The teacher candidate uses knowledge of the relationship between phonemes and graphemes to implement writing in conjunction with phonological instruction using the high-quality instructional materials to enhance student reading and writing development.

4. The teacher candidate utilizes the instructional practices within high-quality instructional materials to develop student reading fluency.

5. The teacher candidate internalize and implements lessons and unit sequences from high-quality instructional materials that which provide opportunities for all students to read a wide range and volume of texts for various purposes of understanding, pleasure, and research, and make connections among texts based on the language, craft, topics, themes, and/or ideas.

6. - 7. Repealed.

B. The teacher candidate implements instruction using high-quality instructional materials to provide opportunities for students at various stages of language, reading, and writing development to accurately and fluently read, understand, and express understanding of a range of complex grade-level texts.

1. The teacher candidate selects a volume of appropriately complex grade-level texts about similar topics, themes, and/or ideas that present opportunities to build students' knowledge of the unit's focus.

2. The teacher candidate implements appropriate reading strategies, including read aloud, read along, pair or group reading, and/or independent reading for the complex grade-level texts in high-quality instructional materials to support students' understanding of the text.

3. The teacher candidate anticipates student misconceptions or challenges and identifies the appropriate curriculum-embedded supports to scaffold instruction and provide all students with opportunities to read, understand, and express understanding.

4. - 5. ...

6. Repealed.

C. The teacher candidate internalizes and implements high-quality instructional materials that develop student ability to meet the age- or grade-level standards for reading, writing, speaking and listening, and language by composing a range of oral, written, and visual texts using formal and informal, process and on-demand, and different genres for a variety of purposes and audiences.

1. The teacher candidate implements instruction aligned to academic standards using high-quality instructional materials, demonstrating understanding of how complex

grade-level texts build students' knowledge of topics, themes, and ideas of the texts.

2. The teacher candidate utilizes models of writing in complex grade-level texts from the high-quality instructional materials to illustrate word choice, syntax, sentence variety, fluency, text structure, and style, internalizes the content to determine how to implement instruction that develops the student's ability to use the models to advance language, structure, and style in personal writing.

3. The teacher candidate facilitates classroom discussions based on the age- or grade-level standards for speaking and listening that allow students to refine thinking about the language, craft, topics, themes, and/or ideas in complex grade-level texts in high-quality instructional materials preparation for writing, when appropriate, as indicated by academic standards.

4. The teacher candidate develops, based on academic standards, student ability to create an organizing idea or thesis statement, effectively organize and develop a written, oral, or visual response, and, when appropriate, develop a topic or support an opinion or claim about the language, craft, topics, themes, and/or ideas in complex grade-level texts in their high-quality instructional materials using relevant evidence.

5. ....

6. The teacher candidate anticipates how students may use non-standard language orally and in and implements instruction using the high-quality instructional materials based on age- or grade-level standards to develop the students' ability to use language conventions of grammar, usage, and mechanics accurately and strategically in writing for different audiences and purposes.

7. The teacher candidate implements tasks for all students from the high-quality instruction materials, aligned to the standards for reading, writing, speaking and listening, and language that require research of a topic, theme, or idea presented in complex grade-level texts and communication of findings orally and in writing.

8. ...

D. The teacher candidate applies knowledge of language, reading, and writing development to assessments including diagnostic, formative and summative measures, to evaluate students' ability to read, understand, and demonstrate understanding of complex grade-level texts to inform and adjust planning and instruction.

1. The teacher candidate uses assessment data to measure student ability to use knowledge of language, print concepts, phonological awareness, phonics, and word recognition to accurately and fluently read, understand, and express understanding of a range of continuous texts.

2. The teacher candidate applies knowledge of reading, writing, and language development to identify trends in student reading foundational skills, writing, and language development and identify students who are in need of additional support with decoding, fluency, vocabulary development, speaking and listening, writing, and comprehension.

3. - 4. ...

5. The teacher candidate analyzes relevant assessment data, including evidence of students' mastery of prerequisite skills and knowledge, to proactively plan instructional supports that ensure all students can access complex grade-level texts. The candidate uses this analysis to determine when

and how to provide targeted supports such as pre-teaching, strategic individualized or small-group instruction or differentiated learning opportunities, while maintaining instruction aligned to age- or grade-level standards.

6. Repealed.

7. - 8. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:7(6), R.S. 17:8.1-8.3, and R.S. 17:3902.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 51:284 (February 2025), amended LR 52:

### **Subchapter G. Social Studies Teacher Competencies**

#### **§343. Introduction**

A. These competencies define what a well-prepared social studies educator in Louisiana should know and be able to do. The competencies align to the Louisiana Social Studies Student Standards and serve as a bridge between standards and practice. The competencies are organized into two domains: Content Knowledge and Content Pedagogy. Each competency describes essential knowledge, skills, or dispositions teachers should develop over time.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:7(6), R.S. 17:8.1-8.3, and R.S. 17:3902.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

#### **§345. Social Studies Content Knowledge Competencies**

A. The teacher candidate understands and connects fundamental economic, geographic, political, historical, and civic principles and how they manifest in local, state, national, and global contexts.

B. The teacher candidate accurately applies knowledge of Louisiana's geography, history, government, economy, and traditions, grounded in and driven by the Louisiana Social Studies Student Standards.

C. The teacher candidate demonstrates understanding of how to work with primary, secondary, and tertiary sources, analyzing authorship, point of view, intended audience, reliability, and relevance.

D. The teacher candidate employs disciplinary literacy practices (historical thinking, geographic reasoning, economic analysis, and civic examination) to frame problems, construct claims, and support conclusions with evidence.

E. The teacher candidate comprehends the chronologically coherent organization of the Louisiana Social Studies Student Standards and connects social studies content across time and place, including comparison, change and continuity, cause and effect, and patterns of development across grade bands.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:7(6), R.S. 17:8.1-8.3, and R.S. 17:3902.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

#### **§347. Social Studies Content Pedagogy Competencies**

A. The teacher candidate scaffolds analysis and the use of evidence.

1. Plans and implements appropriate tasks using high-quality instructional materials that gradually scaffold students' ability to examine evidence, compare claims and counterclaims, and develop reasoned interpretations.

2. Uses modeling, guided practice, gradual release, and technology to support learners in navigating primary, secondary, and tertiary sources, building content knowledge, and gathering relevant textual evidence.

B. The teacher candidate anticipates learning needs to differentiate and provide access to grade-level social studies content standards for student mastery.

1. Adapts content and supports to align with students' background knowledge, readiness, and linguistic needs without diluting rigor.

2. Provides multiple entry points to learning, such as visual supports, guided questions, or structured note-taking tools, so that all students can engage meaningfully in historical investigation.

C. The teacher candidate utilizes questioning and discourse.

1. Facilitates structured, source-based discussion and questioning strategies that push students to demonstrate an understanding of social studies content and analyze, synthesize, and justify claims based on evidence.

2. Monitors and adjusts questioning in real-time to probe students' thinking and clarify misunderstandings.

D. The teacher candidate provides civic and ethical framing.

1. Connects past events, people, and ideas to the present to draw conclusions and explain current implications through discourse.

2. Encourages students to consider and understand different perspectives while ensuring discussions are based on evidence, not personal opinion.

E. The teacher candidate assesses learning and provides focused, high-quality feedback.

1. Plans and implements formative and summative assessments, including performance tasks, document-based questions, essays, and projects, that align with disciplinary practices and standards.

2. Uses resources and tools from the high-quality instructional materials (e.g., rubrics and exemplars) to encourage students to reflect on thinking and reasoning while providing feedback that strengthens use of evidence, clarity of claims, and understanding of disciplinary concepts beyond simple factual recall.

3. Uses formative and summative assessments to make data-informed decisions to adjust instruction.

F. The teacher candidate engages in unit and lesson internalization aligned to the Louisiana Social Studies Student Standards using high-quality instructional materials.

1. Maps units and lessons to social studies content standards as well as disciplinary skills and practices, ensuring coherence over time and vertical alignment across grades.

2. Embeds the progressive development of historical investigation, analytical skills, and disciplinary practices within each unit.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:7(6), R.S. 17:8.1-8.3, and R.S. 17:3902.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:

#### **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 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 2014 Regular Legislative Session. In particular, there should be no known or foreseeable effect on:

1. the effect on the staffing level requirements or qualifications required to provide the same level of service;

2. the total direct and indirect effect on the cost to the providers to provide the same level of service; or

3. the overall effect on the ability of the provider to provide the same level of service.

#### **Public Comments**

Interested persons may submit written comments via the U.S. Mail until noon, May 10, 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: Bulletin 146—Competencies and Standards for Teachers and Educational Leaders— Content Competencies**

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

There are no anticipated costs or savings to state or local governmental units as a result of the proposed rule change. The proposed rule change modifies requirements for educator preparation programs concerning instruction in English language arts (ELA), computer science, and social studies, and establishes competencies that set comprehensive standards and outline expectations for effective K–12 teachers and educational leaders. Implementation will be supported through planned webinars and ongoing guidance from the Louisiana Department of Education (LDOE).

#### **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 is no anticipated cost or economic benefit to directly affected persons, small business, or non-governmental groups as a result of the proposed rule change.

#### **IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)**

Current and new teachers will benefit from targeted knowledge needed to teach special skills and subject area content. This professional development will increase the quality of educators in the field and better prepare students for academic success.

Beth Scioneaux  
Deputy Superintendent  
2604#045

Patrice Thomas  
Deputy Fiscal Officer  
Legislative Fiscal Officer

### **NOTICE OF INTENT**

#### **Board of Elementary and Secondary Education**

Bulletin 746—Louisiana Standards for State Certification of School Personnel—Praxis Exams  
(LAC 28:CXXXI.303)

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 (BESE) proposes to amend LAC 28:CXXXI in *Bulletin 746—Louisiana Standards for State Certification of School Personnel*. Revisions align with changes implemented by

Educational Testing Service (ETS). ETS provides the assessments adopted by BESE for issuance of a Louisiana educator credential. Effective August 31, 2026, ETS is phasing out the following Praxis examinations:

- Middle School Social Studies (5089),
- Pre-Kindergarten Education (5531), and
- Education of the Young Children (5024).

The updated examinations to be adopted are as follows:

- Middle School Social Studies (5589),
- Early Childhood Education: Foundational Knowledge (5533), and
- Early Childhood Education: Foundational Knowledge and Content (5534).

## **Title 28 EDUCATION**

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

#### **Chapter 3. Initial Teacher Certification**

#### **Subchapter B. Testing Required for Certification**

#### **§303. Certification Exams and Scores**

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

c. Early Childhood Education: Foundational Knowledge and Content (5534), effective 9/1/15, score 163; or

d. Early Childhood Education: Foundational Knowledge (5533), effective 9/1/15, score 156.

C.2. - F.1.c. ...

i. Middle School Social Studies (0089 or 5589), score 149.

F.1.d. - P.2.b. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6, R.S. 17:7(6), R.S. 17:3902, and R.S. 17:8.1-8.5

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1797 (October 2006), amended LR 37:558 (February 2011), LR 38:1951 (August 2012), LR 46:01375 (October 2020), amended LR 48:416 (March 2022), repromulgated LR 48:1018 (April 2022), LR 48:2099 (August 2022), LR 48:2554 (October 2022), LR 48:2730 (November 2022), LR 49:36 (January 2023), repromulgated LR 49:2096 (December 2023), amended LR 50:21 (January 2024), repromulgated LR 50:173 (February 2024), amended LR 50:659 (May 2024), amended LR 50:1448 (October 2024), LR 51:274 (February 2025), LR 52:

#### **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 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 2014 Regular Legislative Session. In particular, there should be no known or foreseeable effect on:

1. the effect on the staffing level requirements or qualifications required to provide the same level of service;

2. the total direct and indirect effect on the cost to the providers to provide the same level of service; or

3. the overall effect on the ability of the provider to provide the same level of service.

#### **Public Comments**

Interested persons may submit written comments via the U.S. Mail until noon, May 10, 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.

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

**RULE TITLE: Bulletin 746—Louisiana Standards for  
State Certification of School Personnel—Praxis Exams**

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

There are no anticipated implementation costs to state or local governmental units as a result of the proposed rule change. Education Testing Services (ETS) is transitioning tests for middle school social studies and early childhood assessments.

Effective August 31, 2026, ETS is phasing out the following Praxis examinations:

- Middle School Social Studies (5089)
- Pre-Kindergarten Education (5531)
- Education of the Young Children (5024)

The updated examinations to be adopted are as follows:

- Middle School Social Studies (5589)
- Early Childhood Education: Foundational Knowledge (5533)
- Early Childhood Education: Foundational Knowledge and Content (5534)

**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 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 persons, small businesses, or non-governmental groups as a result of the proposed rule change. The cost of the ETS assessments remains the same.

**IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT  
(Summary)**

The proposed rule change will have no effect on competition and employment.

Beth Scioneaux  
Deputy Superintendent  
2604#046

Patrice Thomas  
Deputy Fiscal Officer  
Legislative Fiscal Office

**NOTICE OF INTENT**

**Office of the Governor  
Board of Architectural Examiners**

Administration (LAC 46:I.Chapter 13)

Notice is hereby given that the Board of Architectural Examiners, in accordance with the provisions of R.S. 49:950 et seq., and through the authority granted in R.S. 37:144(C), proposes to amend many of the Sections in LAC 46:I.Chapter 13 pertaining to its administration of the licensing law. More specifically, the board gives notice that it proposes to amend LAC 46:I.1303 (Architect's Seal or Stamp); LAC 46:I.1305 (Placing of Seal or Stamp); LAC 46:I.1309 (Calculating Gross Floor Area under R.S. 37:155(4) Where Building Contains Mixed Occupancy Classifications); LAC 46:I.1311 (Interpretation of R.S. 37:155(4)(c)); LAC 46:I.1313 (Interpretation of R.S. 37:152(B)); LAC 46:I.1315

(Continuing Education), and LAC 46:I.1317 (Interpretation of R.S. 37:155(A)(3)).

Act 192 of 2024 mandated that all state agencies which make rules systematically review in accordance with stated criteria a sufficient number of rules each year so that all rules have been reviewed within a five-year period. Executive Order JML 25-038 issued April 1, 2025, mandated that by December 31, 2025, state agencies review at least 50 percent of the rules listed in the order or a minimum of 100 rules, whichever is greater. Each rule should be evaluated to determine if it is necessary, consistent with the law, aligned with the agency's mission, and otherwise complies with the legislation described therein. Rules not specifically listed in the order must be reviewed by December 31, 2026.

Applying the criteria required by Act 192 and EO JML 25-035, the board reviewed Chapter 13 of its rules (LAC 46:I.Chapter 13) and determined that many of the rules therein should be updated, clarified, and amended. The board is proposing the clarification and amendment of LAC 46:I.1303 (Architect's Seal or Stamp) and LAC 46:I.1305 (Placing of Seal or Stamp) by removing references in such rules to "stamp" and clarifying the meaning of "computer generated" and "responsible supervision"; LAC 46:I.1309 (Calculating Gross Floor Area under R.S. 37:155(4) Where Building Contains Mixed Occupancy Classifications) and LAC 46:I.1311 (Interpretation of R.S. 37:155(4)(c)) by correcting the erroneous references in such rules to sections of the licensing law and clarifying the interpretations made therein; LAC 46:I.1313 (Interpretation of R.S. 37:152(B)) by clarifying the interpretation therein; and LAC 46:I.1317 (Interpretation of R.S. 37:155(A)(3)) by clarifying its interpretation of "associates with a registered architect of this state" in the referenced section of the licensing law.

The board is proposing the modernization, clarification, and amendment of LAC 46:I.1315 (Continuing Education) Subsections A - G by clarifying and modernizing the purpose of continuing education (CE), exemptions from CE requirements, definitions, CE requirements, acceptable CE activities, allowing the earning of Continuing Education Hours (CEH) in additional CE activities, the number of CEH which may be earned in different activities, reporting requirements, and related matters.

The board is proposing that LAC 46:I.1301 (Renewal Procedure), LAC 46:I.1307 (Architect or Professional Engineer), LAC 46:I.1319 (Interpretation of R.S. 37:141(B)(3); Design/Build), and LAC 46:I.1321 (Interpretation of R.S. 37:145; Architect Engineers) be maintained without change.

**Title 46  
PROFESSIONAL AND OCCUPATIONAL  
STANDARDS**

**Part I. Architects**

**Chapter 13. Administration**

**§1303. Architect's Seal**

A. The seal of the architect shall contain the name of the architect, the architect's license number, and the words "Registered Architect, State of Louisiana."

B. The architect's seal shall be circular in shape and measure approximately 1 and three-fourths inches in diameter. In addition to the words set forth in the preceding paragraph, it shall contain the state emblem. For purposes of this rule, the state emblem is the pelican.

C. Rubber seals and electronically generated seals are acceptable.

D. ...

\* \* \*

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:144.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Board of Architectural Examiners, LR 29:564 (April 2003), amended LR 39:483 (March 2013), amended LR 52:

**§1305. Placing of Seal**

A. An architect shall affix his or her seal to all contract drawings and specifications requiring the services of an architect which were prepared by the architect or under the architect's responsible control. Contract drawings and specifications prepared by a consulting electrical, mechanical, structural, or other engineer shall be sealed only by the consulting engineer. Contract drawings and specifications within the meaning of this rule include construction documents prepared for bidding or for receipt of proposals, as well as such documents submitted for permitting.

B. An architect shall clearly identify the specification sections prepared by that architect or under that architect's responsible control and distinguish such sections from those prepared by consulting engineers. An architect shall affix his or her seal either to:

1. each specification section, page, or sheet prepared by or under the responsible control of the architect; or

2. the appropriate portion of any seals page in the specification document which identifies the specification sections prepared by the architect or under his or her responsible control and those sections prepared by consulting engineers. Consulting engineers shall affix their seal either to each specification section, page, or sheet prepared by that consultant, or to that portion of any seals page which identifies the specification sections prepared by that consultant.

C. If a public or governmental agency requires further certification by the architect (such as that the title or index page of the specifications be certified by the architect), the architect's further certification shall include a description of exactly what drawings and what portions or sections of the specifications were prepared by or under the architect's responsible control, and what drawings and what portions or sections of the specifications were prepared by others. In addition, the architect shall include a certification from any consulting engineers as to what drawings and what portions or sections of the specifications were prepared by or under the responsible charge of the consulting engineers.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:144.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Board of Architectural Examiners, LR 29:564 (April 2003), amended LR 38:1587 (July 2012), amended LR 52:

**§1309. Calculating Gross Floor Area under R.S.**

**37:155(A)(4) Where Building Contains Mixed Occupancy Classifications**

A. When a building contains more than one of the occupancy classifications set forth in R.S. 37:155(A)(4)(f), the gross floor area shall be calculated by performing the following calculations.

1. Divide the gross floor area of each of the occupancy classifications by the corresponding threshold of each, as

established in R.S. 37:155(A)(4)(f). Round off the resultants to four decimal points.

2. ...

3. If the total exceeds 1.0000, the building shall be determined to exceed the gross floor areas established in R.S. 37:155(4)(f).

a. ...

b. In this example, the threshold square footage of this mixed occupancy building would be exceeded and, therefore, would not be exempt under R.S. 37:155(A)(4).

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:144.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Board of Architectural Examiners, LR 29:564 (April 2003), amended LR 52:

**§1311. Interpretation of R.S. 37:155(A)(4)(c)**

A. As set forth in R.S. 37:155(A)(4)(c), renovations or alterations of any size building that exceeds the gross floor area of Subsection (f) of 37:155(A)(4) which do not affect the structural integrity or life safety, exclusive of building finishes and furnishings, are exempted from the Licensing Law, R.S.37:141 et seq. Alterations – Level 1, as defined by the International Building Code, which exceed \$125,000 are exempted from the Licensing Law only if the applicant documents to the satisfaction of the state fire marshal that the project does not affect structural integrity or life safety.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:144.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Board of Architectural Examiners, LR 29:564 (April 2003), amended LR 52:

**§1313. Interpretation of R.S. 37:152(B)**

A.1. Specifications, drawings, or other related documents will be deemed to have been prepared either by the architect or under the architect's responsible control only when:

a. - b. ...

c. the architect shall maintain evidence for a minimum of five years of the architect's responsible control including correspondence, time records, check prints, telephone logs, site visit logs, research done for the project, calculations, changes, and written agreements with any persons preparing the documents outside of the architect's offices accepting professional responsibility for such work;

d. - e. ...

2. If an architect fails to maintain written documentation of the items set forth above, then the architect shall be considered to be in violation of R.S. 37:152, and the architect shall be subject to the disciplinary penalties provided in R.S. 37:153.

B.1. - 2. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:144.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Board of Architectural Examiners, LR 29:565 (April 2003), amended LR 52:

**§1315. Continuing Education**

A. Purpose and Scope. These rules provide for a continuing education program to ensure that all architects remain informed of those technical and professional subjects necessary to safeguard life, health, and promote the public welfare. These rules shall apply to all architects practicing architecture in this state.

B. Exemptions. An architect shall not be subject to these requirements if:

1. the architect is newly registered architect during their initial year of registration;
2. the architect has been granted emeritus status; or
3. the architect otherwise meets all renewal requirements and is called to active military service, has a serious medical condition, or can demonstrate to the board other like non-military hardship, then upon the board's so finding, the architect may be excused from some or all of these requirements.

C. Definitions

*AIA*—the American Institute of Architects.

*AIA/CES*—the continuing education system developed by AIA to record professional learning as a mandatory requirement for membership in the AIA.

*ARE*—the Architect Registration Examination prepared by the National Council of Architectural Registration Boards.

*Board*—the Louisiana State Board of Architectural Examiners, 9625 Fenway Avenue, Suite B, Baton Rouge, LA 70809, telephone: (225) 925-4802, website: <http://www.lsbac.com>.

*Continuing Education (CE)*—continuing education is a post-licensure learning that enables a registered architect to increase or update knowledge of and competence in technical and professional subjects related to the practice of architecture to safeguard the public's health, safety, and welfare.

*Continuing Education Hour (CEH)*—one continuous instructional hour (50 to 60 minutes of contact) spent in structured educational activities intended to increase or update the architect's knowledge and competence in health, safety, and welfare subjects. If the provider of the structured educational activities prescribes a customary time for completion of such an activity, then such prescribed time shall, unless the board finds the prescribed time to be unreasonable, be accepted as the architect's time for continuing education hour purposes irrespective of actual time spent on the activity.

*Health, Safety, and Welfare (HSW) Subjects*—technical and professional subjects related to the practice of architecture that the board deems appropriate to safeguard the public and that are within the following continuing education subject areas necessary for the proper evaluation, design, construction, and utilization of buildings and the built environment.

- a. - j. ...

*NCARB*—the National Council of Architectural Registration Boards.

*Non-Resident Architect*—an architect registered by the board and residing outside Louisiana.

*Resident Architect*—an architect residing in this state.

*Sponsor*—an individual, organization, association, institution or other entity which offers an educational activity for the purpose of fulfilling the continuing education requirements of these rules.

*Structured Educational Activities*—educational activities in which at least 75 percent of an activity's content and instructional time must be devoted to HSW subjects related to the practice of architecture, including courses of study or other activities under the areas identified as HSW subjects and

provided by qualified individuals or organizations whether delivered by direct contact or distance learning methods.

D. Continuing Education Requirements

1. In addition to all other requirements for license renewal, an architect must complete a minimum of 12 continuing education hours each calendar year or be exempt from these continuing education requirements as provided above. Failure to comply with these requirements may result in non-renewal of the architect's license or other discipline as set forth below.

2. Continuing Education Hours. Continuing education hours must be completed in HSW subjects acquired in structured educational activities. Excess continuing education hours may not be credited to a future calendar year.

E. Acceptable Educational Activities

1. ...

2. Acceptable continuing educational activities in HSW subjects include the following:

- a. ...

b. successfully completing health, safety, and welfare subject tutorials, short courses, correspondence courses, televised courses, video-taped courses, online programs, on-demand e-learning programs, on-demand print/other programs for which summative assessments are completed, or blended learning programs offered by a provider mentioned in the preceding Subparagraph;

- c. - h. ...

3. Continuing educational activities may be acquired at any location, within Louisiana or elsewhere.

4. - 4.e. ...

F. Number of Continuing Education Hours Earned

1. Continuing education credits shall be measured in continuing education hours and shall be computed as follows.

- a. ...

b. Successfully completing tutorials, short courses, correspondence courses, televised or video-taped courses, monographs, online programs, on demand e-learning programs, on-demand print/other programs for which summative assessments are completed, blended learning programs, and other self-study courses shall constitute the continuing education hours recommended by the program sponsor

- c. ...

d. Authoring a published paper, article or book shall be equivalent of twelve continuing education hours.

- F.1.e. - F.2. ...

3. No credit may be earned for activities of less than one CEH in duration. For activities lasting longer than one CEH, fractional CEH may be earned. As examples, where appropriate, 1 and one-half CEH, 2 and one-fourth CEH, etc. may be earned.

G. Reporting, Record Keeping and Auditing

1. An architect shall complete and submit forms as required by the board certifying that the architect has completed the required continuing education hours. The board requires that each architect complete the language on the renewal application pertaining to that architect's continuing education activities during the calendar year immediately preceding the license renewal period. Any untrue or false statement or the use thereof with respect to course attendance or any other aspect of continuing educational

activity is fraud or misrepresentation and will subject the architect to license revocation or other disciplinary action.

2. To verify attendance each attendee shall obtain an attendance certificate from the program sponsor. Additional evidence may include but is not limited to attendance receipts, canceled checks, and sponsor's list of attendees (signed by a responsible person in charge of the activity). A log showing the activity claimed, sponsoring organization, location, duration, etc., shall be supported by other evidence. Evidence of compliance shall be retained by the architect for six years after the end of the period for which renewal was requested.

3. ...

4. The board may disallow claimed credit. If the board disallows any continuing education hours, the architect shall have 60 days from notice of such disallowance either to provide further evidence of having completed the continuing education hours disallowed or to remedy the disallowance by completing the required number of continuing education hours (but such continuing education hours shall not be used again for the next calendar year). If the board finds, after proper notice and hearing, that the architect willfully disregarded these requirements or falsified documentation of required continuing education hours, the architect may be subject to disciplinary action in accordance with the board regulations.

5. Documentation of reported continuing education hours shall be maintained by the architect for six years after the end of the period for which renewal was requested.

H. Pre-Approval of Programs

1. - 3. ...

4. The sponsor of a pre-approved program may announce or indicate as follows:

“This course has been approved by the Louisiana State Board of Architectural Examiners for a maximum of \_\_\_\_\_ Continuing Education Hours in health, safety, and welfare subjects acquired in structured educational activities.”

I. Continuing Education Disciplinary Guidelines

1. ...

2. Absent aggravating or mitigating circumstances, the following discipline shall be imposed for the following violations:

Violation	Discipline
1. Architect has enough hours but lacks in accepted setting or subject matter	Architect will be allowed 60 days to obtain needed hours. Architect will be audited the next year.
2. Architect signs renewal, has obtained some, but not all, hours needed as of December 31.  For a second offense within 5 years	Fine of \$750, and architect must obtain required hours before renewing. Architect will be audited annually the next three years.  Fine of \$1,500, architect's license suspended for six months, and architect must obtain required hours before renewing. Architect will be audited annually the next three years.
3. Architect signs renewal; architect has not obtained any continuing education hours and fails to do so within sixty (60) days.	Fine up to \$5,000, and architect's license suspended until architect obtains necessary hours. Architect will be audited annually the next five years.

J. Reinstatement

1. - 2. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:144.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Board of Architectural Examiners, LR 29:565 (April 2003), amended LR 33:2419 (November 2007), LR 38:1012 (April 2012), LR 40:1693 (September 2014), LR 45:752 (June 2019), amended R 52:

§1317. Interpretation of R.S. 37:155(A)(3)

A. Registered architects of other states will be deemed to be associated with a registered architect of this state on a specific project within the meaning of R.S. 37:155(A)(3) only when:

1. - 2. ...

3. the in-state architect independently performs necessary calculations, and maintains such calculations on file for work under his/her responsible control;

4. ...

5. the in-state architect maintains control over the use of the design documents just as if they were his/her original documents.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:144.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Board of Architectural Examiners, LR 29:564 (April 2003), amended LR 52:

**Family Impact Statement**

In accordance with R.S. 49:961(A)(2)(h)(i) and 972, the following Family Impact Statement is submitted with the Notice of Intent for publication in the *Louisiana Register*: The proposed Rules have no known impact on family formation, stability, or autonomy.

**Poverty Impact Statement**

In accordance with R.S. 49:961(A)(2)(h)(ii) and 973, the following Poverty Impact Statement is submitted with the Notice of Intent for publication in the *Louisiana Register*: The proposed Rules have no known impact on child, individual, or family poverty in relation to individual or community asset development as described in R.S. 49:973.

**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**

In accordance with HCR 170 of the 2014 Regular Legislative Session, the following Provider Impact Statement is submitted with the Notice of Intent for publication in the *Louisiana Register*: The proposed Rules have no known effect on the staffing level requirements or qualifications required to provide the same level of service, the cost to the provider to provide such services, or the ability of the provider to provide the same level of service.

## Public Comments

Interested persons may submit written comments on the proposed Rules to Tyson Ducote, Executive Director, Louisiana State Board of Architectural Examiners, 9625 Fenway Avenue, Suite B, Baton Rouge, LA 70809. All comments must be submitted by May 15, 2026.

Tyson Ducote  
Executive Director

## FISCAL AND ECONOMIC IMPACT STATEMENT FOR ADMINISTRATIVE RULES RULE TITLE: Administration

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

It is not anticipated that state or local government units will incur any costs or savings as a result of this proposed rule.

In order to comply with Executive Order JML 25-38, the Board of Architectural Examiners (Board) proposes to amend Sections, 1303, 1305, 1309, 1311, 1313, 1315, and 1317 of Part I, Chapter 13 (Administration), Title 46 (Professional and Occupational Standards: Architects) of the Louisiana Administrative Code. The proposed rule updates language to align with current practice. Specifically, this rule:

- Removes the word “stamp” when referring to an architect’s seal, including in the requirements for its description and placement.
  - Specifies that certain alterations defined as Level 1 by the International Building Code, with a value exceeding \$125,000, are exempt from the Licensing Law if the applicant documents to the State Fire Marshal that the work does not affect structural integrity or life safety.
  - Establishes a five-year requirement obligating architects to document and retain evidence of their responsible control over all work, including documents prepared outside their office.
  - Removes the reference to “other similar honorific but inactive status” from the continuing education exemptions, clarifying that only architects with formally defined emeritus status are exempt.
  - Updates the Board’s contact information by removing the fax number and changing the website from [www.lastbdarchs.com](http://www.lastbdarchs.com) to [www.lsbac.com](http://www.lsbac.com).
  - Expands the types of courses and programs that qualify for continuing education, which count toward the required hours.
  - Increases the continuing education credit for authoring a published paper, article, or book from eight hours to twelve hours.
  - Establishes that continuing education credit cannot be earned for activities under one hour, while allowing fractional credit for activities exceeding one hour.
  - Removes the program sponsor from disciplinary actions related to false continuing education reporting.
  - Increases the record retention period from two years to six years for architects to maintain evidence of continuing education compliance.
  - Removes the option for an in-state architect to contract with licensed engineers for work under the architect’s responsible control, requiring the architect to personally perform all necessary calculations and maintain full responsibility for the work under the architect’s responsible control, in order for an out-of-state architect to be deemed associated with the in-state architect on a project.
- ### II. ESTIMATED EFFECT ON REVENUE COLLECTIONS OF STATE OR LOCAL GOVERNMENTAL UNITS (Summary)

There is no anticipated 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)

There are no anticipated costs or economic benefits to directly affected persons, small businesses, or non-governmental groups.

### IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)

Implementation of this proposed rule is not anticipated to have an effect on competition and employment.

Tyson J. Ducote  
Executive Director  
2604#022

Alan M. Boxberger  
Legislative Fiscal Officer  
Legislative Fiscal Office

## NOTICE OF INTENT

### Office of the Governor Division of Administration

#### Louisiana Charter School Start-Up and Expansion Loan Fund (LAC 4:XXV.Chapter 1)

The Division of Administration announces its intention to adopt its Louisiana Charter School Start-Up Loan Fund (R.S. 17:4001 et seq.).

This rulemaking adds Title 4, Part XXV, Chapter 1: Louisiana Charter School Start-Up Loan Fund Program rules to implement provisions of the Act 413 of the Louisiana 2025 Regular Session.

### Title 4 ADMINISTRATION

#### Part XXV. Louisiana Charter School Start-Up and Expansion Loan Fund Chapter 1. Louisiana Charter School Start-Up and Expansion Loan Fund

##### §101. Definitions

A. For the purpose of this Chapter, the following shall mean:

*Annual Report*—submitted to the Louisiana legislature by the division of administration describing fund activities of the prior fiscal year.

*Applicant*—eligible charter school, or an affiliated supporting organization of an eligible charter school as defined in Section 509(a)(3) of the Internal Revenue Code, or an eligible charter school’s wholly owned, nonprofit corporation real estate entity applying for a loan for the benefit of an eligible charter school who is not already a loan recipient as defined in this chapter.

*Application*—completed Louisiana Charter School Start-Up and Expansion Loan Fund application incorporated herein by reference, as defined and developed by the fund administrator, and all other documents required to be submitted to the administrator.

*Eligible Charter School*—existing or new Louisiana public charter school authorized by either a local school board or the State Board of Elementary and Secondary Education pursuant to R.S. 17:3971 et seq.

*Eligible Costs*—predevelopment and development costs, including, but not limited to, property or site acquisition, feasibility and site studies, design and engineering fees, legal costs, permitting, review, and inspection fees, surveys, utility

assessments, financing costs, costs of construction, labor and materials, construction administration, financing, equipment, demolition, infrastructure, required off-site improvements, and other related project costs as determined by the division of administration.

*Fund*—the Louisiana Charter School Start-Up and Expansion Loan Fund established in R.S. 17:4001.

*Fund Administrative Costs*—the actual costs and expenses associated with the Division of Administration.

*Fund Administrator*—The Division of Administration pursuant to R.S. 17:4001.

*Fund Manager*—organization that may be selected by the fund administrator to manage activities of the fund as may be described by a cooperative endeavor agreement between the two parties.

*Loan*—maximum principal amount authorized to the borrower from the fund through a loan agreement with the division of administration.

*Loan Agreement*—the executed evidence of indebtedness of the Applicant to repay the loan from the fund.

*Loan Recipient*—applicant for which the fund administrator has approved an application for a loan and who receives a loan from the fund.

*Project*—the use of funds as described in the applicant's application that meets the criteria for a secured or unsecured loan:

- a. For an unsecured loan, a project shall be limited to a request to pay for an eligible charter school's start-up and early operating expenses including consumable instruction materials.
- b. For a secured loan, a project may be defined by the acquisition of tangible items such as technology, or equipment, or as a construction project including but not limited to:
  - i. land or property acquisition;
  - ii. facility renovation or material expansion or addition;
  - iii. material capital repairs, system and life-safety upgrades;
  - iv. facility abatement; and
  - v. construction of a new facility.

*Supplemental Reporting Schedule*—submitted by borrower and developed by the legislative auditor in accordance with R.S. 24:514(I)(2).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:4001.

HISTORICAL NOTE Promulgated by the Office of the Governor, Division of Administration, LR 52:

### **§103. Restricted Use of Funds**

A. The monies within the fund shall only be used for the purpose of paying the expenses of fund administration, including but not limited to costs incurred by the fund administrator, fund manager, and for making loans to borrowers for eligible costs associated with establishing or expanding operations and facilities of eligible charter schools.

B. No money lent as provided in this Section may be used to pay prior debts of the nonprofit corporation which formed the eligible charter school, any of the natural persons principally involved in forming the eligible charter school, or any former or current business or nonprofit venture of any such natural persons for any purchase not related to the creation of the eligible charter school or predevelopment and

development costs of the eligible charter school facility, or to pay to members of the immediate family of any such natural persons, or to make any investments. Such administrative costs and expenses shall include, but not be limited to, all costs and expenses incurred by the fund administrator and fund manager.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:4001.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Division of Administration, LR 52:

### **§105. Process for Obtaining Loan from the Fund**

A. The applicant shall transmit an application to the fund manager. The application shall be in the form established by the fund administrator.

B. Such application should contain the following:

1. name of the applicant and eligible charter school, including:
  - a. name of primary contact for applicant and names of executive leadership and board members;
  - b. physical address;
  - c. mailing address;
  - d. email of chief administrative officer;
  - e. phone number; and
  - f. signed attestation that applicant and applicant's leadership have met the requirements set forth in LAC 28:CXXXIX.503.A.3.a (Bulletin 126 – Charter Schools).
2. articles of incorporation and current bylaws for applicant and eligible charter school;
3. resumes of key staff members (e.g., Chief Executive Officer, President, Operations Manager, Chief Financial Officer, Principal, etc.) of the eligible charter school;
4. current charter contract;
5. current adopted budget of the applicant and eligible charter school (if different than applicant) with projected revenue and expenditures to fiscal year end;
6. financial statements of the applicant and eligible charter school;
7. Multi-year budget projections for at least the five fiscal years beyond the first fiscal year for which the Applicant is applying in the form provided by the fund administrator. Budget projections must include projected enrollment by grade, written budget assumptions, a staffing model, and demonstrate applicant's ability to service loan costs and repay loan;
8. a list of the total amounts outstanding, annual amounts, interest rates, and maturity dates of all existing and anticipated short- and long-term debt obligations of the Applicant and eligible charter school;
9. a list of historical, current, and anticipated future funding through private contributions, state, or federal grant awards;
10. a list of assets not identified in financial statements;
11. sources of funds, security and collateral, and evidence of ability to repay the loan requested;
12. schedule for completion of the project in form provided by the fund administrator, including timeline for design, permitting, bidding, financing (if other sources required), construction, and first day of school;
13. the estimated cost of the project, including a detailed sources and uses table in the form provided by the fund administrator identifying all eligible costs of the loan;

14. the plan or process for procurement of each use provided above in accordance with public bids for the erection, construction, alteration, improvement, or repair of a public facility or immovable property pursuant to R.S. 17:3996(B)(19); and

15. the requested maximum principal amount of loan as a per-pupil funding request.

C. The fund manager in its review and approval of the application shall ensure all financial and project information is included in the application.

D. Upon acceptance of the application, the fund manager will review the application with the applicant.

E. Prior to beginning diligence and underwriting, the fund manager will review the application with the department of education. The department of education will provide any available reports to the fund manager including back-ground checks, and the applicant's most recent Fiscal Risk Assessment and Annual Review Report demonstrating the eligible charter school's most recent academic, financial, and organizational performance ratings.

F. Upon satisfactory review of the reporting provided by the department of education, the fund manager will begin diligence and underwriting of the application. Once concluded, the fund manager will provide a credit recommendation describing the type of loan, its security, collateral, maximum principal amount, and other loan terms to the fund administrator for review and approval.

G. Upon approval from the fund administrator, the fund administrator shall execute a loan agreement with the fund applicant containing the details set forth in the application.

H. Payments from the fund shall be made by the fund administrator in a lump sum to the fund manager in accordance with the loan agreement. The fund manager will then make advances to the loan recipient as described in the loan agreement. Such payments shall not exceed the maximum principal amount as established in the loan agreement.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:4001.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Division of Administration, LR 52:

#### **§107. Loan Conditions and Repayment**

A. Each loan shall be evidenced by a loan agreement on a form prescribed and approved by the division. The loan agreement shall include:

1. the term of the loan which shall not exceed the term of that current charter agreement;

2. the repayment schedule of the loan which shall be repaid through monthly principal and interest payments directly to the fund administrator. The division shall credit any payments received to the fund for additional lending under this Chapter;

3. the interest rate and amortization of the loan which shall be established by the division at the time of approval and shall be an interest rate that is at least one hundred basis points less than the US Prime Rate, as published in the 'Money Rates' section of The Wall Street Journal; and

4. financial reporting requirements which shall include quarterly financial statements and the supplemental reporting schedule as mandated in R.S. 24:514(I)(2) as part of its annual financial reporting to the legislative auditor pursuant to R.S. 24:513 et seq.

B. In the event of default, the division may enforce escalation and repayment subject to the terms of the loan and intercreditor agreement, as applicable.

C. If the charter agreement of an eligible charter school is revoked or the eligible charter school ceases to operate prior to repayment of the loan, all cash assets, equipment, property, facilities, or other physical assets purchased or constructed exclusively with loan funds shall be transferred to the division.

D. In the event a loan made to an eligible charter school whose charter agreement is revoked or who ceases to operate prior to repayment of the loan is a subordinate loan, the division will recapture assets acquired by loan proceeds according to the intercreditor agreement between the division and senior lender.

E. In the event a loan made to an eligible charter school whose charter agreement is not renewed by its Authorizer or who announces plans to cease operations prior to full repayment of the loan is an unsecured loan, the division may direct the department of education to withhold future minimum foundation payments to repay the loan.

F. The division may by suit, action, mandamus, or other proceedings, protect and enforce any covenant relating to and the security provided in connection with any indebtedness issued pursuant to R.S. 39:1357, and may by suit, action, mandamus, or other proceedings enforce and compel performance of all of the duties required to be performed by the governing body or officials of any political subdivision hereunder and in any proceedings authorizing the issuance of the loan agreement.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:4001.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Division of Administration, LR 52:

#### **§109. Fund Reporting**

A. The fund administrator shall submit the annual report to the legislature, on or before December thirty-first, relative to fund activities for the prior fiscal year, including but not limited to the following:

1. the number of loan applications filed in the preceding year;

2. the number of loans executed in the preceding year, the amounts loaned to each eligible charter school, and the total amount of loan funds expended in accordance with the provisions of this Section;

3. the collection rate of the loans;

4. the balance of the fund at the time such report is submitted and the viability of the fund at that time; and

5. an evaluation of financial accountability measures and the effectiveness of the loan program.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:4001.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Division of Administration, LR 52:

#### **Family Impact Statement**

The proposed Rule has no known impact on family formation, stability, or autonomy, as described in LSA-R.S. 49:972.

#### **Poverty Impact Statement**

The proposed rulemaking will have no impact on poverty as described in LSA-R.S. 49:973.

### Small Business Analysis

The proposed Rule will have no adverse impact on small businesses as described in LSA-R.S. 49:965.2 et seq.

### Provider Impact Statement

The proposed Rule will have no adverse impact on providers of services for individuals with developmental disabilities as described in HCR 170 of 2014.

### Public Comments

Interested persons may submit written comments on the proposed changes until 4:30 p.m., May 10, 2026, by email to [connor.boldt@la.gov](mailto:connor.boldt@la.gov) or to Connor Boldt, Special Assistant to the Commissioner of Administration, P. O. Box 94095, Baton Rouge, LA 70804.

Bryan McClinton  
Deputy Commissioner

## FISCAL AND ECONOMIC IMPACT STATEMENT FOR ADMINISTRATIVE RULES RULE TITLE: Louisiana Charter School Start-Up and Expansion Loan Fund

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

The proposed rule changes may increase state governmental expenditures for the Division of Administration (DOA), though this is dependent upon increased activity for the Charter School Start-Up and Expansion Loan Fund (“fund”). Pursuant to Act 413 of the 2025 Regular Session, the Charter School Start-Up and Expansion Loan Fund, previously the Charter School Start-Up Fund, can now be utilized by existing charter schools for expansion costs and will not be limited to new charter schools. To the extent that expanding the allowable uses of the fund increases the number of loans issued, expenditures out of the fund will increase accordingly. This can occur only to the extent resources are available and would be offset as recipients repay loans.

Administrative costs for DOA associated with an increase in fund activity will be absorbed utilizing existing resources. DOA may potentially realize increased expenditures associated with legal action in the event a loan recipient defaults or loses their charter, though any increases associated with this are speculative.

The proposed rule changes may increase expenditures for local governmental units that operate new and existing charter schools seeking and receiving loan funds. Any loan funds received by existing or new charter schools would have to be repaid with interest per loan agreements, which may increase net expenditures for such schools. Furthermore, to the extent schools default on loan agreements, lose their charters, or cease to operate, they may have any remaining assets transferred to DOA, though this is presently speculative and cannot be quantified.

Act 413 of the 2025 Regular Legislative Session renamed the Charter School Start-Up Loan Fund to the Charter School Start-Up and Expansion Loan Fund, adding expansion costs for existing charter schools' operations and facilities as an authorized use of the fund, and removed the requirement that any loan be issued as a no-interest loan. Pursuant to Act 413, the proposed rule changes establish the Louisiana Charter School Start-Up and Expansion Loan Fund under DOA. The proposed rule changes provide definitions, restrictions on the use of the fund, the process for obtaining a loan from the fund, the loan conditions and repayment requirements (including the establishment of an interest rate), and the fund reporting requirements.

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

The proposed rule changes may increase revenues in the Charter School Start-Up and Expansion Loan Fund to the extent loan recipients repay their loans with additional interest per loan agreements. The extent of such increases is unknown and dependent upon the number of loans awarded, as well as the loan terms and interest rates.

Furthermore, in the event schools default on loan agreements, lose their charters, or cease to operate, they may have any remaining assets transferred to DOA per the proposed rule, including cash assets, though this is presently speculative.

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

The proposed rule change is not anticipated to have any costs and/or economic benefits to directly affected persons, small businesses, or non-governmental groups as LA R.S. 17:4001 limits the use of the fund to public charter schools. Private schools are not affected by the proposed rule.

### IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)

Existing charter schools receiving loans from the fund may realize a competitive advantage over those who do not, as secured loans may be used by charter schools to assist in several areas, such as property acquisition, facility renovations/expansions, capital repairs and upgrades, facility abatement, and new facility construction. Furthermore, new charter schools may realize an advantage to the extent unsecured loans allow them to more quickly enter and compete against new and existing schools. However, the increase in competitive advantage cannot be quantified and is presently speculative, as it is unknown which schools will receive loans, whether or not said loans will be secured or unsecured, and the competition each school will face.

Bryan McClinton  
Deputy Secretary  
2604#023

Patrice Thomas  
Deputy Fiscal Officer  
Legislative Fiscal Office

### NOTICE OF INTENT

### Office of the Governor Real Estate Commission

### Real Estate (LAC 46:LXVII.Chapters 1-57)

The Real Estate Commission (“Commission”) has determined to amend its administrative rules (LAC 46:LXVII.101 et seq) in consideration of R.S. 49:964(D) and 966(K) and the April 1, 2025, Executive Order Number 25-038. During open meetings conducted on August 21, 2025, November 19, 2025, February 18, 2026, and March 19, 2026, the commission reviewed 100 percent of its current administrative rules and the proposed rules and determined that the proposed rules are necessary, consistent with applicable law, aligned with its mission to protect the public interest by reasonably regulating real estate licensees, registrants, and certificate holders, and the benefits of the proposed changes outweigh their burdens and costs. Accordingly, the commission hereby gives notice of its intent to initiate rulemaking and effectuate the proposed rules in accordance with the Administrative Procedure Act, R.S. 49:950 et seq, and the authority granted by R.S. 37:1430 et

seq. The proposed rules periodically include subject headings, which are for convenience of reference and shall not be interpreted to modify the intent of any such provision.

#### **Title 46**

### **PROFESSIONAL AND OCCUPATIONAL STANDARDS**

#### **Part LXVII. Real Estate**

##### **Subpart 1. Real Estate**

##### **Chapter 1. Authority**

##### **§101. Adoption; Authority**

A. The rules and regulations of the Louisiana Real Estate Commission (“commission”) included in this Subpart have been adopted pursuant to and in compliance with the Louisiana Real Estate License Law (R.S. 37:1430 et seq), and any violation of these rules or regulations, or of any real estate licensing law, shall be sufficient cause for any disciplinary action permitted by law.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:37 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 37:2998 (October 2011), amended LR 52:

##### **§103. Open Meetings via Electronic Means; Disability Accommodations**

A.1. The commission is a state agency authorized to conduct open meetings via electronic means in accordance with R.S. 49:951 and the Open Meetings Law (R.S. 42:11 et seq), including but not limited to R.S. 42:17.2 and 17.2.1.

2. Commission members may attend and participate in open meetings via electronic means.

B. The commission shall provide for participation via electronic means on an individualized basis for persons with disabilities. “Persons with disabilities” means or includes the following:

1. A member of the public with a disability recognized by the Americans with Disabilities Act (ADA) or his or her designated caregiver; or

2. A participant commissioner member with an ADA-qualifying disability.

C. Upon receipt of any reasonable accommodation request by a person with disabilities, relative to participation via electronic means, the board’s designated representative shall provide the requestor with the teleconference or videoconference link as soon as possible following receipt of the request but no later than the start of the scheduled meeting. Any other related reasonable accommodation request shall be considered in accordance with applicable law.

AUTHORITY NOTE: Promulgated in accordance with R.S. 42:17.2 and 17.2.1.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 52:

##### **Chapter 3. Initial License Applications**

##### **§301. Forms**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:37 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 32:1445 (August 2006), LR 37:2999 (October 2011), repealed LR 52:

##### **§303. Sponsorship; Broker Responsibility**

A. All real estate salespersons and real estate salesperson license applicants shall be sponsored by an actively licensed broker and shall submit the Affidavit of Sponsorship Form (Part B) prescribed by the commission as proof of sponsorship.

B. The Affidavit of Sponsorship Form (Part B) may be submitted with the initial license application, but the applicant shall complete and submit it to the commission no later than 90 days after passing the license examination.

C. If the Affidavit of Sponsorship Form (Part B) is not received within the prescribed 90 days, an inactive license shall be issued to the salesperson applicant.

1. An active license shall not be issued until such time as the Transfer to Active Status Form prescribed by the commission is received.

2. Notwithstanding any other provision of this Section, the commission shall not issue any license to an applicant who has not successfully completed a criminal history record information check as required by the commission in accordance with La. R.S. 37:1435.1.

D. Broker Responsibility. Active licensed brokers who elect to sponsor an applicant for a real estate license shall be obligated and individually responsible for the real estate activity of any sponsored licensee. The sponsoring broker may be subject to disciplinary action, pursuant to R.S. 37:1455, when his or her sponsored licensee violates any provision of R.S. 37:1430 et seq or this Subpart.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:37 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 32:1445 (August 2006), LR 37:2999 (October 2011), amended LR 52:

##### **§305. Documentation**

A. Individual applicants. All initial license applications for an individual real estate broker or salesperson license shall be submitted with at least the following documentation:

1. proof of completion of the real estate instruction hours required by R.S. 37:1437 and in accordance with the following:

a. real estate pre-license instruction hours obtained in other jurisdictions or otherwise from nationally recognized institutes may be accepted for full or partial credit at the discretion of the commission and shall be based on the applicability of the subject matter to current pre-license education requirements;

b. every applicant for a Louisiana real estate license shall provide proof of at least 30 classroom hours of pre-license instruction that includes the Louisiana Real Estate License Law, this Subpart, Louisiana Civil Law relating to real estate, and any other instruction hours the commission deems necessary and appropriate.

2. license history verification from each jurisdiction in which the applicant currently holds or previously held a real estate license;

3. verification of passing an equivalent real estate license examination, if the applicant is currently or was previously a licensee in another jurisdiction;

4. copy of any trade name or trademark registration issued by the Secretary of State for use by the individual broker or salesperson applicant in real estate activity.

B. Brokerage company applicants. Every application for a corporation, partnership, or limited liability company broker license shall be submitted by the designated qualifying broker with at least the following documentation:

1. - 2. ...

3. copy of any trade name or trademark registration issued by the Secretary of State for use by the corporation, partnership or limited liability company in real estate activity.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 32:1445 (August 2006), repromulgated LR 37:2999 (October 2011), amended LR 42:1886 (November 2016), amended LR 52:

### **§307. Names on Licenses, Registrations and Certificates; Trade Names**

A. Legal name. Licenses, registrations, and certificates issued to individual real estate brokers, real estate salespersons, timeshare registrants, and real estate school instructors shall be issued in the legal name of the individual person.

B. Company name. Licenses, registrations, and certificates issued to a corporation, partnership, or limited liability company for any purpose shall be issued in the identical name as registered with the Secretary of State. A license, registration, or certificate shall not be issued to any corporation, partnership, or limited liability company not registered and in good standing with the Secretary of State.

C. Trade name. Names on licenses, registrations, and certificates issued by the commission shall not include a trade name, unless the trade name is registered with the Secretary of State and a copy of the registration is on file at the commission.

D. Revocation; effect. The name of a licensee whose real estate license has been revoked by the commission shall not appear on any license in a manner that represents, suggests, or implies that the former licensee is licensed by the commission.

E. Distinguishable name. Any name or trade name used by a licensee, registrant, or certificate holder in any manner shall be a clearly identifiable entity that can be distinguished from that of another licensee, registrant, or certificate holder.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:2999 (October 2011), amended LR 52:

## **Chapter 5. Examinations**

### **§501. Authorization; Effectiveness**

A. The commission shall issue an examination authorization to each eligible applicant. The examination authorization shall be valid for one year.

B. It is the obligation of each applicant, who has received an examination authorization from the commission, to contact the designated national testing service for an appointment to take the examination.

C. An applicant whose examination authorization expires prior to the applicant taking the examination shall receive a new examination authorization only after submission of a new application and the processing fee prescribed in R.S. 37:1443.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:38 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 32:1446 (August 2006), repromulgated LR 37:3000 (October 2011), amended LR 49:655 (April 2023), amended LR 52:

### **§503. Disqualification of Applicants**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:38 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 32:1446 (August 2006), LR 37:3000 (October 2011), repealed LR 52:

### **§505. Prohibited Activities**

A. No person shall obtain, attempt to obtain, copy, communicate, or attempt to copy or communicate by deceptive or fraudulent means any confidential examination material used by or belonging to any national testing service currently or previously contracted with the commission.

B. Any violation of this Section shall be cause for censure, suspension, or revocation of a license, certificate, or registration and shall also be cause for denial of a license and the forfeiture of all fees.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:38 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 32:1446 (August 2006), repromulgated LR 37:3000 (October 2011), amended LR 52:

### **§507. Failure of Examination; Effects**

A. An applicant who fails to pass a required examination within one year of the date the examination authorization was issued by the commission in accordance with Section 501 of this Subpart may retake the examination. After one year, such examination authorization shall expire, and the applicant shall be required to submit a new application and remit all prescribed fees to be eligible for the licensing examination.

B. An applicant who does not pass both the state and national portions of the examination shall be required to retake only the failed portion.

C. Each passing examination score shall remain valid and effective for one year from such examination date, after which time the applicant shall be required to retake the examination.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:38 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 32:1446 (August 2006), LR 37:3000 (October 2011), amended LR 49:655 (April 2023), amended LR 52:

## **Chapter 7. Fees**

### **§701. Duration of Fees**

A. Fees for licenses, certificates, and registrations shall be effective for one calendar year and shall not be prorated.

B. Except as otherwise provided in this Subpart, all fees submitted to the commission are non-refundable.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:39 (January 2000), amended by the Office of the Governor, Real Estate

Commission, LR 32:1447 (August 2006), repromulgated LR 37:3000 (October 2011), amended LR 52:

#### **§705. Returned Checks**

A. Payment of any fee with a check that is returned by a financial institution, wherein the reason for not paying the check is not the fault of the financial institution, shall be grounds for cancellation of the transaction for which the fee was submitted and/or the censure, suspension, or revocation of a license, registration, or certificate.

B. Any person who issues a check that is returned to the commission by a financial institution for any reason shall be notified in writing at his or her current address of record. Within 10 days from the date of the notification, the person issuing the check shall remit a certified check, cashier's check, or money order, to the commission in the amount of the returned check, plus the processing fee prescribed in R.S. 37:1443.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:39 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 32:1447 (August 2006), LR 37:3000 (October 2011), amended LR 52:

### **Chapter 9. Renewal of Licenses, Registrations, and Certificates**

#### **§901. Timely Submission of License, Registration, or Certificate Renewal**

A. It is the obligation of each individual licensee, registrant, or certificate holder to ensure that the renewal of his or her individual license, registration, or certificate has been fully completed and timely submitted to the commission with the fees required by R.S. 37:1443.

B. The commission shall not issue a renewal license to a salesperson or associate broker before the license of his or her sponsoring broker has been renewed.

C. A licensee, registrant, or certificate holder who fails to renew by December 31 is prohibited beginning January 1 from engaging in any activity requiring a license, registration, or certificate.

D. A licensee whose sponsoring broker fails to renew by December 31 is prohibited beginning January 1 from engaging in any activity requiring a license until such time as the licensee becomes sponsored by a duly-licensed, sponsoring broker.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:39 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 32:1447 (August 2006), LR 37:3001 (October 2011), amended LR 49:655 (April 2023), amended LR 52:

#### **§907. Education Hours**

A. Licensees shall not receive duplicate credit for attending the same continuing education course from the same vendor in the same year.

B. Education courses not previously approved by the commission shall be submitted to the commission prior to renewal for review and approval towards the annual continuing education required by R.S. 37:1437. The commission shall consider such education on an individual basis.

C. Licensees seeking approval for education courses not previously approved by the commission shall apply to the commission for education credit by submitting the licensee's complete name, mailing address, and telephone number, with the following documentation:

1. certificate(s) of completion;
2. hours completed;
3. date of completion;
4. detailed course content information;
5. verification of successful completion of an examination on course content, if applicable.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:40 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 32:1447 (August 2006), LR 37:3001 (October 2011), amended LR 49:655 (April 2023), amended LR 52:

### **Chapter 15. Transfers and Terminations**

#### **§1501. Forms**

A. A request to terminate sponsorship of a licensee or to transfer a licensee to a new broker shall be submitted on forms prescribed by the commission and shall be accompanied by the fees required by R.S. 37:1443.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:40 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 32:1448 (August 2006), repromulgated LR 37:3001 (October 2011), amended LR 52:

#### **§1503. Fee Exemptions**

A. A request for license transfer that is submitted within 60 days of any of the following circumstances shall be exempt from the transfer fee required by R.S. 37:1443:

1. - 5. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:40 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 32:1448 (August 2006), repromulgated LR 37:3001 (October 2011), amended LR 52:

#### **§1505. Purchase or Acquisition of Agencies; Notice Requirements**

A. Commission notice. When a licensed real estate brokerage company purchases or otherwise acquires another licensed real estate brokerage company, the sponsoring or qualifying broker of the acquiring brokerage company shall notify the commission in writing no later than 7 days after the date of acquisition. The notice shall specify the date of acquisition and shall request a transfer to the acquiring brokerage company for all licensees sponsored by the acquired brokerage company.

B. Transfer date. The commission shall issue new licenses to the acquiring brokerage company for each licensee sponsored by the acquired brokerage company. The effective date of transfer to the acquiring brokerage company shall be the date of acquisition specified in the notification.

C. Errors and omissions insurance. The notice of acquisition shall certify continuous errors and omissions insurance coverage for all licensees that are transferred to the acquiring brokerage company. If the transfer of licensees necessitates payment to the commission for coverage under

the commission group errors and omission insurance policy, a listing of all licensees for which coverage is requested and all applicable fees shall accompany such notice.

D. Licensee notice. The sponsoring broker of the acquiring brokerage company shall give written notice to all licensees transferred to the acquiring brokerage company no later than 7 days after the date of acquisition.

E. Mandatory report. The acquiring brokerage company shall provide a written report to the commission on the status of all former licensees of the acquired brokerage company within 15 days following the acquisition.

1. The report shall include a listing by category that identifies:

- a. each licensee that requested the termination of his or her sponsorship;
- b. each licensee that is being terminated by the acquiring brokerage company;
- c. each licensee that will remain with the acquiring brokerage company.

2. The report shall include the following documentation and fees:

- a. copies of the written notice to and/or from each licensee as required by Subsection (D) of this Section;
- b. payment of the transfer fee required by R.S. 37:1443 for each licensee who was sponsored by the acquired brokerage company and who will remain with the acquiring brokerage company;
- c. payment of the errors and omissions insurance fee required by R.S. 37:1466 and Subsection (C) of this Section, if applicable.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:41 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 32:1448 (August 2006), LR 37:3001 (October 2011), amended LR 52:

#### **§1507. Change of Licensing Status**

A. Corporate, partnership and limited liability company broker licenses shall remain in the active license status.

B. Associate brokers. An individual broker who elects to become exclusively affiliated with a sponsoring broker shall submit a request to transfer on forms prescribed by the commission, which shall be accompanied by the fees required by R.S. 37:1443. Prior to submitting the request to transfer, the individual broker shall notify any sponsored licensees of the intended transfer and shall complete and submit a termination of sponsorship as required by R.S. 37:1441 for each sponsored licensee.

C. For any licensee who transferred to inactive status prior to completing the post-license education required by R.S. 37:1437, completion of such post-license education may be used to satisfy the continuing education hours, or a portion of the continuing education hours required by R.S. 37:1437.3 for active status as follows:

1. one to five years of inactive status – 45 hours of post-license education in lieu of the required continuing education.
2. more than five years of inactive status – 45 hours of post-license education and at least 35 hours of continuing education.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:41 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 28:485 (March 2002), amended LR 32:1449 (August 2006), LR 37:3002 (October 2011), amended LR 49:656 (April 2023), amended LR 52:

### **Chapter 17. Termination Responsibilities**

#### **§1701. Relinquishment of Business-Related Property and Data**

A. A licensee whose business relationship with a sponsoring broker has been terminated for any reason shall immediately relinquish all business-related property to the sponsoring broker, including:

1. the keys to all properties listed with the broker; and
2. any documents that in any way pertain to real estate transactions wherein a broker or licensees sponsored by the broker has appeared in a licensing capacity. This Paragraph does not prohibit the licensee from retaining copies of such documents.

B. Any violation of this Section constitutes a violation of this Subpart.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:41 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 32:1449 (August 2006), repromulgated LR 37:3002 (October 2011), amended LR 52:

#### **§1703. Financial Obligations; Commissions and Dues; Disputes**

A. The commission shall not intervene or become involved in employment disputes or disputes pertaining to financial obligations that are the result of a business relationship between a broker and a sponsored licensee or a timeshare developer and timeshare sales registrant, including the payment of commissions and dues to professional organizations. Such disputes shall be settled by the respective parties or by a court of competent jurisdiction.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:41 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 32:1449 (August 2006), repromulgated LR 37:3002 (October 2011), amended LR 52:

### **Chapter 18. Broker Responsibilities**

#### **§1801. Broker Supervision**

A. Written authorization. A broker shall provide a sponsored licensee with written notice and acknowledgement of the real estate activities that the broker authorizes the sponsored licensee to engage in as described in R.S. 37:1431(24).

B. Recordkeeping. A broker who sponsors licensees or is a qualifying broker for a corporation shall have written policies and procedures and maintain written records that ensure the following:

1. each sponsored licensee maintains his or her license in the active status at all times he or she is engaged in real estate activity as described in R.S. 37:1431(24).
2. each sponsored licensee complies with applicable advertising and team requirements imposed by this Subpart and the Louisiana Real Estate License Law (R.S. 37:1430 et seq.);

3. a method and process for the sponsored licensee to provide documents to the broker for compliance with record keeping requirements imposed by this Subpart and the Louisiana Real Estate License Law (R.S. 37:1430 et seq).

C. Real estate agreements. Listing agreements and other written agreements related to real estate activity shall be solicited in the name of the broker corporation or supervising broker. These agreements shall be signed either by the broker or by a sponsored licensee acting pursuant to written authority of his or her sponsoring broker.

D. Financial responsibility. A broker shall maintain the rental trust account, the sales escrow account, and the security deposits trust account with appropriate controls for deposits and disbursements of funds received on behalf of consumers.

E. Qualifying broker. When the broker is a business entity, the qualifying broker is the person responsible for the broker supervision required by this Section.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1435.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 43:954 (May 2017), amended LR 52:

### **§1803. Record Keeping**

A. In a format that is readily available to the commission and for a period of no less than five years, a broker shall maintain at minimum the following records:

1. all disclosures;
2. listing agreements, buyer representation agreements, any written agreements that authorize licensees to advertise or represent property for sale or lease, and any written agreements that authorize licensees to receive compensation;
3. contracts and all related addenda;
4. receipts and disbursements of compensation for real estate activity as described in R.S. 37:1431(24);
5. - 8. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1435.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 43:954 (May 2017), amended LR 52:

### **§1805. Compensation; Team Limitations**

A. Licensees who are part of a group or team shall not receive compensation for real estate activity, as described in R.S. 37:1431(24), from anyone other than the sponsoring broker.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1435.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 43:954 (May 2017), amended LR 44:771 (April 2018), amended LR 52:

## **Chapter 19. Real Estate Teams and Groups**

### **§1901. Definition; Team or Group**

A. For the purposes of this Subpart, “team” or “group” means a collective name used by two or more real estate licensees, who represent themselves to the public as a part of one entity that performs real estate activity subject to the supervision of the same sponsoring broker.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1430 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 40:2245 (November 2014), amended LR 52:

### **§1903. Team and Group Sponsorship; Leaders**

A. Team or group members shall be sponsored by the same broker.

B. Written authorization. Licensees shall not form a team or group without written approval from the sponsoring broker.

C. Contact of record. The sponsoring broker shall designate a member of each approved team or group as the contact member responsible for all communications between the broker and the team.

1. Team or Group Leaders. The designated contact member of each team or group shall maintain a current list of all team or group members, which shall be provided to the sponsoring broker upon formation of the team or group and immediately upon any change thereafter.

2. A current record of all team or group names, and the members thereof, shall be maintained by the sponsoring broker in a manner that can be made readily available to the commission upon written request.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1430 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 40:2245 (November 2014), amended LR 52:

### **§1905. Team or Group Names**

A. Team or group names shall not contain terms that could mislead the public to believe that the team or group is offering real estate services independent of the sponsoring broker. These terms shall include but are not limited to:

1. - 4. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1430 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 40:2245 (November 2014), amended LR 52:

### **§1907. Team or Group Leaders**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1430 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 40:2245 (November 2014), repealed LR 52:

### **§1909. Team Advertising**

A. A team or group name shall not be used in advertising without prior written approval of the sponsoring broker.

B. The term “team” or “group” may be used to advertise real estate activity but only when all the following conditions are satisfied:

1. - 2. ...

3. the advertising complies with all other applicable provisions of this Subpart.

C. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1430 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 40:2245 (November 2014), amended LR 52:

### **§1911. Disputes**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1430 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 40:2245 (November 2014), repealed LR 52:

## **Chapter 21. Concurrent Licenses and Registrations**

### **§2101. Broker or Salesperson License; Timeshare Interest Salesperson Registration**

A. A broker may be concurrently licensed both as an individual and as the designated qualifying broker of one or more corporations, limited liability companies, and/or partnerships.

B. ...

C.1. A real estate license and a timeshare interest salesperson registration shall not be issued concurrently to any person.

2. A broker shall not conduct real estate activity concurrently as both an individual real estate broker and as an associate broker exclusively affiliated with another real estate broker.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:42 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 32:1450 (August 2006), repromulgated LR 37:3003 (October 2011), amended LR 52:

## **Chapter 23. Branch Offices**

### **§2301. Branch Office License; Branch Office Manager; Written Designation**

A. Branch office. An office established by a broker or sponsored licensee for conducting any real estate license activity at a separate address from the registered address of the broker, wherein the name and telephone number of the broker or agency is advertised in any way, shall be considered a branch office and shall be licensed as such in accordance with R.S. 37:1444.

B. Form. An application for a branch office license shall be submitted on the forms prescribed by the commission and accompanied by the fees required by R.S. 37:1443.

C.1. Branch office manager; written designation; duties. Every branch office shall be subject to the direct supervision of a licensed individual broker, who shall be designated in writing as the branch office manager. A copy of the designation shall be submitted to the commission within five days, following the date of the original designation or any changes thereto.

2. Nothing shall preclude a sponsoring broker from acting as the branch office manager for one or more branch offices.

3. A broker designated as a branch office manager shall be subject to the duties imposed on sponsoring brokers by this Subpart and R.S. 37:1430 et seq; however, this Section does not relieve the sponsoring broker of the ultimate obligation and responsibility for the branch office operation.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:42 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 28:829 (April 2002), amended LR 32:1450 (August 2006), LR 37:3003 (October 2011), amended LR 52:

## **Chapter 25. Advertising; Disclosures; Representations**

### **§2501. Disclosures and Representations**

A. All advertising for real property listed by or services performed by a real estate licensee or the employees thereof shall be subject to the direct supervision of and prior written approval of the sponsoring real estate broker or designated

qualifying broker of the licensed corporation, limited liability company, or partnership.

B. All advertising by a licensed salesperson, associate broker, individual real estate broker, or licensed corporation, limited liability company, or partnership shall include the individual name, business name, or trade name of record with the commission.

C. In all advertising, the salesperson or associate broker must include the name and telephone number of the sponsoring broker. The broker's name and telephone number shall be conspicuous, discernible and easily identifiable by the public.

D. If allowed by the sponsoring broker, the salesperson or associate broker may include in the advertisement:

1. The salesperson's or associate broker's personal logo or insignia, which cannot be construed as that of a company name, and which must include the name and telephone number of the sponsoring broker;

2. The salesperson's or associate broker's contact information;

3. a group or team name, as long as the advertising complies with all other applicable provisions of this Subpart; and

4. a slogan that may not be construed as that of a company name.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:42 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 28:829 (April 2002), LR 29:127 (February 2003), LR 32:1450 (August 2006), LR 37:3003 (October 2011), LR 40:2244 (November 2014), amended LR 52:

### **§2503. Owner Authorization**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:43 (January 2000), repromulgated by the Office of the Governor, Real Estate Commission, LR 37:3004 (October 2011), repealed LR 52:

### **§2505. Accuracy in Advertising**

A. All advertising shall be an accurate representation of the property or service advertised.

B. No real estate licensee, registrant, or certificate holder shall use advertising that is false, misleading, inaccurate, or in any way misrepresents any property, terms, value, policies, or services.

C. Advertising shall not include the name or trade name of any organization, association, or franchise of which the licensee is not a member or franchisee.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:43 (January 2000), repromulgated by the Office of the Governor, Real Estate Commission, LR 37:3004 (October 2011), amended LR 52:

### **§2507. Advertisements of Residential Property; Date Requirement**

A. All advertisements for the sale or lease of residential real estate shall indicate the month and year the advertisement is posted, printed, published, or distributed. Advertisements bearing an issue or publication date shall be considered in compliance with this Section.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:43 (January 2000), repromulgated by the Office of the Governor, Real Estate Commission, LR 37:3004 (October 2011), amended LR 52:

#### **§2509. Advertisements by Franchise Organizations**

A. Any licensed broker or salesperson affiliated with a franchise organization shall disclose in all advertising that the real estate brokerage is independently owned and operated.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:43 (January 2000), repromulgated by the Office of the Governor, Real Estate Commission, LR 37:3004 (October 2011), amended LR 52:

#### **§2511. Agent Owner-Licensed Agent**

A. A licensed broker or salesperson who offers property, in which he or she owns any interest, for sale or rent shall state in any advertising and on any sign placed on the property that he or she is a licensed real estate agent.

B. Any licensed broker or salesperson who advertises or offers to purchase or rent property for his or her own full or partial interest shall state in any advertisement that he or she is a licensed real estate agent.

C. Including the term “licensed real estate agent” in any advertisement or on any sign shall be sufficient to satisfy the requirement imposed by this Section.

D. This Section is not applicable to the sale, rental, or acquisition of property by licensees pursuant to a contractual agreement with a licensed Louisiana real estate broker.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:43 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 37:3004 (October 2011), amended LR 52:

#### **§2515. Internet Advertising**

A. A real estate broker advertising or marketing real property on the Internet or via any electronic communication shall include the following data at least once in the communication or advertisement:

1. - 2. ...

3. the state(s) or other legal jurisdiction(s) in which the broker holds a real estate brokerage license.

B. An associate broker or salesperson advertising or marketing real property on the Internet or via any electronic communication shall include the following data at least once on or in the communication or advertisement:

1. the associate broker’s or salesperson’s name as registered with the commission;

2. the name or trade name of the sponsoring or qualifying broker of the salesperson or associate broker;

3. the city and state in which the sponsoring or qualifying broker’s main office or branch office is located; and

4. the state(s) or other legal jurisdiction(s) in which the broker holds a real estate brokerage license.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:43 (January 2000), amended by the Office of the Governor, Real Estate

Commission, LR 28:829 (April 2002), LR 37:3004 (October 2011), LR 38:1022 (April 2012), amended LR 52:

### **Chapter 26. Residential Property Management**

#### **§2601. Definitions**

A. *Residential Real Property*—real property consisting of one or not more than four residential dwelling units, which are buildings or structures each of which are occupied or intended for occupancy as single-family residences.

B. “Property management” and “property manager” shall have the meanings ascribed to those terms in R.S. 37:1431.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 45:421 (March 2019), amended LR 52:

#### **§2603. Property Management; Written Authorization**

A. No real estate licensee shall engage in property management on behalf of another without written authorization from the property owner(s). Salespersons and associate brokers shall not conduct property management functions on behalf of another except through the sponsoring broker and with his or her prior written authorization.

B. Written authorization to manage property shall include at least the following:

1. - 2. ...

3. the effective time period of the agreement; and

4. the management fees charged to the property owner.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 45:422 (March 2019), amended LR 52:

#### **§2605. Property Management Accounting**

A. Any real estate licensee who is engaged in property management on behalf of another shall open, manage, and maintain accounts in accordance with Chapter 27 of this Subpart and the Louisiana Real Estate License Law, including but not limited to R.S. 37:1449.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 45:422 (March 2019), amended LR 52:

#### **§2607. Property Management Records**

A. Each real estate licensee engaged in property management shall retain all of the following records, readily available and properly indexed, for a period of five years:

1. Bank statements, deposit slips, management agreements, lease agreements, owner ledgers or statements, deposit slips, disbursement checks, invoices, cash receipts, and any other documents relating to property management.

2. Copies of all documents relating in any way to each real estate transaction wherein the individual real estate broker or one or more licensees sponsored by the individual real estate broker have appeared in a licensing capacity.

B. The recordkeeping requirement imposed by this Section shall not be altered by the transfer of a broker to that of an associate broker, an unlicensed person, or an inactive licensee.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 45:422 (March 2019), amended LR 52:

## §2609. Exemptions

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 45:422 (March 2019), repealed LR 52:

## Chapter 27. Escrow and Trust Accounts

### §2701. Escrow and Trust Accounts; Requirements

A.1. Sales escrow accounts. Any real estate broker, including corporations, partnerships and limited liability companies, who accepts any funds on behalf of clients in a real estate sales transaction shall open and maintain a sales escrow checking account in a financial institution in Louisiana.

2. All sales escrow accounts shall be titled in the identical wording as stated on the broker's license, and the wording "Sales Escrow Account" shall be imprinted on all checks and bank statements issued in connection with this account.

3. Except as otherwise provided in this Chapter, all funds received by a broker in connection with the sale of real estate shall be deposited in this account when there is a written contract to buy and sell real estate that has been fully executed and accepted by both buyer and seller.

B.1. Rental trust accounts. Any real estate broker, including corporations, partnerships and limited liability companies, who engages in property management shall open and maintain a rental trust checking account in a financial institution in Louisiana.

2. All rental trust accounts shall be titled in the identical wording as stated on the broker's license, and the wording "Rental Trust Account" shall be imprinted on all checks and bank statements issued in connection with this account.

3. Except as otherwise provided in this Chapter, all funds collected as rental payments from or on behalf of clients in connection with property management shall be deposited into this account.

C.1. Security deposit trust accounts. Any real estate broker, including corporations, partnerships and limited liability companies, who engages in the collection of rental security or damage deposits in connection with property management shall open a security deposit trust checking account in a financial institution in Louisiana.

2. All security deposit trust accounts shall be titled in the identical wording as stated on the broker's license, and the wording "Security Deposit Trust Account" shall be imprinted on all checks and bank statements issued in connection with this account.

3. Except as otherwise provided in this Chapter, all funds collected as rental security or damage deposits in connection with property management shall be deposited into this account.

D. Notwithstanding any other provision of this Subpart, real estate salespersons are prohibited from opening and maintaining sales escrow checking accounts, rental trust checking accounts, and security deposit trust checking accounts relative to real estate activity and from otherwise accounting for or holding client funds outside of the custody of the sponsoring broker.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:44 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 32:1451 (August 2006), LR 37:3005 (October 2011), amended LR 52:

### §2703. Non-Resident Broker Requirements

A. Non-resident brokers shall open and maintain sales escrow checking accounts, rental trust checking accounts, and security deposit checking accounts in accordance with this Chapter; however, a non-resident broker may open and maintain such accounts either in a Louisiana financial institution or a financial institution located in the resident state of that broker.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:44 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 32:1451 (August 2006), LR 37:3005 (October 2011), amended LR 52:

### §2705. Associate Broker and Inactive Broker Requirements

A. ...

B. An associate broker who transfers to inactive status:

1. shall maintain all sales escrow checking accounts, rental trust checking accounts, or security deposit trust checking accounts for the limited and specific purpose of completing pending transactions and disbursing all deposits contained therein, as applicable.

2. shall not deposit additional funds in sales escrow checking accounts, rental trust checking accounts, or security deposit trust checking accounts as of the effective date of affiliation with a sponsoring broker or the transfer to inactive status, as applicable.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:44 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 32:1451 (August 2006), LR 37:3005 (October 2011), amended LR 52:

### §2707. Branch Office Accounts

A. A broker may open an additional sales escrow checking account, rental trust checking account, and security deposit trust checking account for each branch office sponsored by that broker.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:44 (January 2000), amended by the Office of the Governor, Louisiana Real Estate Commission, LR 32:1452 (August 2006), repromulgated LR 37:3005 (October 2011), amended LR 52:

### §2708. Signatory Rights on Accounts

A. An individual real estate broker shall be the primary account holder and authorized signatory on each sales escrow checking account, rental trust checking account, or security deposit trust checking account and shall be responsible for the proper handling and accounting of any funds contained therein. The addition of sponsored real estate licensees or employees of the broker as signatories on the accounts shall not relieve the individual real estate broker of his or her obligations for both the proper handling and accounting of

such accounts and funds and any related violation of this Subpart or the Louisiana Real Estate License Law (R.S. 37:1430 et seq).

B. The qualifying broker of a licensed corporation, partnership, or limited liability company shall be the primary account holder and authorized signatory on all sales escrow checking accounts, rental trust checking accounts, and security deposit trust checking accounts maintained by the licensed entity and shall be responsible for the proper maintenance and disbursal of any funds contained therein. The addition of sponsored real estate licensees, principals, or employees of the licensed entity as signatories on the accounts shall not relieve the qualifying broker of his or her obligations for both the proper handling and accounting of such accounts and funds and any related violation of this Subpart or the Louisiana Real Estate License Law (R.S. 37:1430 et seq).

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 32:1452 (August 2006), repromulgated LR 37:3005 (October 2011), amended LR 52:

### **§2709. Additional Accounts**

A. Where the interest of the principal parties to a transaction or series of transactions would be served and with the prior written consent of the principal parties, the sponsoring or qualifying resident or nonresident real estate broker may open an additional sales escrow checking account, rental trust checking account, or security deposit trust checking account and shall deposit therein all funds received in trust on behalf of the parties.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:44 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 32:1452 (August 2006), repromulgated LR 37:3006 (October 2011), amended LR 52:

### **§2711. Non-Interest Bearing Checking Accounts**

A. Each sales escrow checking account, rental trust checking account, or security deposit trust checking account shall be opened as a non-interest bearing checking account unless all parties having an interest in the funds to be deposited therein have agreed otherwise in writing.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:44 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 32:1452 (August 2006), repromulgated LR 37:3006 (October 2011), amended LR 52:

### **§2713. Personal Funds in Escrow and Trust Checking Accounts; Bank Service Charges; Exception**

A. Bank service charges. A sum not to exceed \$2,500 of a broker's personal funds may be kept in each sales escrow checking account, rental trust checking account, or security deposit trust checking account, which sum shall be specifically identified and deposited to pay only for bank service charges relating to the accounts, and shall not be used for any other purpose.

B. Exception. A broker engaged in property management may keep personal funds exceeding \$2,500. in a rental trust checking account for the temporary, limited, and specific purpose of enabling the broker to satisfy financial obligations for or on behalf of one or more clients.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:44 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 32:1452 (August 2006), LR 37:3006 (October 2011), amended LR 52:

### **§2715. Withdrawal; Escrow and Trust Accounts**

A. Funds deposited into a sales escrow checking account, rental trust checking account, or security deposit trust checking account may be withdrawn in only the following circumstances:

1. - 4. ...

5. to return the funds to a buyer at the time of closing;

6. to pay customary service charges on sales escrow checking accounts, rental trust checking accounts, and security deposit trust checking accounts;

7. upon approval by the commission, relative to the sale or acquisition of a licensed real estate brokerage company;

8. to comply with R.S. 9:3251 or any other state or federal statute governing the transfer of rents, security deposits, or other escrow funds.

B. Deposits; Disbursements. Deposits shall be disbursed within 30 days of an agreement between the principals in a real estate transaction or as otherwise agreed upon in writing by the parties.

C. Ledger. A real estate licensee who receives funds on behalf of another relative to any real estate activity shall maintain a ledger or account statement, in writing, for each account where such funds are deposited. The ledger shall clearly document all funds received and disbursed to and on behalf of each client.

D. Cash. A real estate licensee who accepts cash payments on behalf of any person relative to real estate activity shall retain written receipts of all such payments. The receipt shall include at least the following:

1. the transaction date.

2. the transaction amount.

3. the reason for the payment.

4. the subject property address.

5. the name of the payor.

6. the name and signature of the real estate licensee or employee who received the payment on behalf of the sponsoring or qualifying broker.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:44 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 32:1452 (August 2006), LR 37:3006 (October 2011), amended LR 52:

### **§2717. Deposits**

A. Funds received in a real estate transaction shall be deposited in the appropriate sales escrow checking account, rental trust checking account, or security deposit trust checking account of the listing broker unless all parties having an interest in the funds have agreed otherwise in writing.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:45 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 32:1453 (August 2006), repromulgated, LR 37:3006 (October 2011), amended LR 52:

### §2719. Account Closing

A. No sales escrow checking account, rental trust checking account, or security deposit trust checking account may be closed unless all deposits therein have been properly disbursed.

B. Neither bankruptcy nor the revocation, suspension, or lapse of a broker license shall be cause to close or discontinue maintenance of any sales escrow checking account, rental trust checking account, or security deposit trust checking account.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:45 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 32:1453 (August 2006), repromulgated, LR 37:3006 (October 2011), amended LR 52:

### §2721. Transfer of Trust Funds; Sale or Acquisition of Brokerage Company

A. When a licensed real estate brokerage company is sold or otherwise acquired by another licensed real estate brokerage company, the sponsoring broker of the acquiring brokerage company shall notify the commission, in writing, of the acquisition and the anticipated date of the transfer of escrow and trust funds. The notice shall specify all the following: the name of the acquired brokerage company; the account numbers of the sales escrow checking accounts, rental trust checking accounts, or security deposit trust checking accounts from which the funds will be transferred; and, the account numbers of the accounts into which the funds will be deposited.

B. A letter requesting approval to transfer the funds shall be jointly signed by the sponsoring brokers of the acquired brokerage company and the acquiring brokerage company and shall accompany the notification to the commission.

C. The transfer of funds shall not occur without written approval from the commission as required by Section 2715 of this Chapter.

D. Within 7 days following the transfer of funds, a letter jointly signed by the sponsoring brokers of the acquired brokerage company and the acquiring brokerage company shall be delivered to the commission certifying that all escrow and trust funds have been transferred. The letter shall include the following:

1. ...
2. certification that supporting documents for all trust funds have been delivered to and received by the acquiring brokerage company;
3. - 4. ...

E. Within 10 days following the transfer of funds, the sponsoring broker of the acquired brokerage company shall close the escrow accounts and trust accounts from which the funds were transferred and shall advise the commission in writing when such action has been completed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:45 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 32:1453 (August 2006), repromulgated LR 37:3007 (October 2011), amended LR 52:

## Chapter 29. Disbursement of Escrow Deposits

### §2901. Escrow Disputes; Notice; Time Limits

A. When a dispute exists in a real estate transaction, regarding the ownership or entitlement to funds held in a sales escrow checking account, the broker holding the funds shall deliver written notice to all parties and licensees involved in the transaction within 10 days of the date that the broker knows or reasonably should know that such a dispute exists.

B. Within 20 days of the date of the written notice required by Subsection (A) of this Section, the broker shall do one of the following:

1. disburse the funds upon the written and mutual consent of all of the parties involved;
2. disburse the funds upon a reasonable interpretation of the contract that authorizes the broker to hold the funds. Disbursement may not occur until 10 days after the broker has sent written notice to all parties and licensees;
3. place the funds into the registry of any court of competent jurisdiction and proper venue through a concursus proceeding;
4. disburse the funds upon the order of a court of competent jurisdiction;
5. disburse the funds in accordance with the Uniform Unclaimed Property Act of 1997 (R.S. 9:151 et seq).

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:46 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 32:1454 (August 2006), LR 33:2422 (November 2007), LR 37:3007 (October 2011), LR 42:53 (January 2016), LR 43:1163 (June 2017), amended LR 52:

## Chapter 31. Change of Contact Information

### §3101. Reporting; Change of Contact Information

A. Each licensee, registrant, or certificate holder shall notify the commission, in writing, within 10 days of a change in any of the following contact information of record:

1. mailing address, business address, residence address, physical address, or email address;
2. - 3. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:47 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 32:1454 (August 2006), LR 37:3007 (October 2011), amended LR 49:656 (April 2023), amended LR 52:

## Chapter 35. Disclosure by Licensee

### §3501. Licensee as Principal in a Real Estate Transaction

A. Any licensee acting as a principal in a real estate transaction, whether individually or through an entity in which an interest is held by the licensee, shall disclose his or her license status in writing to all other principals in the real estate transaction prior to entering into negotiations concerning the execution of a real estate contract.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:47 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 32:1454 (August 2006), LR 37:3007 (October 2011), amended LR 52:

### **§3503. Buyer Broker Compensation**

A. Buyer broker compensation shall be disclosed as required by the Louisiana Real Estate License Law, including but not limited to R.S. 37:1448.4.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 39:3074 (November 2013), amended LR 52:

## **Chapter 36. Residential Property Disclosure**

### **§3601. Property Disclosure Document for Residential Real Estate**

A. In accordance with R.S. 9:3196 et seq and R.S. 37:1455, unless exempt by applicable law, the seller of residential real property shall complete a property disclosure document in the form prescribed by the Louisiana Real Estate Commission or in a form that contains at least the minimum language prescribed by the commission.

AUTHORITY NOTE: Promulgated in accordance with R.S. 9:3195 et seq.

HISTORICAL NOTES: Promulgated by the Office of the Governor, Real Estate Commission, LR 30:1192 (June 2004), amended LR 37:3008 (October 2011), amended LR 52:

## **Chapter 37. Agency Disclosure**

### **§3701. Agency Relationships in Real Estate Transactions**

A. Agency relations in real estate transactions are governed by R.S. 9:3891 et seq.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:47 (January 2000), repromulgated by the Office of the Governor, Real Estate Commission, LR 37:3008 (October 2011), amended LR 52:

### **§3703. Agency Disclosure**

A. Forms.

1. Licensees shall provide the current version of the agency disclosure form and, when applicable, the current version of the dual agency disclosure form to all parties to a real estate transaction no later than when substantive contact is made between the licensee and the parties. Any reproduction of either form shall contain at least the minimum language of such form as prescribed by the commission.

2. "Substantive contact" has the same meaning as the term is defined in R.S. 9:3891.

B. Recordkeeping.

1. Any licensee who provides an agency disclosure form, dual agency disclosure form, or both to one or more parties to a real estate transaction shall ensure that such recipient signs and dates the form or forms, as applicable. The licensee providing such form or forms shall also sign and retain each form for no less than five years.

2. Any licensee who provides such forms in accordance with this Section by electronic delivery shall ensure that the recipient acknowledges receipt, in writing, verifying the date and time of receipt. The licensee shall retain any such electronic records for no less than five years.

C. Licensees shall provide the agency disclosure form to prospective sellers/lessors and buyers/lessees at the time when substantive contact is made between the licensee and customer, i.e. any specific financial qualifications of the customer or the motives or objectives in which the customer may divulge any confidential, personal or financial

information, which, if disclosed to the other party to the transaction, could harm the party's bargaining position, when performing any real estate related activity involving the sale or lease of real property, other than a ministerial act as defined in R.S. 9:3891(12).

D. Refusal. When a party to a real estate transaction refuses to sign or provide written verification of one or more forms required by this Section, the licensee shall prepare written documentation that includes all the following:

1. the nature of the proposed real estate transaction;
2. the time and date the form was provided to the party; and

3. the reasons given by the party for not signing or verifying receipt of the form. The licensee shall retain the records required by this Subsection for no less than five years.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:47 (January 2000), amended LR 29:349 (March 2003), amended by the Office of the Governor, Real Estate Commission, LR 32:1454 (August 2006), LR 37:3008 (October 2011), amended LR 52:

### **§3705. Dual Agency Disclosure**

A. Dual agency. Any licensee who acts as a dual agent in a real estate transaction shall use the current dual agency disclosure form prescribed by the commission and shall otherwise comply with R.S. 9:3891 et seq, including but not limited to R.S. 9:3897.

B. Recordkeeping. Any licensee who acts as a dual agent in a real estate transaction shall ensure that the dual agency disclosure form is signed by all clients at the time the brokerage agreement is entered into or at any time before the licensee acts as a dual agent. The licensee shall retain the records required by this Section for no less than five years.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:47 (January 2000), amended LR 29:349 (March 2003), repromulgated LR 29:580 (April 2003), amended by the Office of the Governor, Real Estate Commission, LR 32:1455 (August 2006), LR 37:3008 (October 2011), amended LR 52:

## **Chapter 38. Mold Disclosure**

### **§3801. Mold Informational Pamphlets**

A. ...

B. A licensee who chooses to deliver mold information to a buyer shall be deemed in compliance with R.S. 37:1470 if the licensee performs at least one of the following:

1. delivers "*A Brief Guide to Mold, Moisture, and Your Home*" (EPA 402-K-02-003) (September 2012) (<https://www.epa.gov/mold/printable-version-brief-guide-mold-moisture-and-your-home>), or any successor thereof, to a residential buyer;

2. delivers "*Mold Remediation in Schools and Commercial Buildings*" (EPA 402-K-01-001) (September 2008) (<https://www.epa.gov/mold/printable-version-mold-remediation-schools-and-commercial-buildings>), or any successor thereof, to a commercial buyer; or

3. directs a buyer to the mold informational pamphlets maintained on the United States Environmental Protection Agency (EPA) website at <https://www.epa.gov/mold>, or any successor thereof.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Louisiana Real Estate Commission, LR 30:1477 (July 2004), repromulgated LR 37:3008 (October 2011), amended LR 52:

### **Chapter 39. Presentation of Offers and Counteroffers**

#### **§3900. Purchase Agreement Forms**

A. Any licensee who represents the buyer or seller in a residential real estate transaction shall use the Residential Agreement to Buy or Sell, or any successor thereof, prescribed by the Louisiana Real Estate Commission in accordance with R.S. 37:1449.1.

B. The official source of the prescribed purchase agreement form shall be the Louisiana Real Estate Commission website (<https://lrec.gov/>).

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 33:2423 (November 2007), effective January 1, 2007, amended LR 37:3009 (October 2011), amended LR 52:

#### **§3901. Timely Presentation of Offers and Counteroffers**

A. Time. All written offers and counteroffers for the purchase of real estate shall be presented to all buyers or sellers for their consideration and decision immediately, without delay.

B. Preparation. The licensee who prepares an offer or counteroffer in a real estate transaction shall ensure that the time of day and date the offer or counteroffer was signed by the offering party are included in the document.

C. Presentation. The licensee who presents an offer or counteroffer in a real estate transaction shall ensure that the time of day and date the offer or counteroffer was accepted, rejected, or countered are included in the document.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:48 (January 2000), repromulgated by the Office of the Governor, Real Estate Commission, LR 37:3009 (October 2011), amended LR 52:

#### **§3903. Negotiations in Exclusive Agency Contracts**

A. Exclusive property listings. Negotiations concerning property listed exclusively with a broker shall be carried on with the listing broker or agent designated by the listing broker and not with the owner, except with the expressed consent of the listing broker.

B. Exclusive buyer agency. Negotiations with a buyer, who has entered into an exclusive buyer agent contract with a licensed broker, shall be carried on with the licensed broker, or agent designated by the licensed broker and not with the buyer, except with the express consent of the licensed broker.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:48 (January 2000), repromulgated by the Office of the Governor, Real Estate Commission, LR 37:3009 (October 2011), amended LR 52:

#### **§3905. Receipt and Delivery of Offers and Counteroffers; Obligations**

A. Receipt; Annotation. Designated agents receiving written offers or counteroffers in real estate transactions shall annotate the offers or counteroffers to indicate the time of day and date the offers or counteroffers were received.

B. Reasonable communications. It is the obligation of each of the designated agents to make reasonable efforts to

contact and notify the designated agent of the other party of the existence of an offer or counteroffer.

1. Delivery. It is the obligation of the designated agent who transmits or delivers the written offer or counteroffer to document the date, time of day, place, and method of delivery.

2. Recordkeeping. Such documentation as to the date, time of day, place, and method of transmission or delivery of the written offer or counteroffer may include but shall not be limited to annotation by the delivering designated agent, a dated and timed facsimile transmission receipt, or a dated and timed electronic mail receipt.

3. Such documentation shall be retained for no less than five years in accordance with R.S. 37:1449.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:48 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 29:1087 (July 2003); LR 30:41 (January 2004), amended by the Office of the Governor, Real Estate Commission, LR 37:3009 (October 2011), amended LR 52:

#### **§3907. Rejection of Offers and Counteroffers; Signature; Delivery**

A. Rejection; signature. All written offers and counteroffers that are presented to a seller and/or buyer and not accepted shall be clearly marked as rejected and signed by the seller and/or buyer.

B. Refusal; annotation. In any circumstance in which a seller and/or buyer refuses to sign a rejected offer or counteroffer, the licensee making the presentation of the offer or counteroffer shall annotate this fact, indicating the time of day and date of the rejection of the offer or counteroffer by the seller and/or buyer.

C. Time; delivery. A copy of the rejected offer or counteroffer signed by the seller and/or buyer, or a copy of the rejected offer or counteroffer bearing the annotation of the licensee, shall be provided to the buyer and/or seller, and the rejected offer or counteroffer shall be returned to the prospective buyer and/or seller within five days after the signature or annotation is affixed to the document.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:48 (January 2000), repromulgated by the Office of the Governor, Real Estate Commission, LR 37:3009 (October 2011), amended LR 52:

#### **§3909. Broker's Authority to Reject Offers or Counteroffers**

A. Written authorization; signatures. In the event a property owner (seller) is not available and grants authority, in writing, to the listing broker to reject an offer or counteroffer, the listing broker or a licensee designated by the listing broker shall mark the offer or counteroffer as rejected and sign the offer or counteroffer as such in lieu of the owner (seller). However, the listing broker or licensee designated by the listing broker shall be required to deliver, without delay, a copy of the rejected written offer or counteroffer to the owner (seller) for his or her signature, acknowledging the rejection of the offer or counteroffer.

B. Recordkeeping. The copy of the rejected offer or counteroffer signed by the owner (seller) shall be retained in the files of the listing broker for no less than five years. In the case of a cooperative transaction, the listing broker shall

provide a copy of the rejected offer or counteroffer bearing the signature of the owner to the selling broker within five days after the signed rejection is received from the owner.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:48 (January 2000), repromulgated by the Office of the Governor, Real Estate Commission, LR 37:3009 (October 2011), amended LR 52:

#### **Chapter 41. Investigations and Hearings**

##### **§4101. Complaints; Adjudications; Procedure**

A. A complaint filed with the commission alleging one or more violations of the Louisiana Real Estate License Law or this Subpart shall bear the signature of the complainant or that of his or her legal representative. The commission shall not be required to take any action relating to an unsigned or anonymous complaint.

B. The commission conducts adjudications in accordance with the Louisiana Real Estate License Law (R.S. 37:1430 et seq) and the Administrative Procedure Act (R.S. 49:950 et seq).

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:48 (January 2000), repromulgated by the Office of the Governor, Real Estate Commission, LR 37:3010 (October 2011), amended LR 49:481 (March 2023), amended LR 52:

##### **§4105. Executive Director May Authorize Investigations**

A. The commission's executive director may issue written authorization, upon documented probable cause, to investigate apparent violations of both the Louisiana Real Estate License Law and this Subpart.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:49 (January 2000), amended LR 37:3010 (October 2011), amended LR 49:481 (March 2023), amended LR 52:

##### **§4111. Stay of Enforcement**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:50 (January 2000), repromulgated by the Office of the Governor, Real Estate Commission, LR 37:3010 (October 2011), amended LR 49:481 (March 2023), repealed LR 52:

##### **§4113. Adjudication Costs**

A. Following a finding that a respondent has committed one or more violations alleged in any adjudication proceeding, the commission may assess the respondent with the administrative costs of the proceeding, as reasonably determined by the commission. Payment of the assessed costs shall be a condition of satisfying any order issued by the commission.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:50 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 37:3011 (October 2011), amended LR 49:481 (March 2023), amended LR 52:

#### **Chapter 43. Licensee, Registrant, and Certificate Holder Responsibilities**

##### **§4301. Knowledge of the Law**

A. It shall be the duty of all licensees, certificate holders, and registrants to have knowledge and be aware of all laws regulating the real estate industry in Louisiana, including but not limited to the Louisiana Real Estate License Law and this Subpart.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:50 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 37:3011 (October 2011), amended LR 52:

#### **Chapter 47. Military Service**

##### **§4701. Military Service; License Renewal Exception**

A. Military Service; License Renewal. Any real estate licensee engaged in active military service who allows his or her license to expire in accordance with R.S. 37:1442, upon furnishing appropriate evidence of such honorable service, shall be entitled to renewal of his or her license, without penalty, provided a renewal application is filed within 180 days of the license expiration.

B. Military spouses. This Section shall also apply to any spouse of a person engaged in active military service who is also a real estate licensee.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:51 (January 2000), repromulgated by the Office of the Governor, Real Estate Commission, LR 37:3012 (October 2011), amended LR 52:

#### **Chapter 49. Reciprocity**

##### **§4901. Licensing**

A. The commission may enter into a reciprocal agreement with the appropriate authority of any other state to permit any resident of that other state, who is licensed there as a real estate broker or salesperson, to obtain an equivalent Louisiana non-resident license and engage in real estate activity in Louisiana if that other state agrees, in kind, to grant a non-resident license to any Louisiana resident broker or salesperson and permit the licensee to engage in real estate activity in such state.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:51 (January 2000), repromulgated by the Office of the Governor, Real Estate Commission, LR 37:3012 (October 2011), amended LR 52:

##### **§4903. Requirements for Reciprocal License;**

###### **Nonresident**

A. Reciprocal license requirements. Any person residing in and licensed as a real estate broker or salesperson in a state whose appropriate authority has entered into a reciprocal agreement with the commission shall be granted an equivalent non-resident license by the commission upon applying and complying with the following requirements:

1. providing the commission with sufficient proof of the license credential issued by the resident state;

2. ...

3. filing an irrevocable appointment of agent for service of process with the commission appointing the executive director of the commission as the licensee's agent for service of process in all matters arising out of or in conjunction with any real estate activity conducted by the licensee in Louisiana;

4. corporation – procuring a certificate of authority to do business in Louisiana from the Louisiana Secretary of State and providing the commission with a true copy; and

5. partnership or limited liability company – procuring a certificate of registry as a foreign partnership from the Louisiana Secretary of State and providing the commission with a true copy.

B. Nonresident; Time. A license applicant who has been a resident of Louisiana for not more than 90 days may be considered by the commission as a non-resident for purposes of this Section.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:51 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 37:3013 (October 2011), amended LR 52:

#### **§4905. Non-Resident Licensee; Applicability**

A. Any non-resident real estate licensee is bound, in all respects, by the Louisiana Real Estate License Law (R.S. 37:1431 et seq) and this Subpart.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:51 (January 2000), repromulgated by the Office of the Governor, Real Estate Commission, LR 37:3013 (October 2011), amended LR 52:

### **Chapter 51. Out-of-State Broker Cooperation**

#### **§5101. Out-of-State Broker Cooperation**

A. Out-of-State Broker Cooperation. A Louisiana broker may cooperate with a licensed broker of another state in the sale, exchange, purchase, rental, leasing, or management of real property located in Louisiana subject to the Louisiana Real Estate License Law and this Subpart.

1. Resident broker obligations. The sale, exchange, purchase, rental, leasing, or management of Louisiana real property shall be handled subject to the direct supervision and control of the Louisiana broker, who shall take full responsibility and legal obligation for all actions of the out-of-state broker.

2. Nonresident broker advertising. All advertising of any kind regarding the cooperative real estate activity shall contain the names of both the Louisiana licensed broker and the out-of-state broker. The out-of-state broker may place a sign on real property located in Louisiana with the written consent of the Louisiana licensed broker.

3. Funds. Any funds collected on behalf of another in a real estate transaction shall be maintained in the Louisiana broker's sales escrow checking account, rental trust checking account, or security deposit trust checking account, unless all parties having an interest in the funds agree otherwise in writing.

4. Written agreement; Commission notice. When a Louisiana broker enters into a cooperative agreement with an out-of-state broker for the sale, exchange, purchase, rental, leasing, or management of Louisiana real property, the Louisiana broker shall deliver one copy of the cooperative

agreement to the Louisiana Real Estate Commission prior to any such property being advertised, shown, or being made the subject of a contract. Any such agreement shall contain verbiage that both the Louisiana broker and the out-of-state broker agree to sign all written reports and contracts and comply with the Louisiana Real Estate License Law and this Subpart.

5. Limits. Any fee or commission received as a result of real estate activity conducted in cooperation with an out-of-state broker shall be paid to the Louisiana broker who will, in turn, compensate the out-of-state broker. The percentage of fees or commission to be received by the Louisiana broker and the out-of-state broker are fully negotiable and shall be agreed upon in the cooperative agreement.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:51 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 37:3013 (October 2011), amended LR 52:

#### **§5103. Referral Fees**

A. A broker licensed in Louisiana may divide or share a real estate commission with a broker licensed in another state whenever the out-of-state broker acts only as a referral agent who is not involved in the actual negotiations, execution of documents, collections of rent, property management, or other real estate activity involving more than the mere referral of a client or customer to the broker licensed in Louisiana.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:52 (January 2000), repromulgated by the Office of the Governor, Real Estate Commission, LR 37:3013 (October 2011), amended LR 52:

#### **§5105. Jurisdiction over Out-of-State Activities**

A. Unlicensed activity in another state. The commission may impose any sanction permitted by R.S. 37:1430 et seq on any Louisiana real estate licensee who performs or attempts to perform real estate activity in another jurisdiction without first having been properly licensed in that jurisdiction or otherwise having fully complied with that jurisdiction's laws regarding real estate activity.

B. Reporting duty. It is the duty of every licensee, registrant, and certificate holder to notify the commission within 10 days, in writing, of any sanction imposed on the licensee, registrant, or certificate holder by another jurisdiction.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:52 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 37:3013 (October 2011), amended LR 52:

### **Chapter 53. Real Estate Schools**

#### **§5301. Applicability**

A. This Chapter applies to real estate schools as defined in R.S. 37:1431.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3014 (October 2011), amended LR 52:

### **§5303. Certifications; Applications and Procedures**

A. Certification; Application. Any individual or entity desiring to conduct business in Louisiana as a real estate school shall file an application for certification with the commission.

1. The application shall be completed in such form and detail as prescribed by the commission and shall be accompanied by all required documentation and the certification fee(s) prescribed in R.S. 37:1443.

2. The commission shall approve or deny an application, in writing, within 30 days after it is successfully completed.

B. Denial; Causes. The commission may deny an application for certification as a real estate school for any of the following reasons:

1. The applicant, or an owner or controlling member of the applicant entity, has been convicted of forgery, embezzlement, obtaining money under false pretenses, larceny, extortion, conspiracy to defraud, theft, or any other felony. However, the commission shall ensure compliance with La. R.S. 37:2950.

2. An application contains a false statement of material fact.

3. A professional license or certification held by an applicant has been revoked or suspended.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3014 (October 2011), amended LR 52:

### **§5305. Surety Bonds**

A. Applicants for certification as a real estate school shall submit proof of a \$10,000 surety bond issued by any insurance company authorized to conduct business in Louisiana.

B. Bonds shall be issued in favor of Louisiana and conditioned for the protection of the contractual rights of students who attend real estate courses offered by the real estate school.

C. Bonds shall remain effective throughout each certification period of the real estate school.

D. Proof of bond renewal shall be provided to the commission annually upon certificate renewal and otherwise upon expiration of the relevant bond.

E. Failure to maintain a bond in accordance with this Section shall be cause for revocation or suspension of a certification.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3014 (October 2011), amended LR 52:

### **§5307. Certificates of Authority; Initial and Renewal Certifications; Expiration**

A. Certification; Form and Number. The certification to operate as a real estate school shall be issued in the form of a certificate of authority and shall include an assigned certification number that shall be included in all advertisements of approved courses and on all forms, documents, and reports filed with the commission.

B. Broker Prohibition. A certificate of authority shall not be issued or renewed for any real estate school applicant that holds a real estate broker license and whose school is

designed, intended, or primarily used for instruction of the broker's future salesperson or broker affiliates.

C.1. Time; Effectiveness. A certificate of authority for an initial application, which is submitted and approved after October 31, may be issued effective January 1 of the following year.

2. Annual renewal. A certificate of authority shall be issued for a maximum period of one calendar year and shall expire annually on December 31, unless an application for renewal is submitted.

D. Expiration.

1. Courses. Failure to annually renew a certificate of authority by December 31 shall result in the automatic suspension of all course approvals authorized for that real estate school. The commission shall not accept any education courses for credit that are received from such real estate school, if the courses were offered after the expiration of the certificate of authority.

2. Limitation. Applications for delinquent renewal of a certificate of authority shall not be accepted by the commission after December 31. Failure to renew a certificate of authority during the prescribed delinquent period of October 1 through December 31 shall result in the forfeiture of renewal rights. Any real estate school that becomes ineligible to renew a certificate of authority shall apply as an initial applicant.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3014 (October 2011), amended LR 49:656 (April 2023), amended LR 52:

### **§5309. Colleges and Universities, Vocational-Technical Schools, and School Boards**

A. All Louisiana state and private colleges and universities that offer a real estate course as part of a regular curriculum are exempt from obtaining a certificate of authority; however, if courses are offered through a continuing education division, the college or university shall be required to comply with the provisions of this Chapter. State vocational-technical schools and parish schools boards that provide courses in real estate shall be required to apply for a certificate of authority and shall meet the requirements of a real estate school.

B. The designation of "college" or "university" shall not be used in any manner by a real estate school, unless the school has met such standards and qualifications and is approved by the state agency having such jurisdiction.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3014 (October 2011), amended LR 52:

### **§5311. Designated School Director; Duties**

A.1. School directors. All real estate schools shall designate a director, in writing. It is the director's obligation to ensure that the operations of the school and all training locations adhere to the requirements of the Louisiana Real Estate License Law (R.S. 37:1430 et seq) and this Subpart. The school director is the individual obliged to answer the commission regarding any violation of applicable law or rule committed by that real estate school.

2. Written notice. The commission shall be notified, in writing, within 10 days if the designated director for a real estate school is changed.

B. Directors shall coordinate and disseminate information to all staff, instructors, and employees, regarding changes made to R.S. 37:1430 et seq and this Subpart.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3015 (October 2011), amended LR 52:

### **§5313. Facilities and Inspections; Deficiencies**

A. Real estate schools shall provide adequate space, seating, equipment, and instructional material to accommodate the number of enrolled students.

B.1. School inspections. The commission may inspect any facility used by a real estate school at any time during regular business hours.

2. Audits. Real estate schools shall be subject to periodic audits, as determined by the commission, to ensure that courses are conducted in accordance with this Chapter and R.S. 37:1460. Any such audit may include the observation and evaluation of classroom activities, course content, instructor proficiency, and the audit of reporting and attendance records.

C. Deficiency reports. If the real estate school is found deficient in any part of this Section, the commission shall prepare a written report specifying the areas of deficiency.

1. Corrective action; Written answer. Any real estate school that receives a report of deficiencies shall correct the deficiencies and shall submit a written answer to the commission that outlines the corrective action no later than the date designated by the commission.

2. Cooperation. Failure to respond to a report of deficiencies, in accordance with the deadline designated by the commission, may result in payment of a fine or the suspension or revocation of the certificate of authority for any school found to be in violation of this Section.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3015 (October 2011), amended LR 52:

### **§5315. Record Keeping**

A. Time. Real estate schools shall maintain accurate and properly indexed records regarding all students for at least five years after course completion and shall produce those records for inspection upon request of the commission. All records shall be maintained in a readily available, electronic format that does not prohibit, delay, or otherwise impede inspection.

B. Minimum requirements. Real estate schools shall maintain at least the following records regarding each student:

1. ...
2. total hours taken and course titles;
3. - 4. ...
5. method of completion; and
6. a copy of the student contract.

C. Copies. Real estate schools shall provide any student who requests it with a duplicate copy of his or her course completion records.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3015 (October 2011), amended LR 52:

### **§5317. Tuition, Fees, and Contracts**

A.1. Written contracts. Each real estate school shall enter into a written contract with each student that shall clearly set forth, at a minimum, the tuition and fees charged by the school for a specific course of instruction and the school refund policy.

2. Copies. A copy of the contract, signed by an authorized representative of the school, shall be provided to the student immediately after both parties sign the contract.

B. School fees. Any additional fees charged for supplies, materials, or required books shall be clearly itemized in the school contract, and such supplies, materials, or books shall become the property of the student upon payment.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3015 (October 2011), amended LR 52:

### **§5319. Pre-License Instructors; Initial and Renewal Applications; Guest Lecturers**

A. Certification. No person shall act as pre-license instructor at any real estate school, and no real estate school shall hire or otherwise permit any person to act as a pre-license instructor for the school, unless that person has been certified as such by the commission.

B. Form; Fees. The application to become certified as a pre-license instructor shall be completed in such form and detail as prescribed by the commission and shall be accompanied by all required documentation and the certification fee(s) prescribed in R.S. 37:1443.

C. Experience; Qualifications. Each applicant for a pre-license instructor certification shall provide proof of instructor experience and shall satisfy at least one of the following qualifications:

1. bachelor's degree in real estate from an accredited college or university;
2. bachelor's degree from an accredited college or university and at least two years of experience as a licensed real estate broker;
3. real estate broker license and a minimum of five years of experience in the area of proposed instruction;
4. juris doctorate degree or the equivalent from an accredited law school and a minimum of three years of experience in the area of proposed instruction;
5. two years of experience as a qualified instructor or professor in the business, finance, or economics department of an accredited college or university;
6. any qualifications determined by the commission to be the equivalent of at least one of the qualifications prescribed otherwise in this Subsection.

D. Examination. Upon a determination by the commission that a pre-license real estate instructor applicant has met the minimum requirements of this Section, the applicant shall be required to pass the real estate pre-license instructor assessment examination specified by the commission. The application shall not be considered complete, and a certification shall not be issued until the commission receives results, indicating the applicant successfully passed such examination.

E. Time. The commission shall approve or deny a pre-license instructor application within 30 calendar days after it is successfully completed.

F. Denial; Causes. The commission may deny an application for certification as a pre-license instructor if:

1. the applicant has been convicted of forgery, embezzlement, obtaining money under false pretenses, larceny, extortion, conspiracy to defraud, theft, or any other felony. However, the commission shall ensure compliance with La. R.S. 37:2950;

2. the application contains any notice, statement, or other document, which is false or constitutes any material misstatement of fact;

3. a professional license or certification held by an applicant has been revoked or suspended;

4. the applicant fails to meet the minimum requirements prescribed by this Chapter;

G. Annual Renewal. A pre-license instructor certificate shall be issued for a maximum period of one calendar year and shall expire annually on December 31, unless an application for renewal is submitted. Delinquent applications for renewal of a pre-license instructor certificate shall not be accepted after December 31. Failure to renew shall result in the forfeiture of renewal rights. Any pre-license instructor that becomes ineligible to renew shall be required to apply as an initial applicant.

1. Continuing Education. Renewal of a pre-license instructor certificate shall require annual completion of 12 hours of approved continuing education during the current certification period. The 12 hours shall include four hours in the mandatory topic prescribed by the commission.

2. Limitation. Such continuing education hours shall not include actual instruction hours taught by that instructor.

H. Expiration. Failure to renew a pre-license instructor certificate by December 31 shall result in the following:

1. The authorization to provide real estate instruction shall be automatically suspended;

2. The commission shall not accept any education courses for credit if the courses were taught by an instructor after the expiration of his or her pre-license instructor certificate;

I. Guest lecturers. A guest lecturer shall be or meet at least one of the following qualifications:

I.1. - I.2. ...

3. a real estate licensee with at least five years of experience in the area of proposed instruction.

4. Guest lecturers shall not instruct any pre-license course pertaining to the Louisiana Real Estate License Law or this Subpart.

5. Guest lecturers shall not provide more than two presentations of pre-license education for a certified real estate school in a calendar year.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3015 (October 2011), amended LR 38:3171 (December 2012), amended LR 49:657 (April 2023), amended LR 52:

### **§5321. Prohibitions; Solicitation; Confidentiality**

A. Solicitation; Recruiting. Any activity that is designed to influence or solicit a pre-license education student to work subject to the sponsorship of any real estate broker shall be

considered recruiting and is prohibited on the premises of a real estate school.

B. Confidentiality. A real estate school shall not provide the name(s) of any licensee or student to anyone other than the Louisiana Real Estate Commission.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3016 (October 2011), amended LR 52:

### **§5323. Change of Address**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3016 (October 2011), repealed LR 52:

### **§5325. School Advertising**

A. ...

B. Advertising by real estate schools shall state that the school is certified by the Louisiana Real Estate Commission and shall include the school certificate of authority number.

C. The commission may require a real estate school to furnish proof of any advertising claim. The commission may also order the retraction of advertising that violates this Subpart. Such retractions shall be published in the same manner as the original claim and shall be paid for by the real estate school.

D. Certified real estate schools shall not guarantee the passing of examination.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3016 (October 2011), amended LR 52:

### **§5327. Investigations and Hearings**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3017 (October 2011), repealed LR 52:

### **§5329. Suspension or Revocation of a School Certificate of Authority or Pre-License Instructor Certification**

A. The commission shall have the authority to impose fines, suspend, or revoke a school certificate of authority or pre-license instructor certification for the following acts committed by a school owner, director, controlling member, or pre-license instructor:

1. obtaining or attempting to obtain by deceptive or fraudulent means any test questions or confidential test material used by or belonging to any testing service currently or previously contracted with the commission;

2. falsely certifying hours of attendance for any student;

3. having a license, certificate, or registration suspended or revoked by the commission;

4. soliciting or recruiting students or knowingly allowing others to use classroom facilities to discuss sponsorship or potential licensees for any real estate brokerage firm;

5. failure of a real estate school to enter into a written or electronic contract or agreement with any student;

6. failure of a real estate school director to inform pre-license instructors regarding changes made to R.S. 37:1430 et seq or this Subpart.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by Office of the Governor, Real Estate Commission, LR 37:3017 (October 2011), amended LR 52:

### **§5331. Pre-License Education Courses Offered by Real Estate Schools; Vendor Operations**

A. Salesperson Pre-License Education. Salesperson pre-license education courses offered by real estate schools shall be structured as Real Estate 101 – salesperson 90-hour course that shall include the following:

1. real estate principles and practices;
2. Louisiana Real Estate License Law (R.S. 37:1430 et seq);
3. administrative rules applicable to real estate and the Louisiana Real Estate Commission (LAC 46:LXVII.101 et seq);
4. applicable laws regarding agency and real estate transactions, including but not limited to R.S. 9:3891 et seq; and
5. the Louisiana Civil Code, as it relates to real estate activity.

B. Broker Pre-License Education. Broker pre-license education courses offered by real estate schools shall be structured as follows:

1. ...
2. Real Estate 202 – 30-hour course that shall include and be limited to the following topics:
  - a. Louisiana Real Estate License Law (R.S. 37:1430 et seq);
  - b. administrative rules applicable to real estate and the Louisiana Real Estate Commission (LAC 46:LXVII.101 et seq);
  - c. applicable laws regarding agency and real estate transactions, including but not limited to R.S. 9:3891 et seq;
  - d. the Louisiana Civil Code, as it relates to real estate activity; and
  - e. ethics and professionalism;
3. Real Estate 203 – 30-hour course regarding broker responsibilities, supervision requirements, and legal obligations.

C. It is the obligation of the real estate school to amend each course as necessary to provide for any applicable law or rule change that is enacted during the course approval period. A fee shall not be required when a real estate course is amended to accommodate law or rule changes.

D.1. In addition to pre-licensing courses, any real estate school may offer post-license and continuing education courses provided that the school applies for and receives authorization to operate as an education vendor.

2. No additional initial or renewal fees will be required of the school; however, filing fees for each additional course approval request shall be required as provided in R.S. 37:1443.

3. A separate Louisiana Real Estate Commission vendor number shall be assigned to the school upon compliance with education vendor requirements as required by Chapter 55 of this Subpart.

4. Real estate schools shall not issue pre-license education credit for attendance at post license education courses or continuing education courses and shall not incorporate post-license or continuing education with pre-license education instruction.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3017 (October 2011), amended LR 52:

### **§5333. Methods of Instruction; Classroom Training, Distance Education; Course Approvals and Completion**

A. ...

B. “Distance education,” means any of the following methods of instruction:

1 - 2. ...

C.1. “Combination courses,” means any distance education course that includes supplemental classroom instruction or assistance.

2. Combination courses shall be registered with the commission as distance education and shall satisfy all requirements of this Chapter for the approval of distance education.

3. Combination courses shall be clearly advertised as distance education.

4. Classroom time for all instruction or assistance portions of a combination course shall be reported to the commission in accordance with § 5337 of this Chapter.

D. Course approvals. Real estate schools that offer distance education courses shall apply for course approval, prior to any such course being offered, as follows:

1. ARELLO. Distance education courses that have been approved by the commission for course content shall be submitted to the Association of Real Estate License Law Officials (ARELLO) for certification prior to any course offering. Loss of ARELLO certification for courses approved pursuant to this Section shall automatically suspend commission approval of the course content.

2. Exception; Academic curriculum. Colleges and university academic credit courses for distance learning shall not be required to be Association of Real Estate License Law Officials (ARELLO) approved if such courses are offered as part of a college or university curriculum. Any other distance learning courses offered to the general public outside of a curriculum program shall be ARELLO approved.

E. Examination. Final examinations for distance education courses shall consist of multiple choice questions with four possible answers (a, b, c, and d) as follows:

1 - 2. ...

3. the examination shall include a signed and dated statement that the student has personally completed the course and examination.

F. Completion. Real estate schools shall certify students as successfully completing a course only if the student completes any required assignments and passes the required examination.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3017 (October 2011), amended LR 52:

### **§5335. Certificates of Completion**

A. Completion certificates. Real estate schools shall issue certificates to students immediately upon completion of the course. Certificates shall contain at least the following information:

1. real estate school name and the certificate of authority number;
2. student name;
3. - 7. ...
8. delivery method.

B. Certificates of completion shall not be accepted from any real estate school that is not certified and in good standing with the commission on the date that the course is completed.

C.1. Exception; Academic transcripts. In lieu of the required certificate of completion, the commission may accept college or university transcripts that reflect the completion of real estate related courses approved by the commission. Such transcripts shall be issued by the college or university registrar and shall include the course title and number, the date of completion, and the final grade.

2. Colleges or universities that do not issue transcripts for courses completed through a division of continuing education shall provide a certificate of completion to students who successfully complete a course of study.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3018 (October 2011), amended LR 52:

### **§5337. Course Schedules and Attendance; Reporting**

A. Schedule reports. Real estate school course reporting schedule reports shall be submitted in such form and detail as prescribed by the commission no less than 10 days prior to each course being delivered.

B. Attendance reports. Real estate school attendance verification reports shall be submitted in such form and detail as prescribed by the commission within 30 days after course completion.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3018 (October 2011), amended LR 52:

## **Chapter 55. Real Estate Education Vendors; Post-License and Continuing Education**

### **§5501. Real Estate Education Vendor; Approval; Applications and Procedures**

A. Applicability. This Chapter applies to real estate education vendors, as defined in R.S. 37:1431, seeking approval to conduct a course in real estate post-license or continuing education subjects.

B. Certification; Application. Any individual or entity desiring to conduct business in Louisiana as a real estate education vendor shall file an application for certification with the commission.

1. The application shall be in such form and detail as prescribed by the commission and shall be accompanied by all required documentation and the certification fee(s) prescribed in R.S. 37:1443.

2. The commission shall approve or deny a real estate education vendor application, in writing, within 30 calendar days after it is successfully completed.

C. Denial; Causes. The commission may deny an application for certification as a real estate education vendor for any of the following reasons.

1. The applicant, or an owner or controlling member of the applicant entity, has been convicted of forgery, embezzlement, obtaining money under false pretenses, larceny, extortion, conspiracy to defraud, theft, or any other felony. However, the commission shall ensure compliance with La. R.S. 37:2950.

2. An application contains any notice, statement, or other document, which is false or constitutes any material misstatement of fact.

3. A professional license or certification held by an applicant has been revoked or suspended.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3018 (October 2011), amended LR 52:

### **§5503. Surety Bonds**

A. Applicants for certification as a real estate education vendor shall submit proof of a five thousand dollar (\$5,000) surety bond issued by any insurance company authorized to conduct business in Louisiana.

B. Bonds shall be issued in favor of Louisiana and conditioned for the protection of the contractual rights of students who attend real estate courses offered by the real estate education vendor.

C. Bonds shall remain effective throughout each certification period of the real estate education vendor.

D. Proof of bond renewal shall be provided to the commission annually upon renewal and otherwise upon expiration of the relevant bond.

E. Failure to maintain a bond in accordance with this Section shall be cause for revocation or suspension of a certification.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3019 (October 2011), amended LR 52:

### **§5505. Real Estate Education Vendor Certifications; Initial and Renewal Certificates; Expiration**

A. Certification; Form. The commission shall issue a real estate education vendor certificate to any applicant that satisfies the requirements of this Chapter and shall assign the vendor a certificate number that shall be included in all vendor advertisements.

B.1. Time; Effectiveness. A vendor certification for an application, which is submitted and approved after October 31, may be issued effective January 1 of the following year.

2. Annual renewal. A vendor certification shall be issued for a maximum period of one calendar year and shall expire annually on December 31, unless an application for renewal is submitted.

C. Expiration.

1. Courses. Failure to annually renew a vendor certification by December 31 shall result in the automatic suspension of all course approvals authorized for that real estate education vendor. The commission shall not accept any education courses for credit that are received from such real estate education vendor, if the courses were offered after the expiration of the certification.

2. Limitation. Applications for delinquent renewal of a vendor certification shall not be accepted by the commission after December 31. Failure to renew an expired vendor certification during the prescribed delinquent period of October 1 through December 31 shall result in the forfeiture of renewal rights. Any real estate vendor that becomes ineligible to renew a vendor certification shall apply as an initial applicant.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3019 (October 2011), amended LR 49:657 (April 2023), amended LR 52:

#### **§5507. Designated Contact Person; Duties**

A.1. Designee; obligations. All real estate education vendors shall designate a contact person, in writing. It is the designee's obligation to ensure that the operations of the vendor and all training locations adhere to the requirements of the Louisiana Real Estate License Law (R.S. 37:1430 et seq) and this Subpart. The designee shall be obliged to answer the commission regarding any violation of applicable law or rule committed by that vendor.

2. Written notice. The commission shall be notified, in writing, within 10 days if the designated contact person for a real estate education vendor is changed.

B. The designee shall coordinate and disseminate information to all staff, instructors, and employees, regarding changes made to R.S. 37:1430 et seq and this Subpart.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3019 (October 2011), amended LR 52:

#### **§5509. Inspections and Monitoring of Approved Vendors and Courses; Deficiencies**

A. Real estate education vendors shall provide adequate space, seating, equipment, and instructional material to accommodate the number of enrolled students.

B.1. Facility inspections. The commission may inspect any facility used by a real estate education vendor at any time during regular business hours.

2. Audits. Real estate education vendors shall be subject to periodic audits, as determined by the commission, to ensure that courses are conducted in accordance with R.S. 37:1460 and this Chapter. Any such audit may include the observation and evaluation of classroom activities, course content, instructor proficiency, and the audit of reporting and attendance records.

C.1. Deficiency reports. If the real estate education vendor is found deficient in any part of this Section, the commission shall prepare a written report specifying the areas of deficiency.

2. Corrective action; Written answer. Any real estate education vendor that receives a report of deficiencies shall correct the deficiencies and shall submit a signed, written answer to the commission that outlines the corrective action no later than the date designated by the commission.

3. Cooperation. Failure to respond to a report of deficiencies, in accordance with the deadline designated by the commission, may result in payment of a fine or the suspension or revocation of any certificate for a vendor found to be in violation of this Section.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1435.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3019 (October 2011), amended LR 52:

#### **§5511. Record Keeping**

A. Time. Real estate education vendors shall maintain accurate and properly indexed records regarding all students for at least five years after course completion and shall produce those records for inspection upon request of the commission. All records shall be maintained in a readily available, electronic format that does not prohibit, delay, or otherwise impede inspection.

B. Minimum requirements. Real estate education vendors shall maintain at least the following records regarding each student:

1. complete name and address;
2. - 5. ...

C. Copies. Real estate education vendors shall provide any student who requests it with a duplicate copy of his or her course completion records.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3019 (October 2011), amended LR 52:

#### **§5513. Post-License and Continuing Education Instructors**

A. Authorization. No person shall act as a post-license or continuing education instructor, and no real estate vendor shall hire or otherwise permit any person to act as a post-license or continuing education instructor, unless that person has been so authorized by the commission.

B. Form; Fees. The application to become approved as a real estate post-license or continuing education instructor shall be completed in such form and detail as prescribed by the commission and shall be accompanied by all required documentation and the certification fee(s) prescribed in R.S. 37:1443.

1. Approval as a post-license or continuing education instructor shall be required per vendor course and shall not qualify an approved instructor to instruct any other post-license or continuing education courses.

2. The expiration of an approved post-license or continuing education course shall result in the automatic expiration of all instructor approvals issued for that course.

C. Time. The commission shall approve or deny a post-license or continuing education instructor application within 30 calendar days after it is successfully completed.

D. Denial; Causes. The commission may deny an application for approval as a post-license or continuing education instructor for any of the following reasons:

1. The applicant has been convicted of forgery, embezzlement, obtaining money under false pretenses, larceny, extortion, conspiracy to defraud, theft, or any other felony. However, the commission shall ensure compliance with La. R.S. 37:2950.

2. An application contains any notice, statement, or other document, which is false or constitutes any material misstatement of fact.

3. A professional license or certification held by an applicant has been revoked or suspended.

4. The applicant fails to meet the minimum requirements prescribed by the commission by this Chapter.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3020 (October 2011), amended LR 38:3172 (December 2012), amended LR 52:

#### **§5515. Supplemental Post-License / Continuing Education Instructors**

A. Real estate vendors may hire or otherwise allow a supplemental course instructor to participate with a primary instructor in the instruction of an approved post-license/continuing education course but only if the supplemental course instructor is named as such in the application for post-license/continuing education instructor submitted by the primary instructor.

B. A supplemental course instructor shall work subject to the direct supervision of the approved primary course instructor and shall be limited to no more than 25 percent of the total course instruction. When there is more than one supplemental course instructor, the supplemental course instructors shall be limited to a combined total of no more than 25 percent of the total course instruction.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 38:3172 (December 2012), amended LR 52:

#### **§5517. Change of Address**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3020 (October 2011), repealed LR 52:

#### **§5519. Vendor Advertising**

A. ...

B. Advertising by any real estate education vendor shall state that the vendor is certified by the Louisiana Real Estate Commission and shall include the vendor certification number.

C. The commission may require a real estate education vendor to furnish proof of any advertising claim. The commission may also order the retraction of advertising that violates this Subpart. Such retractions shall be published in the same manner as the original claim and shall be paid for by the real estate education vendor.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3021 (October 2011), amended LR 52:

#### **§5521. Investigations and Hearings**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3021 (October 2011), repealed LR 52:

#### **§5523. Suspension or Revocation of a Vendor Certification or Post-License/Continuing Education Instructor Approval**

A. The commission may impose disciplinary action in accordance with R.S. 37:1455 for any of the following acts

committed by a vendor or owner, controlling member, employee, or approved post-license or continuing education instructor thereof:

1. false certification of course attendance hours for any student;

2. suspension or revocation of a license, certificate, or registration issued by the commission;

3. failure of a real estate vendor contact person to inform post-license or continuing education instructors regarding changes made to R.S. 37:1430 et seq or this Subpart.

4. using designated course instruction time to teach or deliver information or subjects not included in the approved course curriculum.

B. The suspension or revocation of a post-license or continuing education instructor authorization shall also act to suspend or revoke, respectively, all courses for which that authorization has been granted.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3021 (October 2011), amended LR 38:3172 (December 2012), amended LR 52:

#### **§5525. Course Approval; Applications and Procedures; Expiration; Renewal**

A. Courses approved by the commission for instruction by real estate education vendors shall be classified as either post-license education or continuing education.

B.1. Application. Real estate education vendors shall complete and file a course approval application with the commission for each course offered for credit toward renewal of a real estate license.

2. Authorization. Real estate education vendors shall not advertise or otherwise schedule or offer a course prior to receiving written course approval from the commission.

C. Form; Fees. The course approval application shall be in such form and detail as prescribed by the commission and shall be accompanied by the processing fee prescribed in R.S. 37:1443.

D. Time. The commission shall approve or deny a course approval application within 30 calendar days after it is successfully completed.

E. Course expiration; Renewal. Each course approved by the commission shall remain active for three years and shall expire on December 31 of the third year, unless the real estate education vendor timely completes and files a renewal application for course approval with the commission. The commission shall not approve education credit for any course that is completed after its expiration date.

F. Course ID. The commission shall assign a tracking number to each approved course that the real estate education vendor shall include in all related records.

G. Course amendments; Written authorization. Real estate education vendors shall not amend the title or outline of any approved course without first obtaining the written approval of the commission.

1. ...

2. It is the obligation of the real estate education vendor to amend each course, as necessary, to address any relevant change to an applicable law or rule that is enacted during the course approval period. A fee shall not be required when a real

estate course is amended to accommodate law or rule changes.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3021 (October 2011), amended LR 52:

#### **§5527. Post License Education Courses; Course Outline; Examination**

A. Course content outline. Post-license education courses offered by real estate education vendors shall be developed in accordance with the post-license course content outline prescribed by the commission.

B. Examination. Real estate education vendors shall not issue and the commission shall not authorize credit for any post-license education course, unless the student has passed an examination on the course content. Post-license hours shall be secured through and reported by one approved vendor.

C. Non-exclusive. Post-license education courses shall be open to all licensees regardless of broker affiliation.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3021 (October 2011), amended LR 38:3172 (December 2012), amended LR 52:

#### **§5529. Continuing Education Courses; Minimum Requirements**

A. Real estate education vendors may offer continuing education course topics including but not limited to appraisal, finance, taxes, zoning, Louisiana Real Estate License Law (R.S. 37:1430 et seq), this Subpart, environmental quality, property management, and federal laws or regulations affecting real estate.

B. Minimum requirements.

1. Time. Continuing education courses offered by real estate education vendors shall be a minimum of two hours.

2. Instruction time. A classroom hour is defined as sixty minutes, including at least fifty minutes of instruction time. The prescribed number of classroom hours may include time devoted to examinations if a required as a part of the course. Time devoted to food or beverages shall not be counted as instruction time.

C. Students shall not receive duplicate credit for attending the same continuing education course from the same vendor in the same year. Each real estate education vendor shall advise students that credit shall not be awarded for completing the same course more than once within the same license period.

D. Non-exclusive. Continuing education courses shall be open to all licensees regardless of broker affiliation.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3022 (October 2011), amended LR 38:3172 (December 2012), amended LR 52:

#### **§5531. Mandatory Courses; “Train the Trainer” Instructor Workshop**

A. In accordance with R.S. 37:1437, the commission shall mandate an annual four-hour continuing education course topic and curriculum that licensees shall complete during each license period as a requirement for license renewal.

B. Real estate education vendors shall not offer the mandatory course for credit, unless the vendor’s course approval application has been approved by the commission.

C. There shall be no substitute curriculum for the mandatory course, including any previously approved course that is similar in name or content, without prior commission approval.

D. “Train the Trainer” Instructor Workshop.

1. Any instructor who presents the mandatory course shall have first completed the annual “Train the Trainer” instructor workshop developed specifically for each mandatory course topic.

2. Completion of a prior year train the trainer instructor workshop shall not be substituted for completion of the current year workshop.

3.a. An individual licensee’s completion of a “Train the Trainer” instructor workshop shall be counted as completed continuing education towards that individual’s annual education requirement for the year in which the instructor workshop is completed.

b. Notwithstanding any provision of this Paragraph, a licensee shall not be credited for completion of an instructor development workshop during which only methods of teaching are included in the course.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3022 (October 2011), amended LR 38:3173 (December 2012), amended LR 52:

#### **§5533. Methods of Instruction**

A. ...

B. For the purposes of this Chapter, “distance education” has the same meaning as defined in §5333 of this Subpart.

C. Course approvals. Real estate education vendors that offer distance education courses shall apply for course approval, prior to any such course being offered, as follows:

1. Distance education courses that have been approved by the commission for course content shall be submitted to the Association of Real Estate License Law Officials (ARELLO) for certification prior to any course offering.

2. Loss of ARELLO certification for courses approved pursuant to this Section shall automatically suspend commission approval of the course.

D. Examination.

1. Final examinations for distance education courses shall consist of multiple choice questions with four possible answers (a, b, c, and d) as follows:

a. a minimum of 20 questions for each two hours of continuing education credit; or

b. a minimum of 150 questions for each post-license final exam.

2. Exam certification. The examination shall include a signed and dated statement that the student has personally completed the course and examination.

E. Format. All courses submitted for approval shall be in the exact format in which they will be sold to students for post-license or continuing education credit.

F. Limitations; Grading.

1. Real estate education vendors shall not grade any written assignment or examination if it is presented for grading before the time frame for course completion has been reached.

2. Real estate education vendors shall not grade any examination that does not contain the signed certification required in Subsection (D) of this Section.

G. Completion. Real estate education vendors shall certify students as successfully completing a course only if the student completes any required assignments and passes the required examination.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3022 (October 2011), amended LR 52:

#### **§5535. Certificates of Completion**

A. Real estate education vendors shall issue certificates of completion as required by the commission to students upon course completion, which shall contain at least the following information:

1. real estate education vendor name and the vendor certification number;
2. student name;
3. student real estate license number;
- 4 - 7. ...
8. delivery method.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1435.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3023 (October 2011), amended LR 52:

#### **§5537. Course Schedules and Attendance; Reporting**

A. ...

B. Course schedules shall be received by the commission at least 10 calendar days before the beginning of each month.

C. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Office of the Governor, Real Estate Commission, LR 37:3023 (October 2011), amended LR 52:

#### **§5539. Non-Certified Real Estate Education Vendors**

A. Authorization; Limits. Non-certified real estate education vendors may request commission approval to offer continuing education courses subject to the following conditions:

1. Non-certified real estate education vendors shall comply with the course approval and course reporting procedures required by this Subpart.

2 - 3. ...

B. Education credit. The commission shall not grant credit for any course presentation that exceeds the maximum limits specified in this Section.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by Office of the Governor, Real Estate Commission, LR 37:3023 (October 2011), amended LR 52:

### **Chapter 57. Timeshares**

#### **§5701. Timeshares; Requirements**

A. This Chapter regarding timeshares shall be interpreted and implemented in accordance with the Louisiana Real Estate License Law (R.S. 37:1430 et seq) and the Louisiana Timesharing Act (R.S. 9:1131.1 et seq).

B.1. Application. In accordance with R.S. 37:1437.1, each applicant for initial registration as a timeshare developer or timeshare salesperson shall submit to the commission a fully

completed application on a form provided by the commission accompanied by the prescribed fees.

2. Each applicant shall receive the commission's written approval of its registration prior to the date that such applicant engages in the business of selling timeshare interests in Louisiana.

C. Timeshare salesperson; Initial registration. Every application for an initial timeshare salesperson registration shall contain the name of the developer for whom the applicant will sell or offer to sell any timeshare interest following registration and shall be signed by a designated representative of that developer.

D. Timeshare developer; Initial registration. Applicants for registration as timeshare developers shall submit the following to the commission upon filing for registration, as applicable:

1. sample copies of conveyance and financing forms, public offering statement, and a certified copy of the timeshare declaration;

2. an affidavit signed by the chief executive officer or managing partner of the developer and by any natural person having an ownership interest exceeding 10 percent in either the developer or entities controlling it, which states subject to penalty of perjury, that the affiant has read the timeshare declaration and all attached documents; and that they are true and correct.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:60 (January 2000), repromulgated by the Office of the Governor, Real Estate Commission, LR 37:3023 (October 2011), amended LR 52:

#### **§5703. Receipt of Application**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:60 (January 2000), repromulgated by the Office of the Governor, Real Estate Commission, LR 37:3023 (October 2011), repealed LR 52:

#### **§5705. Bonds**

A. At the time of initial application, each applicant for registration as a timeshare interest salesperson shall provide evidence of a \$10,000 bond issued in favor of the state by a surety company authorized to do business in Louisiana in accordance with R.S. 37:1437.1(E).

B. A new bond or a renewal or continuation of the original bond shall be required for each registration period. If a continuous bond is filed, a new or renewal bond is not required as long as the continuous bond remains effective.

C. When a bond is revoked or canceled by the surety company, the timeshare registration of the named bondholder shall automatically be suspended until such time as a new bond is filed with the commission.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:60 (January 2000), amended by the Office of the Governor, Real Estate Commission, LR 37:3023 (October 2011), amended LR 52:

#### **§5707. Fees**

A. Registration fees shall cover a period of one calendar year in accordance with R.S. 37:1442 and shall not be prorated.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:60 (2000), repromulgated by the Office of the Governor, Real Estate Commission, LR 37:3023 (October 2011), amended LR 52:

#### **§5709. Automatic Suspension for Non-Renewal**

A. If a developer's timeshare registration is suspended or revoked, no sales of timeshare interests in that project may be conducted by that developer, any timeshare sales registrant working for that developer, or any licensed real estate broker or salesperson working with that developer.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:60 (2000), repromulgated by the Office of the Governor, Real Estate Commission, LR 37:3023 (October 2011), amended LR 52:

#### **§5711. Terminations**

A. A developer who wishes to terminate an association with a timeshare interest salesperson shall timely submit the form prescribed by the commission in accordance with R.S. 37:1441.

B. A timeshare interest salesperson who wishes to terminate an association with a timeshare developer shall timely submit the form prescribed by the commission in accordance with R.S. 37:1441.

C. When a timeshare interest salesperson transfers to another timeshare developer, the transfer request form shall be accompanied by a new bond and appropriate transfer fees.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:61 (2000), repromulgated by the Office of the Governor, Real Estate Commission, LR 37:3024 (October 2011), amended LR 52:

#### **§5715. Establishment of Escrow Account**

A. Where applicable, the developer of each timeshare plan that has timeshare property located in Louisiana, or who maintains a sales office in Louisiana for the sale of timeshare interests, shall establish interest bearing escrow accounts in the developer's name at a financial institution in the parish where the timeshare property or sales office is located, in accordance with R.S. 9:1131.16.1 and 1131.17.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:61 (2000), repromulgated by the Office of the Governor, Real Estate Commission, LR 37:3024 (October 2011), amended LR 52:

#### **§5717. Affidavit of Authority**

A. Every developer of a timeshare plan shall submit to the commission notarized affidavits attesting to the existence, location, and account number of the developer's escrow accounts. The affidavits shall authorize and empower the commission or its representatives to examine, inspect, and copy the developer's escrow accounts.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:61 (January 2000), repromulgated by the Office of the Governor, Real Estate Commission, LR 37:3024 (October 2011), amended LR 52:

#### **§5719. Escrow Account Closing**

A. Every developer shall notify the commission, in writing, of the intent to close an escrow account at least 10 days prior to the intended closing date.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:61 (January 2000), repromulgated by the Office of the Governor, Real Estate Commission, LR 37:3024 (October 2011), amended LR 52:

#### **§5721. Maintaining an Escrow Account**

A. Upon revocation, suspension, or expiration of registration, a developer shall continue to maintain all escrow accounts until such time as all monies have been properly disbursed according to law.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:61 (January 2000), repromulgated by the Office of the Governor, Real Estate Commission, LR 37:3024 (October 2011), amended LR 52:

#### **§5723. Change of Address**

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:61 (January 2000), repromulgated by the Office of the Governor, Real Estate Commission, LR 37:3024 (October 2011), repealed LR 52:

#### **§5725. Payment to Non-Registrants**

A. In accordance with R.S. 37:1446, timeshare registrants shall not offer or pay a fee or any other compensation of any kind to any unregistered person for the purpose of obtaining any timeshare solicitations.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:61 (January 2000), repromulgated by the Office of the Governor, Real Estate Commission, LR 37:3024 (October 2011), amended LR 52:

#### **§5727. Developer Records**

A. Every developer shall retain readily available and properly indexed copies of all documents which in any way relate to the sale or solicitation of timeshare interests in which he has acted as a developer for no less than five years from the date of each such document.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1431 et seq.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Real Estate Commission, LR 26:61 (January 2000), repromulgated by the Office of the Governor, Real Estate Commission, LR 37:3024 (October 2011), amended LR 52:

#### **Family Impact Statement**

The proposed amendments to LAC 46:LXVII.101 et seq are not anticipated to cause any impact, relative to family formation, stability, or autonomy as described in R.S. 49:972, including but not limited to the analysis factors enumerated in R.S. 49:972(B).

#### **Poverty Impact Statement**

The proposed amendments to LAC 46:LXVII.101 et seq are not anticipated to cause any impact, relative to child, individual, or family poverty in relation to individual or community asset development poverty as described in R.S. 49:973, including but not limited to the analysis factors enumerated in R.S. 49:973(B).

### Small Business Analysis

Pursuant to the Administrative Procedure Act, including but not limited to R.S. 49:974.4 and 974.5, the board considered the impact of the proposed amendments to LAC 46:LXVII.101 et seq, relative to small businesses and the methods of reducing such impact, and determined that such changes are not anticipated to have any adverse impact.

### Provider Impact Statement

In compliance with HCR 170 of the 2014 Regular Session of the Louisiana Legislature, the impact of the proposed amendments on organizations that provide services for individuals with developmental disabilities has been considered. It is not anticipated that the proposed amendments will have any impact on the staffing, costs, or overall ability of such organizations to provide the same level of services, as described in HCR 170.

### Public Comments

All interested persons may submit written comments, on or before noon on May 20, 2026, to Mr. Jeremy Travis (jtravis@lrec.gov), Public Information Director, Louisiana Real Estate Commission, 9071 Interline Avenue, Baton Rouge, Louisiana, 70809.

### Public Hearing

A hearing will be held on May 28, 2026 at 10 a.m. at the office of the Louisiana Real Estate Commission, 9071 Interline Avenue, Baton Rouge, Louisiana, 70809, if it becomes necessary to convene a public hearing to receive or consider comments in accordance with the Administrative Procedure Act.

Summer S. Mire  
Executive Director

## FISCAL AND ECONOMIC IMPACT STATEMENT FOR ADMINISTRATIVE RULES RULE TITLE: Real Estate

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

It is not anticipated that state of local government units will incur any costs or savings as a result of this proposed rule.

In order to comply with Executive Order JML 25-38, the Louisiana Real Estate Commission (LREC) proposes to fully amend Title 46 (Professional and Occupational Standards: Real Estate) of the Louisiana Administrative Code. The proposed rule accomplishes several technical and language revisions designed to reduce the length, number, and complexity of regulations, simplify the language, and repeal or significantly reduce rules that are redundant with existing statutes.

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

There is no anticipated 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)

There are no anticipated costs or economic benefits to directly affected persons, small businesses, or non-governmental groups.

### IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)

Implementation of this proposed rule is not anticipated to have an effect on competition and employment.

Summer S. Mire  
Executive Director  
2604#012

Patrice Thomas  
Deputy Fiscal Officer  
Legislative Fiscal Office

## NOTICE OF INTENT

### Department of Health Bureau of Health Services Financing

Louisiana Children's Health Insurance Program  
(LAC 50:I.Chapter 205)

The Department of Health, Bureau of Health Services Financing proposes to amend LAC 50:I. Chapter 205 in the Medical Assistance Program as authorized by R.S. 36:254 and pursuant to Title XIX of the Social Security Act. This proposed Rule is promulgated in accordance with the provisions of the Administrative Procedure Act, R.S. 49:950 et seq.

The Department of Health, Bureau of Health Services Financing, proposes to amend the provisions governing the Louisiana Children's Health Insurance Program (LaCHIP) Phase V to comply with Department of Health and Human Services, Centers for Medicare and Medicaid Services rule [42 CFR § 457.340(e)] for twelve-month continuous eligibility and procedures governing non-payment of premiums. Chapter 205 focuses on helping children in low-income families keep their health coverage, understand their rights, and get the care they need. The proposed changes to this Chapter support these goals by amending cost-sharing rules and removing old eligibility rules that no longer apply. These updates make it easier for families to understand how and when to pay premiums. They are also intended to assist families by improving notification of impending termination of coverage while also explaining the appeals process. These revisions will help families better understand their responsibilities, reduce coverage disruptions, and ensure compliance with federal standards.

The proposed Rule text below has been drafted utilizing plain language principles to ensure clarity and accessibility for all users. It has also been reviewed and tested for compliance with web accessibility standards.

### Title 50

### PUBLIC HEALTH—MEDICAL ASSISTANCE

#### Part III. Eligibility

### Subpart 11. State Children's Health Insurance Program Chapter 205. Louisiana Children's Health Insurance Program (LaCHIP)—Phase V

#### §20503. Eligibility Criteria

A. - A.4. ...

B. For the purpose of determining eligibility for phase five of LaCHIP, children are considered to be uninsured if they do not have creditable health insurance at the time of application.

1. - 6. Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 36:254 and Title XXI of the Social Security Act.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing, LR 34:660 (April 2008), amended by the Department of Health, Bureau of Health Services Financing, LR 52:

## §20505. Covered Services

A. Children covered in phase five of the LaCHIP expansion shall receive health care benefits through an array of covered services offered by health plans participating in the Healthy Louisiana Program, and behavioral health services administered by the statewide management organization under the LBHP. The following services shall be included:

1. - 19. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 36:254 and Title XXI of the Social Security Act.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing, LR 34:660 (April 2008), amended by the Department of Health and Hospitals, Bureau of Health Services Financing, LR 41:1292 (July 2015), amended by the Department of Health, Bureau of Health Services Financing, LR 52:

## §20507. Cost Sharing

A. ...

B. The following cost-sharing criteria shall apply.

1. Premiums. When family income is between 201 percent and 250 percent of the federal poverty level, families shall be responsible for paying a \$50 per month premium.

a. Benefits begin after the first premium is received.

Premiums are due by the tenth of each month.

b. Coverage may be terminated at the end of the twelve-month continuous eligibility period if:

i. premiums remain unpaid; and

ii. at least 60 days have passed since the premium due date.

c. Notice of Nonpayment and Grace Period. Before termination, a written notice will be sent to the family that includes:

i. a 30-day grace period to pay the unpaid premiums;

ii. a warning that failure to pay within the 30-day grace period will result in termination of coverage; and

iii. information on the family's right to appeal the proposed termination.

d. Termination Notice. If the family does not pay the premiums within the 30-day grace period, a termination notice will be issued that complies with the requirements in 42 CFR §457.340(e).

e. Payment after Grace Period. If the family pays the premiums after the 30-day grace period but before the end of the eligibility period, coverage will not terminate for failure to pay premiums.

C. Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 36:254 and Title XXI of the Social Security Act.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing, LR 34:661 (April 2008), amended by the Department of Health and Hospitals, Bureau of Health Services Financing, LR 41:1292 (July 2015), amended by the Department of Health, Bureau of Health Services Financing, LR 52:

Implementation of the provisions of this Rule may be contingent upon the approval of the U.S. Department of Health and Human Services, Centers for Medicare and Medicaid Services (CMS), if it is determined that submission to CMS for review and approval is required.

## Family Impact Statement

In compliance with Act 1183 of the 1999 Regular Session of the Louisiana Legislature, the impact of this proposed Rule on the family has been considered. It is anticipated that this proposed Rule will have a positive impact on family functioning, stability and autonomy as described in R.S. 49:972, as it will ensure that children enrolled in the Louisiana Children's Health Insurance Program (LaCHIP) receive twelve months of continuous eligibility, which cannot be removed from coverage for nonpayment of premiums.

## Poverty Impact Statement

In compliance with Act 854 of the 2012 Regular Session of the Louisiana Legislature, the poverty impact of this proposed Rule has been considered. It is anticipated that this proposed Rule will have a positive impact on child, individual, or family poverty in relation to individual or community asset development as described in R.S. 49:973, as it will reduce the financial burden on low-income families by ensuring continuous twelve-month eligibility for children enrolled in the Louisiana Children's Health Insurance Program (LaCHIP), and prevent loss of health coverage due to nonpayment of premiums during this period.

## Small Business Analysis

In compliance with the Small Business Protection Act, the economic impact of this proposed Rule on small businesses has been considered. It is anticipated that this proposed Rule will have no impact on small businesses.

## Provider Impact Statement

In compliance with House Concurrent Resolution (HCR) 170 of the 2014 Regular Session of the Louisiana Legislature, the provider impact of this proposed Rule has been considered. It is anticipated that this proposed Rule will have no impact on the staffing level requirements or qualifications required to provide the same level of service, no direct or indirect cost to the provider to provide the same level of service, and will have no impact on the provider's ability to provide the same level of service as described in HCR 170.

## Public Comments

Interested persons may submit written comments to Tangela Womack, Bureau of Health Services Financing, P.O. Box 91030, Baton Rouge, LA 70821-9030. Ms. Womack is responsible for responding to inquiries regarding this proposed Rule. The deadline for submitting written comments is May 20, 2026.

## Public Hearing

Interested persons may submit a written request to conduct a public hearing by U.S. mail to the Office of the Secretary ATTN: LDH Rulemaking Coordinator, Post Office Box 629, Baton Rouge, LA 70821-0629; however, such request must be received no later than 4:30 p.m. on May 11, 2026. If the criteria set forth in R.S. 49:961(B)(1) are satisfied, LDH will conduct a public hearing at 9:30 a.m. on May 28, 2026 in Room 118 of the Bienville Building, which is located at 628 North Fourth Street, Baton Rouge, LA. To confirm whether a public hearing will be held, interested persons should first call Allen Enger at (225) 342-1342 after May 11, 2026. If a public hearing is to be held, all interested persons are invited to attend and present data, views, comments, or arguments, orally or in writing.

Bruce D. Greenstein  
Secretary

**FISCAL AND ECONOMIC IMPACT STATEMENT  
FOR ADMINISTRATIVE RULES  
RULE TITLE: Louisiana Children's Health Insurance  
Program**

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

It is anticipated that implementation of this proposed rule will result in increased state costs of approximately \$37,967 for FY 25-26 (includes \$462 for the administrative expense of promulgation of the proposed rule and final rule), \$102,471 for FY 26-27, and \$167,339 for FY 27-28.

This proposed rule amends the provisions governing the Louisiana Children's Health Insurance Program (LaCHIP) Phase V to comply with Department of Health and Human Services, Centers for Medicare and Medicaid Services rule [42 CFR § 457.340(e)] for twelve-month continuous eligibility and procedures governing non-payment of premiums. The proposed changes amend cost-sharing rules, remove old eligibility rules that no longer apply, make it easier for families to understand how and when to pay premiums, improve beneficiary notification of impending termination of coverage, and better explain the appeals process. These revisions will help families better understand their responsibilities, reduce coverage disruptions, and ensure compliance with federal standards.

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

It is anticipated that the implementation of this proposed rule will increase federal revenue collections by approximately \$241,179 for FY 25-26 (includes \$461 for the administrative expense of promulgation of the proposed rule and final rule), \$663,716 for FY 26-27, and \$1,086,034 for FY 27-28.

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

This proposed rule amends the provisions governing the Louisiana Children's Health Insurance Program (LaCHIP) Phase V to comply with Department of Health and Human Services, Centers for Medicare and Medicaid Services rule [42 CFR §

457.340(e)] for twelve-month continuous eligibility and procedures governing non-payment of premiums. Due to the waiting period for eligibility being removed, recipients will not have such a long period of time during which they will be solely responsible for their medical costs. The premiums under LaCHIP are less than the average cost of out-of-pocket payment

for a child's routine medical bills. Therefore, it is anticipated that families will benefit from this rule. There will be no direct impact to small businesses and providers due to implementation of this proposed rule.

**IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT  
(Summary)**

This proposed rule has no known effect on competition and employment.

Seth Gold  
Medicaid Executive Director  
2604#034

Alan M. Boxberger  
Legislative Fiscal Officer  
Legislative Fiscal Office

**NOTICE OF INTENT**

**Louisiana Works  
Office of Workers' Compensation Administration**

**Independent Medical Examination Form  
(LAC 40:I.6727)**

The Louisiana Works does hereby give notice of its intent to amend certain portions of the Louisiana Administrative Code, Title 40, Labor and Employment, Part I, Workers' Compensation Administration, Subpart 3, Hearing Rules, Chapter 67, Section 6727. The proposed revisions to IME Form 1015 are administrative updates intended to improve clarity, completeness, and efficiency in processing IME requests. The changes—such as adding fields for claim number, adjuster contact information, and standardized signature requirements, as well as clarifying submission methods—ensure more accurate identification, communication, and documentation. These updates align the form with current operational practices. This proposed Rule is promulgated by the authority vested in the Assistant Secretary of the Office of Workers' Compensation found in R.S. 23:1291 and R.S. 23:1123.

**Title 40**

**LABOR AND EMPLOYMENT**

**Part I. Workers' Compensation Administration**

**Subpart 3. Hearing Rules**

**Chapter 67. Forms**

**§6727. Request for Independent Medical Examination;  
Form LW-WC-1015**

RETURN VIA MAIL ONLY TO:  
OFFICE OF WORKERS' COMPENSATION  
ATTN: MEDICAL SERVICES  
POST OFFICE BOX 94040  
BATON ROUGE, LA 70804-9040  
PHONE: (225) 342-2030  
TOLL FREE (800) 201-2494

1. Social Security No. \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_
2. Date of Injury/Illness \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_
3. Part(s) of Body Injured \_\_\_\_\_
4. Date of Birth \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_
5. No 1008/suit is pending  (check if applicable)
6. OWCA Docket Number \_\_\_\_\_
7. OWCA District Number \_\_\_\_\_
8. Claim Number: \_\_\_\_\_

**REQUEST FOR La. R.S. 23:1123 INDEPENDENT MEDICAL EXAMINATION**

**Issues in Dispute** (check all that apply):

- Employee's condition  Employee's capacity to work
- A. The Assistant Secretary of the Office of Workers' Compensation shall choose the medical practitioner to conduct the IME per La. R. S. 23:1123.
- B. All requests to the OWCA for an IME shall include the following:
- A cover letter explaining the conflicting medical issue(s) in dispute (reason for request) along with the conflicting medical reports must be attached to this form. The reports that document the dispute shall be most current.
  - A list of names, addresses, and phone numbers of all physicians/medical providers who have treated or examined the injured employee for this injury. For each physician/medical provider listed, please state which party chose the provider.
- C. The submitting party shall mail a copy of this request and all included documents to all parties and their attorneys on the same day.
- D. The Assistant Secretary will not appoint an IME unless there is a dispute as to the employee's condition or capacity to work pursuant to La. R.S. 23:1123.
- E. Upon notice that your request for an IME is granted, you shall forward medical documents from all parties' medical providers (including but not limited to applicable reports, notes, test results, FCEs, X-rays, MRIs, and CT scans) to the IME physician's office with a copy of the OWCA IME Agreement and the OWCA letter to the doctor. **Do not** attach a private cover letter. You shall forward a statement to all parties and their attorneys identifying any films provided to the IME by provider name, type, and date of service in addition to identical copies of all documents, excluding films, you sent to the IME physician's office.
- F. You shall not communicate verbally or in writing with the IME prior to the IME rendering the IME report unless otherwise directed by Medical Services for limited processing issues.
- G. The type of indemnity benefit, if any, an employee may be entitled to is a legal determination outside of the scope of the IME.

**EMPLOYEE**

9. Name \_\_\_\_\_  
Street or Box \_\_\_\_\_  
City \_\_\_\_\_  
State \_\_\_\_\_ Zip \_\_\_\_\_  
Phone ( ) \_\_\_\_\_

**EMPLOYEE'S ATTORNEY**

10. Name \_\_\_\_\_  
Street or Box \_\_\_\_\_  
City \_\_\_\_\_  
State \_\_\_\_\_ Zip \_\_\_\_\_  
Phone ( ) \_\_\_\_\_  
Fax ( ) \_\_\_\_\_  
Bar Roll # \_\_\_\_\_  
Email: \_\_\_\_\_

**EMPLOYER**

11. Name \_\_\_\_\_  
Street or Box \_\_\_\_\_  
City \_\_\_\_\_  
State \_\_\_\_\_ Zip \_\_\_\_\_  
Phone ( ) \_\_\_\_\_  
Fax ( ) \_\_\_\_\_

**INSURER** or  **THIRD PARTY ADMINISTRATOR**  
(check one)

12. Name \_\_\_\_\_  
Adjuster's Name \_\_\_\_\_  
Street or Box \_\_\_\_\_  
City \_\_\_\_\_  
State \_\_\_\_\_ Zip \_\_\_\_\_  
Phone ( ) \_\_\_\_\_  
Fax ( ) \_\_\_\_\_  
Email: \_\_\_\_\_

ATTORNEY FOR  **EMPLOYER**  **INSURER**  
(check all that apply)

13. Name \_\_\_\_\_  
Street or Box \_\_\_\_\_  
City \_\_\_\_\_  
State \_\_\_\_\_ Zip \_\_\_\_\_  
Phone ( ) \_\_\_\_\_  
Fax ( ) \_\_\_\_\_  
Bar Roll #: \_\_\_\_\_  
Email: \_\_\_\_\_

\_\_\_\_\_  
**Signature of Applicant**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
Name of Applicant

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1291 & R.S. 23:1123

HISTORICAL NOTE: Promulgated by Louisiana Works, Office of Workers' Compensation Administration, LR 51:1650 (October 2025), amended LR 52:

**Family Impact Statement**

In compliance with Act 1183 of the 1999 Regular Session of the Louisiana Legislature, the impact of these rules on family has been considered. This proposal to update the finance rules has no impact on family functioning, stability, or autonomy as described in R.S. 49:972.

**Poverty Impact Statement**

The proposed Rule should not have any known or foreseeable impact on any child, individual, or family as defined by R.S. 49:973.B. In particular, there should be no known or foreseeable effect on:

1. the effect on household income, assets, and financial security;
2. the effect on early childhood development and preschool through postsecondary education development;
3. the effect on employment and workforce development;
4. the effect on taxes and tax credits;
5. the effect on child and dependent care, housing, health care, nutrition, transportation, and utilities assistance.

**Small Business Analysis**

Pursuant to R.S. 49:965.6, methods for reduction of the impact on small business, as defined in the Regulatory Flexibility Act, have been considered when creating this proposed Rule. This proposed Rule is not anticipated to have an adverse impact on small businesses; therefore, a Small Business Economic Impact Statement has not been prepared.

**Provider Impact Statement**

The proposed change 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**

All interested persons are invited to submit written comments or hearing request on the proposed Rule. Such comments or request should be sent to Brian Blackwood, OWCA Assistant Secretary, 1001 North 23<sup>rd</sup> Street, 4<sup>th</sup> Floor-Annex, Baton Rouge, LA 70802 by May 11, 2026, at 5 p.m.

Susana Schowen  
Secretary

**FISCAL AND ECONOMIC IMPACT STATEMENT FOR ADMINISTRATIVE RULES**  
**RULE TITLE: Independent Medical Examination Form**

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

There are no anticipated costs or savings to state or local governmental units resulting from the proposed rule change.

The proposed revisions to Independent Medical Examination Form 1015 are administrative updates intended to improve clarity, completeness, and efficiency in processing IME requests. The changes—such as adding fields for claim number, adjuster contact information, and standardized signature requirements, as well as clarifying submission methods—ensure more accurate identification, communication, and documentation. These updates align the form with current operational practices.

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

The proposed rule change is not anticipated to affect 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)**

The proposed rule change is not anticipated to result in any costs or economic benefits to persons, small businesses, or non-governmental groups.

**IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)**

The proposed rule change is not anticipated to impact competition and employment in either the public or private sector.

Brian Blackwood  
Assistant Secretary  
2604#021

Alan M. Boxberger  
Legislative Fiscal Officer  
Legislative Fiscal Office

**NOTICE OF INTENT**

**Louisiana Works**  
**Office of Workers' Compensation Administration**

**Medical Treatment Guidelines**  
**(LAC 40:I.Chapters 23-23)**

The Louisiana Works does hereby give notice of its intent to amend certain portions of the Louisiana Administrative Code, Title 40, Labor and Employment, Part I, Workers' Compensation Administration, Subpart 2, Medical Guidelines. The medical treatment guidelines are being updated to address deficiencies and omissions in the guidelines based on new evidence-based information. The guidelines update also addresses discrepancies between different sections that require additional detail and/or clarification. This proposed Rule is promulgated by the authority vested in the assistant secretary of the Office of Workers' Compensation found in R.S. 23:1291 and R.S. 23:1203.1.

**Title 40**

**LABOR AND EMPLOYMENT**

**Part I. Workers' Compensation Administration**

**Subpart 2. Medical Guidelines**

**Chapter 20. Spine Medical Treatment Guidelines**

**Subchapter A. Cervical Spine Injury**

**§2003. General Guideline Principles**

A. - A.11. ...

12. Return to Work. Return to work is therapeutic, assuming the work is not likely to aggravate the basic problem or increase long-term pain. Even if there is residual chronic pain, return-to-work is not necessarily contraindicated and can prevent delayed recovery and unnecessary disability. Employers should proactively have written job descriptions

and job analyses in place and in sufficient detail to assist the return-to-work process. Practitioners should understand all the physical demands of an injured worker's full-duty job or a proposed modified-duty job before allowing the injured worker to return to work. Practitioners should seek clarification about an injured worker's full-duty or modified-duty job duties when there is insufficient information on job descriptions or job analysis for the practitioner to make an informed decision about an injured worker's ability to safely return to work. Clarification about specific job demands should be obtained from multiple sources if indicated including a designated employer representative, the injured worker, and the U.S. Department of Labor. A functional job analysis may also be requested if specific physical demand job requirements are needed. The practitioner must provide specific written functional limitations, and the injured worker should never be released to "sedentary" or "light duty." Practitioners should consider an injured worker's safe functional abilities and functional limitations when addressing return to work. These factors include driving, sitting, standing/walking, lifting/carrying, pushing/pulling, climbing stairs/ramps, climbing ladders/equipment, stooping, kneeling crouching, crawling, reaching, gross manipulation, fine manipulation, and keyboarding. Practitioners should also consider other factors such as vision or hearing requirements, awkward and/or sustained postures, repetitive motion tasks, sustained grip, tool usage, vibration factors, and environmental conditions (e.g. working in hot or cold environments).

A.13. - B. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1203.1.

HISTORICAL NOTE: Promulgated by the Louisiana Workforce Commission, Office of Workers Compensation Administration, LR 37:1631 (June 2011), amended by the Louisiana Workforce Commission, Office of Workers Compensation, LR 40:1119 (June 2014), LR 49:515 (March 2023), amended by the Louisiana Works, Office of Workers Compensation Administration, LR 52:

## **§2007. Follow-Up Diagnostic Imaging and Testing Procedures**

A. - C.1.e. ...

f. Single Photon Emission Computerized Tomography (SPECT). A scanning technique which may be helpful to localize facet joint pathology and is useful in determining which patients are likely to have a response to facet injection. SPECT combines bone scans and CT Scans in looking for facet joint pathology. SPECT can also be used for evaluation of active spondylolysis, occult fracture, or pseudoarthrosis when x-ray and/or MRI are nondiagnostic or for evaluation of sacroiliac disease.

C.1.g. - C.2.b.vii. ...

(a). Medial Branch Facet Blocks and Sacral Lateral Branch Blocks. These blocks are indicated if there is demonstration of tenderness over the facet joints or pain on facet loading maneuvers. If the block provides 80 percent or more pain reduction as measured by a numerical pain index scale within one hour of the medial branch blocks up to three levels per side, then rhizotomy of the medial branch nerves, up to four nerves per side, may be done without confirmation block. If the initial set of medial branch blocks provides less than 80 percent but at least 50 percent pain reduction as measured by a numerical pain index scale or documented

functional improvement, the medial branch block should be repeated for confirmation before a rhizotomy is performed. If 50 percent or greater pain reduction is achieved as measured by the NPIS with two sets of medial branch blocks for facet joint pain, then rhizotomy may be performed.

C.2.b.vii.(a).(i). - C.3.a.i. ...

b. Functional Capacity Evaluation (FCE): is a comprehensive performance-based medical assessment of an injured worker's physical and/or cognitive abilities to safely participate in work and other major life activities. An FCE is a complex evaluation and should only be performed by licensed healthcare practitioners who have received additional post-professional training in evidence-based best practices relative to the design, administration, interpretation, and reporting of FCE results in order ensure safety of the injured worker and effective utility of the FCE results. The primary components of an FCE include a review and summary of relevant medical records, intake interview, physical examination, and content-valid functional testing. Healthcare practitioners should continuously monitor heart rate during the administration of functional testing first to ensure patient safety, but also to guide determinations regarding patient effort and physical endurance to tolerate work activities over specified durations based on the Heart Rate Reserve method. Other functional testing endpoints should also be regularly monitored and documented during functional testing include but are not limited to biomechanical and psychophysical signs of exertion.

i. There are two primary classifications of FCEs, Job-Specific FCEs and Any-Occupation FCEs. When an FCE is being used to help relevant stakeholders determine if an injured worker can safely return to work in a specific job, the healthcare practitioner (FCE examiner) performing the FCE is responsible for fully understanding the job duties. A Functional Job Analysis may be necessary to help the FCE examiner fully understand the physical demands of the injured worker's full-duty or modified-duty job. The depth and breadth of an FCE should be determined by the requesting healthcare provider, but in all cases should focus on the worker's work-related injury or injuries and should predominantly consider the employer's specific job requirements when determining the focus and extent of the FCE.

ii. Full FCEs are indicated in complex work injury cases where injured workers who are medically stable and have been off for six months or more and report chronic pain and activity limitations that could interfere with their ability to safely return to work. Full FCEs aid in determining endpoint to treatment. Up to a total of eight hours of evaluation time conducted on one day or split over two days should be authorized for Full FCEs.

iii. Frequency: Once every 12-month period if the injured worker has not returned to work within that interval or more often if there is a significant change in functional status.

c. - d.i. ...

e. Work tolerance screening (Partial FCE): is a limited performance-based medical assessment of an injured worker's physical and/or cognitive abilities to safely participate in work and other major life activities. Work Tolerance Screenings are indicated as part of a work conditioning evaluation to establish an injured worker's safe

functional baseline prior to beginning the work conditioning program. Work Tolerance screenings are also indicated early on after a work injury to help determine an injured worker's safe functional baseline for return to work full-duty or in a modified-duty job. Work Tolerance Screenings can be used initially to determine baseline status and to monitor and assess progress. Up to a total of four hours of evaluation time conducted on one day should be authorized for Work Tolerance Screenings.

i. frequency: Once every four weeks up to a total of six visits.

f. Functional Job Analysis (FJA): is an on-site visit to a job site for the purpose of quantifying and validating the physical demands of essential functions a full-duty or modified-duty job to facilitate safe return to work. FJA reports should utilize industry standardized physical demand, duration, and frequency terms which have been operationally defined by the U.S. Department of Labor and the American Physical Therapy Association. In addition, the vertical range of lifting and force directions and heights of pushing/pulling forces should be specified for clarity of the physical demands. The results from a FJA should be reviewed not only by an HR manager, but also by a representative sample of incumbent workers to validate that the physical demands of essential functions are job-related and accurate.

i. Requests for a Functional Job Analysis should describe the expected goals for the evaluation. Goals may include, but are not limited to the following:

(a). to determine if there are potential contributing factors to the person's condition and/or for the physician to assess causality;

(b). to make recommendations for, and to assess the potential for ergonomic changes;

(c). to determine the essential demands of the job;

(d). to provide a detailed description of the physical and cognitive job requirements;

(e). to assist the patient in their return-to-work by educating them on how they may be able to do their job more safely and in a more bio-mechanically appropriate manner;

(f). to give detailed work/activity restrictions.

ii. Frequency: One time with additional visits as needed for follow-up per job site.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1203.1.

HISTORICAL NOTE: Promulgated by the Louisiana Workforce Commission, Office of Workers Compensation Administration, LR 37:1634 (June 2011), amended by the Louisiana Workforce Commission, Office of Workers Compensation, LR 40:1121 (June 2014), LR 49:517 (March 2023), LR 50:692 (May 2024), amended by the Louisiana Works, Office of Workers Compensation Administration, LR 52:

### **§2009. Therapeutic Procedures—Non-Operative**

A. - G.3. ...

a. Therapeutic Spinal Injections. Therapeutic spinal injections may be used after initial conservative treatments, such as physical and occupational therapy, medication, manual therapy, exercise, acupuncture, have been undertaken. Therapeutic injections should be used only after imaging studies have established pathology. Injections are invasive procedures that can cause catastrophic complications; thus clinical indications and contraindications should be closely adhered to. The purpose of spinal injections is to facilitate active therapy by providing short-term relief through

reduction of pain and inflammation. All patients should continue appropriate exercise with functionally directed rehabilitation. Active treatment, which patients should have had prior to injections, will frequently require a repeat of the sessions previously ordered (Refer to Active Therapy). Injections, by themselves, are not likely to provide long-term relief. Rather, active rehabilitation with modified work achieves long-term relief by increasing active ROM, strength, and stability. Subjective reports of pain response (via a recognized pain scale) and function should be considered and given relative weight when the pain has anatomic and physiologic correlation. Anatomic correlation must be based on objective findings.

G.3.a.i. - G.3.b.iv.(b). ...

(c.) Injections can be repeated after a hiatus of six months if the patient has demonstrated functional gain and pain returns or worsens. If the first injection does not provide a diagnostic response with temporary and sustained pain relief (at least two to six weeks) substantiated by accepted pain scales (i.e., 50 percent pain reduction as measured by tools such as VAS), and improvement in function, similar injections should not be repeated, although the practitioner may want to consider a different approach or different level depending on the pathology.

G.3.b.iv.(d). - G.3.e.ii. ...

iii. Indications. Those patients with proven, significant, facetogenic pain. This procedure is not recommended for patients with multiple pain generators or involvement of more than four medial branch nerves.

iv. Individuals should have met the following indications: pain of well-documented facet origin, unresponsive to active and/or passive therapy. This procedure is not recommended for patients with multiple pain generators except in those cases where the facet pain is deemed to be greater than 50 percent of the total pain in the given area. It is generally recommended that this procedure not be performed until three months of active therapy and manual therapy have been completed unless severe pain or limitation of ROM preclude patient participation. All patients should continue appropriate exercise with functionally directed rehabilitation. Active treatment, which patients will have had prior to the procedure, will frequently require a repeat of the sessions previously ordered (Refer to Active Therapy).

G.3.e.v. - G.14.a. ...

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### **§2011. Therapeutic Procedures—Operative**

A. - F.2.c.i.(c).(iv). ...

(v). psychosocial evaluation for confounding issues addressed; and

(vi). for any potential surgery, it is recommended that the injured worker refrain from smoking for at least six weeks prior to surgery and during the period of healing. Because smokers have a higher risk of non-union and higher post-operative costs, it is recommended that insurers cover a smoking cessation program peri-operatively.

F.2.c.ii. - 7.c. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1203.1.

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## **Subchapter B. Low Back Pain**

### **§2015. General Guideline Principles**

A. - A.11. ...

12. Return to Work. Return to work is therapeutic, assuming the work is not likely to aggravate the basic problem or increase long-term pain. Even if there is residual chronic pain, return-to-work is not necessarily contraindicated and can prevent delayed recovery and unnecessary disability. Employers should proactively have written job descriptions and job analyses in place and in sufficient detail to assist the return-to-work process. Practitioners should understand all the physical demands of an injured worker's full-duty job or a proposed modified-duty job before allowing the injured worker to return to work. Practitioners should seek clarification about an injured worker's full-duty or modified-duty job duties when there is insufficient information on job descriptions or job analysis for the practitioner to make an informed decision about an injured worker's ability to safely return to work. Clarification about specific job demands should be obtained from multiple sources if indicated including a designated employer representative, the injured worker, and the U.S. Department of Labor. A functional job analysis may also be requested if specific physical demand job requirements are needed. The practitioner must provide specific written functional limitations, and the injured worker should never be released to "sedentary" or "light duty." Practitioners should consider an injured worker's safe functional abilities and functional limitations when addressing return to work. These factors include driving, sitting, standing/walking, lifting/carrying, pushing/pulling, climbing stairs/ramps, climbing ladders/equipment, stooping, kneeling crouching, crawling, reaching, gross manipulation, fine manipulation, and keyboarding. Practitioners should also consider other factors such as vision or hearing requirements, awkward and/or sustained postures, repetitive motion tasks, sustained grip, tool usage, vibration factors, and environmental conditions (e.g. working in hot or cold environments).

A.13. - B. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1203.1.

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### **§2019. Follow-Up Diagnostic Imaging and Testing Procedures**

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

i. In general, the high field, conventional, MRI provides better resolution. A lower field scan may be indicated when a patient cannot fit into a high field scanner or who is too claustrophobic despite sedation. Inadequate

resolution on the first scan may require a second MRI using a different technique. All questions in this regard should be discussed with the MRI center and/or radiologist. Repeat MRI testing may be needed in cases that involve a change in exam or symptoms or for contemplated surgical intervention.

C.1.a.ii. - C.1.e. ...

f. Single Photon Emission Computerized Tomography (SPECT). A scanning technique which may be helpful to localize facet joint pathology and is useful in determining which patients are likely to have a response to facet injection. SPECT combines bone scans and CT Scans in looking for facet joint pathology. SPECT can also be used for evaluation of active spondylolysis, occult fracture, or pseudoarthrosis when x-ray and/or MRI are nondiagnostic or for evaluation of sacroiliac disease.

C.1.g. - C.3.a.i....

b. Functional capacity evaluation (FCE) is a comprehensive performance-based medical assessment of an injured worker's physical and/or cognitive abilities to safely participate in work and other major life activities. An FCE is a complex evaluation and should only be performed by licensed healthcare practitioners who have received additional post-professional training in evidence-based best practices relative to the design, administration, interpretation, and reporting of FCE results in order ensure safety of the injured worker and effective utility of the FCE results. The primary components of an FCE include a review and summary of relevant medical records, intake interview, physical examination, and content-valid functional testing. Healthcare practitioners should continuously monitor heart rate during the administration of functional testing first to ensure patient safety, but also to guide determinations regarding patient effort and physical endurance to tolerate work activities over specified durations based on the Heart Rate Reserve method. Other functional testing endpoints should also be regularly monitored and documented during functional testing include but are not limited to biomechanical and psychophysical signs of exertion.

i. There are two primary classifications of FCEs, Job-Specific FCEs and Any-Occupation FCEs. When an FCE is being used to help relevant stakeholders determine if an injured worker can safely return to work in a specific job, the healthcare practitioner (FCE examiner) performing the FCE is responsible for fully understanding the job duties. A Functional Job Analysis may be necessary to help the FCE examiner fully understand the physical demands of the injured worker's full-duty or modified-duty job. The depth and breadth of an FCE should be determined by the requesting healthcare provider, but in all cases should focus on the worker's work-related injury or injuries and should predominantly consider the employer's specific job requirements when determining the focus and extent of the FCE.

ii. Full FCEs are indicated in complex work injury cases where injured workers who are medically stable and have been off for six months or more and report chronic pain and activity limitations that could interfere with their ability to safely return to work. Full FCEs aid in determining endpoint to treatment. Up to a total of eight hours of evaluation time conducted on one day or split over two-days should be authorized for Full FCEs.

(a). Frequency. Once every 12-month period if the injured worker has not returned to work within that interval or more often if there is a significant change in functional status.

c. - d.i. ...

e. Work Tolerance Screening (Partial FCE): is a limited performance-based medical assessment of an injured worker's physical and/or cognitive abilities to safely participate in work and other major life activities. Work Tolerance Screenings are indicated as part of a work conditioning evaluation to establish an injured worker's safe functional baseline prior to beginning the work conditioning program. Work Tolerance screenings are also indicated early on after a work injury to help determine an injured worker's safe functional baseline for return to work full-duty or in a modified-duty job. Work Tolerance Screenings can be used initially to determine baseline status and to monitor and assess progress. Up to a total of four hours of evaluation time conducted on one day should be authorized for Work Tolerance Screenings.

i. Frequency—Once every four weeks up to a total of six visits.

f. Functional Job Analysis (FJA): is an on-site visit to a job-site for the purpose of quantifying and validating the physical demands of essential functions a full-duty or modified-duty job to facilitate safe return to work. FJA reports should utilize industry standardized physical demand, duration, and frequency terms which have been operationally defined by the U.S. Department of Labor and the American Physical Therapy Association. In addition, the vertical range of lifting and force directions and heights of pushing/pulling forces should be specified for clarity of the physical demands. The results from a FJA should be reviewed not only by an HR manager, but also by a representative sample of incumbent workers to validate that the physical demands of essential functions are job-related and accurate.

i. Requests for a Functional Job Analysis should describe the expected goals for the evaluation. Goals may include, but are not limited to the following:

(a). to determine if there are potential contributing factors to the person's condition and/or for the physician to assess causality;

(b). to make recommendations for, and to assess the potential for ergonomic changes;

(c). to determine the essential demands of the job;

(d). to provide a detailed description of the physical and cognitive job requirements;

(e). to assist the patient in their return-to-work by educating them on how they may be able to do their job more safely and in a more bio-mechanically appropriate manner;

(f). to give detailed work/activity restrictions.

ii. Frequency: One time with additional visits as needed for follow-up per job-site.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1203.1.

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## §2021. Therapeutic Procedures—Non-Operative

A. - H.3. ...

a. Therapeutic Spinal Injections. Description—Therapeutic spinal injections may be used after initial conservative treatments, such as physical and occupational therapy, medication, manual therapy, exercise, acupuncture, etc., have been undertaken. Therapeutic injections should be used only after imaging studies have established pathology. Injections are invasive procedures that can cause serious complications; thus clinical indications and contraindications should be closely adhered to. The purpose of spinal injections is to facilitate active therapy by providing short-term relief through reduction of pain and inflammation. All patients should continue appropriate exercise with functionally directed rehabilitation. Active treatment, which patients should have had prior to injections, will frequently require a repeat of the sessions previously ordered (Refer to Active Therapy). Injections, by themselves, are not likely to provide long-term relief. Rather, active rehabilitation with modified work achieves long-term relief by increasing active ROM, strength, and stability. Subjective reports of pain response (via a recognized pain scale) and function should be considered and given relative weight when the pain has anatomic and physiologic correlation. Anatomic correlation must be based on objective findings.

H.3.a.i. - H.3.b.iv. ...

(a). Epidural injections may be used for radicular pain or radiculopathy. If the first injection does not provide a diagnostic response with temporary and sustained pain relief (at least two to six weeks) substantiated by accepted pain scales (i.e., 50 percent pain reduction as measured by tools such as VAS), and improvement in function, similar injections should not be repeated. No more than two levels may be injected in one session. If there is not a minimum of 50 percent pain reduction as measured by a numerical pain index scale and documented functional improvement, similar injections should not be repeated, although the practitioner may want to consider a different approach or different level depending on the pathology. Maximum of two series (six months apart) of three effective pain-relieving injections may be done in one year based upon the patient's response to pain and function.

H.3.b.iv.(b). - H.14.a. ...

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HISTORICAL NOTE: Promulgated by the Louisiana Workforce Commission, Office of Workers Compensation Administration, LR 37:1664 (June 2011), amended by the Louisiana Workforce Commission, Office of Workers Compensation, LR 40:1140 (June 2014), LR 46:1452 (September 2020), LR 49:520 (March 2023), LR 50:692 (May 2024), amended by the Louisiana Works, Office of Workers Compensation Administration, LR 52:

### Chapter 21. Pain Medical Treatment Guidelines Subchapter A. Chronic Pain Disorder Medical Treatment Guidelines

#### §2103. General Guideline Principles

A. - A.11. ...

12. Return to Work. Return to work is therapeutic, assuming the work is not likely to aggravate the basic problem or increase long-term pain. Even if there is residual chronic pain, return-to-work is not necessarily contraindicated and can prevent delayed recovery and unnecessary disability.

Employers should proactively have written job descriptions and job analyses in place and in sufficient detail to assist the return-to-work process. Practitioners should understand all the physical demands of an injured worker's full-duty job or a proposed modified-duty job before allowing the injured worker to return to work. Practitioners should seek clarification about an injured worker's full-duty or modified-duty job duties when there is insufficient information on job descriptions or job analysis for the practitioner to make an informed decision about an injured worker's ability to safely return to work. Clarification about specific job demands should be obtained from multiple sources if indicated including a designated employer representative, the injured worker, and the U.S. Department of Labor. A functional job analysis may also be requested if specific physical demand job requirements are needed. The practitioner must provide specific written functional limitations, and the injured worker should never be released to "sedentary" or "light duty." Practitioners should consider an injured worker's safe functional abilities and functional limitations when addressing return to work. These factors include driving, sitting, standing/walking, lifting/carrying, pushing/pulling, climbing stairs/ramps, climbing ladders/equipment, stooping, kneeling crouching, crawling, reaching, gross manipulation, fine manipulation, and keyboarding. Practitioners should also consider other factors such as vision or hearing requirements, awkward and/or sustained postures, repetitive motion tasks, sustained grip, tool usage, vibration factors, and environmental conditions (e.g. working in hot or cold environments).

A.13. - B. ...

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### **§2109. Initial Evaluation and Diagnostic Procedures**

A. - A.6.a.i. ...

b. Functional Capacity Evaluation (FCE): is a comprehensive performance-based medical assessment of an injured worker's physical and/or cognitive abilities to safely participate in work and other major life activities. An FCE is a complex evaluation and should only be performed by licensed healthcare practitioners who have received additional post-professional training in evidence-based best practices relative to the design, administration, interpretation, and reporting of FCE results in order ensure safety of the injured worker and effective utility of the FCE results. The primary components of an FCE include a review and summary of relevant medical records, intake interview, physical examination, and content-valid functional testing. Healthcare practitioners should continuously monitor heart rate during the administration of functional testing first to ensure patient safety, but also to guide determinations regarding patient effort and physical endurance to tolerate work activities over specified durations based on the Heart Rate Reserve method. Other functional testing endpoints should also be regularly monitored and documented during

functional testing include but are not limited to biomechanical and psychophysical signs of exertion.

i. There are two primary classifications of FCEs, Job-Specific FCEs and Any-Occupation FCEs. When an FCE is being used to help relevant stakeholders determine if an injured worker can safely return to work in a specific job, the healthcare practitioner (FCE examiner) performing the FCE is responsible for fully understanding the job duties. A Functional Job Analysis may be necessary to help the FCE examiner fully understand the physical demands of the injured worker's full-duty or modified-duty job. The depth and breadth of an FCE should be determined by the requesting healthcare provider, but in all cases should focus on the worker's work-related injury or injuries and should predominantly consider the employer's specific job requirements when determining the focus and extent of the FCE.

ii. Full FCEs are indicated in complex work injury cases where injured workers who are medically stable and have been off for six months or more and report chronic pain and activity limitations that could interfere with their ability to safely return to work. Full FCEs aid in determining endpoint to treatment. Up to a total of eight hours of evaluation time conducted on one day or split over two-days should be authorized for Full FCEs.

iii. Frequency: Once every 12-month period if the injured worker has not returned to work within that interval or more often if there is a significant change in functional status.

c. Functional Job Analysis (FJA): is an on-site visit to a job-site for the purpose of quantifying and validating the physical demands of essential functions a full-duty or modified-duty job to facilitate safe return to work. FJA reports should utilize industry standardized physical demand, duration, and frequency terms which have been operationally defined by the U.S. Department of Labor and the American Physical Therapy Association. In addition, the vertical range of lifting and force directions and heights of pushing/pulling forces should be specified for clarity of the physical demands. The results from a FJA should be reviewed not only by an HR manager, but also by a representative sample of incumbent workers to validate that the physical demands of essential functions are job-related and accurate.

i. Requests for a Functional Job Analysis should describe the expected goals for the evaluation. Goals may include, but are not limited to the following:

(a). to determine if there are potential contributing factors to the person's condition and/or for the physician to assess causality;

(b). to make recommendations for, and to assess the potential for ergonomic changes;

(c). to determine the essential demands of the job;

(d). to provide a detailed description of the physical and cognitive job requirements;

(e). to assist the patient in their return-to-work by educating them on how they may be able to do their job more safely and in a more bio-mechanically appropriate manner;

(f). to give detailed work/activity restrictions.

ii. Frequency: One time with additional visits as needed for follow-up per job-site.

d. - d.i. ...

e. Work tolerance screening (Partial FCE): is a limited performance-based medical assessment of an injured worker's physical and/or cognitive abilities to safely participate in work and other major life activities. Work Tolerance Screenings are indicated as part of a work conditioning evaluation to establish an injured worker's safe functional baseline prior to beginning the work conditioning program. Work Tolerance screenings are also indicated early on after a work injury to help determine an injured worker's safe functional baseline for return to work full-duty or in a modified-duty job. Work Tolerance Screenings can be used initially to determine baseline status and to monitor and assess progress. Up to a total of four hours of evaluation time conducted on one day should be authorized for Work Tolerance Screenings.

i. Frequency. Once every four weeks up to a total of six visits.

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#### **Subchapter B. Complex Regional Pain Syndrome**

##### **§2119. General Guideline Principles**

A. - A.10. ...

11. Return to Work. Return to work is therapeutic, assuming the work is not likely to aggravate the basic problem or increase long-term pain. Even if there is residual chronic pain, return-to-work is not necessarily contraindicated and can prevent delayed recovery and unnecessary disability. Employers should proactively have written job descriptions and job analyses in place and in sufficient detail to assist the return-to-work process. Practitioners should understand all the physical demands of an injured worker's full-duty job or a proposed modified-duty job before allowing the injured worker to return to work. Practitioners should seek clarification about an injured worker's full-duty or modified-duty job duties when there is insufficient information on job descriptions or job analysis for the practitioner to make an informed decision about an injured worker's ability to safely return to work. Clarification about specific job demands should be obtained from multiple sources if indicated including a designated employer representative, the injured worker, and the U.S. Department of Labor. A functional job analysis may also be requested if specific physical demand job requirements are needed. The practitioner must provide specific written functional limitations, and the injured worker should never be released to "sedentary" or "light duty." Practitioners should consider an injured worker's safe functional abilities and functional limitations when addressing return to work. These factors include driving, sitting, standing/walking, lifting/carrying, pushing/pulling, climbing stairs/ramps, climbing ladders/equipment, stooping, kneeling crouching, crawling, reaching, gross manipulation, fine manipulation, and keyboarding. Practitioners should also consider other factors such as vision or hearing requirements, awkward and/or sustained postures, repetitive motion tasks, sustained grip, tool usage, vibration factors, and environmental conditions (e.g. working in hot or cold environments).

A.12. - B. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1203.1.

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#### **Chapter 22. Neurological and Neuromuscular Disorder Medical Treatment Guidelines**

##### **Subchapter A. Carpal Tunnel Syndrome (CTS) Medical Treatment Guidelines**

##### **§2203. General Guideline Principles**

A. - A.11. ...

12. Return to Work. Return to work is therapeutic, assuming the work is not likely to aggravate the basic problem or increase long-term pain. Even if there is residual chronic pain, return-to-work is not necessarily contraindicated and can prevent delayed recovery and unnecessary disability. Employers should proactively have written job descriptions and job analyses in place and in sufficient detail to assist the return-to-work process. Practitioners should understand all the physical demands of an injured worker's full-duty job or a proposed modified-duty job before allowing the injured worker to return to work. Practitioners should seek clarification about an injured worker's full-duty or modified-duty job duties when there is insufficient information on job descriptions or job analysis for the practitioner to make an informed decision about an injured worker's ability to safely return to work. Clarification about specific job demands should be obtained from multiple sources if indicated including a designated employer representative, the injured worker, and the U.S. Department of Labor. A functional job analysis may also be requested if specific physical demand job requirements are needed. The practitioner must provide specific written functional limitations, and the injured worker should never be released to "sedentary" or "light duty." Practitioners should consider an injured worker's safe functional abilities and functional limitations when addressing return to work. These factors include driving, sitting, standing/walking, lifting/carrying, pushing/pulling, climbing stairs/ramps, climbing ladders/equipment, stooping, kneeling crouching, crawling, reaching, gross manipulation, fine manipulation, and keyboarding. Practitioners should also consider other factors such as vision or hearing requirements, awkward and/or sustained postures, repetitive motion tasks, sustained grip, tool usage, vibration factors, and environmental conditions (e.g. working in hot or cold environments).

A.13. - B. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1203.1.

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##### **§2209. Follow-Up Diagnostic Testing Procedures**

A. - D.1.d. ...

i. Functional Job Analysis (FJA): is an on-site visit to a job site for the purpose of quantifying and validating the physical demands of essential functions a full-duty or modified-duty job to facilitate safe return to work. FJA reports should utilize industry standardized physical demand, duration, and frequency terms which have been operationally defined by the U.S. Department of Labor and the American Physical Therapy Association. In addition, the vertical range of lifting and force directions and heights of pushing/pulling forces should be specified for clarity of the physical demands. The results from a FJA should be reviewed not only by an HR manager, but also by a representative sample of incumbent workers to validate that the physical demands of essential functions are job-related and accurate.

(a). Requests for a Functional Job Analysis should describe the expected goals for the evaluation. Goals may include, but are not limited to the following:

(i). to determine if there are potential contributing factors to the person's condition and/or for the physician to assess causality;

(ii). to make recommendations for, and to assess the potential for ergonomic changes;

(iii). to determine the essential demands of the job;

(iv). to provide a detailed description of the physical and cognitive job requirements;

(v). to assist the patient in their return-to-work by educating them on how they may be able to do their job more safely and in a more bio-mechanically appropriate manner;

(vi). to give detailed work/activity restrictions.

(b). Frequency: One time with additional visits as needed for follow-up per job site.

ii. Functional Capacity Evaluation (FCE): is a comprehensive performance-based medical assessment of an injured worker's physical and/or cognitive abilities to safely participate in work and other major life activities. An FCE is a complex evaluation and should only be performed by licensed healthcare practitioners who have received additional post-professional training in evidence-based best practices relative to the design, administration, interpretation, and reporting of FCE results in order ensure safety of the injured worker and effective utility of the FCE results. The primary components of an FCE include a review and summary of relevant medical records, intake interview, physical examination, and content-valid functional testing. Healthcare practitioners should continuously monitor heart rate during the administration of functional testing first to ensure patient safety, but also to guide determinations regarding patient effort and physical endurance to tolerate work activities over specified durations based on the Heart Rate Reserve method. Other functional testing endpoints should also be regularly monitored and documented during functional testing include but are not limited to biomechanical and psychophysical signs of exertion.

(a). There are two primary classifications of FCEs, Job-Specific FCEs and Any-Occupation FCEs. When an FCE is being used to help relevant stakeholders determine if an injured worker can safely return to work in a specific job, the healthcare practitioner (FCE examiner) performing the FCE is responsible for fully understanding the job duties. A

Functional Job Analysis may be necessary to help the FCE examiner fully understand the physical demands of the injured worker's full-duty or modified-duty job. The depth and breadth of an FCE should be determined by the requesting healthcare provider, but in all cases should focus on the worker's work-related injury or injuries and should predominantly consider the employer's specific job requirements when determining the focus and extent of the FCE.

(b). Full FCEs are indicated in complex work injury cases where injured workers who are medically stable and have been off for six months or more and report chronic pain and activity limitations that could interfere with their ability to safely return to work. Full FCEs aid in determining endpoint to treatment. Up to a total of eight hours of evaluation time conducted on one day or split over two days should be authorized for Full FCEs.

(c). Frequency: Once every 12-month period if the injured worker has not returned to work within that interval or more often if there is a significant change in functional status.

iii. - iii.(a). ...

iv. Work Tolerance Screening (Partial FCE): is a limited performance-based medical assessment of an injured worker's physical and/or cognitive abilities to safely participate in work and other major life activities. Work Tolerance Screenings are indicated as part of a work conditioning evaluation to establish an injured worker's safe functional baseline prior to beginning the work conditioning program. Work Tolerance screenings are also indicated early on after a work injury to help determine an injured worker's safe functional baseline for return to work full-duty or in a modified-duty job. Work Tolerance Screenings can be used initially to determine baseline status and to monitor and assess progress. Up to a total of four hours of evaluation time conducted on one day should be authorized for Work Tolerance Screenings.

(a). Frequency: Once every four weeks up to a total of six visits.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1203.1.

HISTORICAL NOTE: Promulgated by the Louisiana Workforce Commission, Office of Workers Compensation Administration, LR 37:1740 (June 2011), LR 47:1654 (November 2021), amended by the Louisiana Works, Office of Workers Compensation Administration, LR 52:

## **Subchapter B. Thoracic Outlet Syndrome** **§2217. General Guidelines Principles**

A. - A.11. ...

12. Return to Work. Return to work is therapeutic, assuming the work is not likely to aggravate the basic problem or increase long-term pain. Even if there is residual chronic pain, return-to-work is not necessarily contraindicated and can prevent delayed recovery and unnecessary disability. Employers should proactively have written job descriptions and job analyses in place and in sufficient detail to assist the return-to-work process. Practitioners should understand all the physical demands of an injured worker's full-duty job or a proposed modified-duty job before allowing the injured worker to return to work. Practitioners should seek clarification about an injured worker's full-duty or modified-duty job duties when there is insufficient information on job descriptions or job analysis for the practitioner to make an

informed decision about an injured worker's ability to safely return to work. Clarification about specific job demands should be obtained from multiple sources if indicated including a designated employer representative, the injured worker, and the U.S. Department of Labor. A functional job analysis may also be requested if specific physical demand job requirements are needed. The practitioner must provide specific written functional limitations, and the injured worker should never be released to "sedentary" or "light duty." Practitioners should consider an injured worker's safe functional abilities and functional limitations when addressing return to work. These factors include driving, sitting, standing/walking, lifting/carrying, pushing/pulling, climbing stairs/ramps, climbing ladders/equipment, stooping, kneeling crouching, crawling, reaching, gross manipulation, fine manipulation, and keyboarding. Practitioners should also consider other factors such as vision or hearing requirements, awkward and/or sustained postures, repetitive motion tasks, sustained grip, tool usage, vibration factors, and environmental conditions (e.g. working in hot or cold environments).

A.13. - B. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1203.1.

HISTORICAL NOTE: Promulgated by the Louisiana Workforce Commission, Office of Workers Compensation Administration, LR 37:1750 (June 2011), amended by the Louisiana Workforce Commission, Office of Workers Compensation, LR 40:1159 (June 2014), LR 47:1656 (November 2021), amended by the Louisiana Works, Office of Workers Compensation Administration, LR 52:

### **§2223. Follow-up Diagnostic Imaging and Testing Procedures**

A. - G.1.a. ...

2. Functional capacity evaluation (FCE) is a comprehensive performance-based medical assessment of an injured worker's physical and/or cognitive abilities to safely participate in work and other major life activities. An FCE is a complex evaluation and should only be performed by licensed healthcare practitioners who have received additional post-professional training in evidence-based best practices relative to the design, administration, interpretation, and reporting of FCE results in order ensure safety of the injured worker and effective utility of the FCE results. The primary components of an FCE include a review and summary of relevant medical records, intake interview, physical examination, and content-valid functional testing. Healthcare practitioners should continuously monitor heart rate during the administration of functional testing first to ensure patient safety, but also to guide determinations regarding patient effort and physical endurance to tolerate work activities over specified durations based on the Heart Rate Reserve method. Other functional testing endpoints should also be regularly monitored and documented during functional testing include but are not limited to biomechanical and psychophysical signs of exertion.

a. There are two primary classifications of FCEs, Job-Specific FCEs and Any-Occupation FCEs. When an FCE is being used to help relevant stakeholders determine if an injured worker can safely return to work in a specific job, the healthcare practitioner (FCE examiner) performing the FCE is responsible for fully understanding the job duties. A Functional Job Analysis may be necessary to help the FCE

examiner fully understand the physical demands of the injured worker's full-duty or modified-duty job. The depth and breadth of an FCE should be determined by the requesting healthcare provider, but in all cases should focus on the worker's work-related injury or injuries and should predominantly consider the employer's specific job requirements when determining the focus and extent of the FCE.

b. Full FCEs are indicated in complex work injury cases where injured workers who are medically stable and have been off for six months or more and report chronic pain and activity limitations that could interfere with their ability to safely return to work. Full FCEs aid in determining endpoint to treatment. Up to a total of eight hours of evaluation time conducted on one day or split over two-days should be authorized for Full FCEs.

i. Frequency—Once every 12-month period if the injured worker has not returned to work within that interval or more often if there is a significant change in functional status.

3. Functional Job Analysis (FJA): is an on-site visit to a job site for the purpose of quantifying and validating the physical demands of essential functions a full-duty or modified-duty job to facilitate safe return to work. FJA reports should utilize industry standardized physical demand, duration, and frequency terms which have been operationally defined by the U.S. Department of Labor and the American Physical Therapy Association. In addition, the vertical range of lifting and force directions and heights of pushing/pulling forces should be specified for clarity of the physical demands. The results from a FJA should be reviewed not only by an HR manager, but also by a representative sample of incumbent workers to validate that the physical demands of essential functions are job-related and accurate.

a. Requests for a Functional Job Analysis should describe the expected goals for the evaluation. Goals may include, but are not limited to the following:

i. to determine if there are potential contributing factors to the person's condition and/or for the physician to assess causality;

ii. to make recommendations for, and to assess the potential for ergonomic changes;

iii. to determine the essential demands of the job;

iv. to provide a detailed description of the physical and cognitive job requirements;

v. to assist the patient in their return-to-work by educating them on how they may be able to do their job more safely and in a more bio-mechanically appropriate manner;

vi. to give detailed work/activity restrictions.

(a). Frequency: One time with additional visits as needed for follow-up per job site.

4. - 4.a....

5. Work tolerance screening (Partial FCE): is a limited performance-based medical assessment of an injured worker's physical and/or cognitive abilities to safely participate in work and other major life activities. Work Tolerance Screenings are indicated as part of a work conditioning evaluation to establish an injured worker's safe functional baseline prior to beginning the work conditioning program. Work Tolerance screenings are also indicated early on after a work injury to help determine an injured worker's safe functional baseline for return to work full-duty or in a

modified-duty job. Work Tolerance Screenings can be used initially to determine baseline status and to monitor and assess progress. Up to a total of four hours of evaluation time conducted on one day should be authorized for Work Tolerance Screenings.

a. Frequency—Once every four weeks up to a total of six visits.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1203.1.

HISTORICAL NOTE: Promulgated by the Louisiana Workforce Commission, Office of Workers Compensation Administration, LR 37:1753 (June 2011), amended LR 47:1657 (November 2021), amended by the Louisiana Works, Office of Workers Compensation Administration, LR 52:

## **Chapter 23. Upper and Lower Extremities Medical Treatment Guidelines**

### **Subchapter A. Lower Extremities**

#### **§2303. General Guidelines Principles**

A. - A.11. ...

12. Return to Work. Return to work is therapeutic, assuming the work is not likely to aggravate the basic problem or increase long-term pain. Even if there is residual chronic pain, return-to-work is not necessarily contraindicated and can prevent delayed recovery and unnecessary disability. Employers should proactively have written job descriptions and job analyses in place and in sufficient detail to assist the return-to-work process. Practitioners should understand all the physical demands of an injured worker's full-duty job or a proposed modified-duty job before allowing the injured worker to return to work. Practitioners should seek clarification about an injured worker's full-duty or modified-duty job duties when there is insufficient information on job descriptions or job analysis for the practitioner to make an informed decision about an injured worker's ability to safely return to work. Clarification about specific job demands should be obtained from multiple sources if indicated including a designated employer representative, the injured worker, and the U.S. Department of Labor. A functional job analysis may also be requested if specific physical demand job requirements are needed. The practitioner must provide specific written functional limitations, and the injured worker should never be released to "sedentary" or "light duty." Practitioners should consider an injured worker's safe functional abilities and functional limitations when addressing return to work. These factors include driving, sitting, standing/walking, lifting/carrying, pushing/pulling, climbing stairs/ramps, climbing ladders/equipment, stooping, kneeling crouching, crawling, reaching, gross manipulation, fine manipulation, and keyboarding. Practitioners should also consider other factors such as vision or hearing requirements, awkward and/or sustained postures, repetitive motion tasks, sustained grip, tool usage, vibration factors, and environmental conditions (e.g. working in hot or cold environments).

A.13. - B. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1203.1.

HISTORICAL NOTE: Promulgated by the Louisiana Workforce Commission, Office of Workers Compensation Administration, LR 37:1765 (June 2011), amended by the Louisiana Workforce Commission, Office of Workers Compensation, LR 40:1160 (June 2014), LR 48:513 (March 2022), amended by the

Louisiana Works, Office of Workers Compensation Administration, LR 52:

#### **§2307. Follow-Up Diagnostic Imaging and Testing Procedures**

A. - A.3.a.i. ...

b. Functional Capacity Evaluation (FCE) is a comprehensive performance-based medical assessment of an injured worker's physical and/or cognitive abilities to safely participate in work and other major life activities. An FCE is a complex evaluation and should only be performed by licensed healthcare practitioners who have received additional post-professional training in evidence-based best practices relative to the design, administration, interpretation, and reporting of FCE results in order ensure safety of the injured worker and effective utility of the FCE results. The primary components of an FCE include a review and summary of relevant medical records, intake interview, physical examination, and content-valid functional testing. Healthcare practitioners should continuously monitor heart rate during the administration of functional testing first to ensure patient safety, but also to guide determinations regarding patient effort and physical endurance to tolerate work activities over specified durations based on the Heart Rate Reserve method. Other functional testing endpoints should also be regularly monitored and documented during functional testing include but are not limited to biomechanical and psychophysical signs of exertion.

i. There are two primary classifications of FCEs, Job-Specific FCEs and Any-Occupation FCEs. When an FCE is being used to help relevant stakeholders determine if an injured worker can safely return to work in a specific job, the healthcare practitioner (FCE examiner) performing the FCE is responsible for fully understanding the job duties. A Functional Job Analysis may be necessary to help the FCE examiner fully understand the physical demands of the injured worker's full-duty or modified-duty job. The depth and breadth of an FCE should be determined by the requesting healthcare provider, but in all cases should focus on the worker's work-related injury or injuries and should predominantly consider the employer's specific job requirements when determining the focus and extent of the FCE.

ii. Full FCEs are indicated in complex work injury cases where injured workers who are medically stable and have been off for six months or more and report chronic pain and activity limitations that could interfere with their ability to safely return to work. Full FCEs aid in determining endpoint to treatment. Up to a total of eight hours of evaluation time conducted on one day or split over two-days should be authorized for Full FCEs.

(a). Frequency: Once every 12-month period if the injured worker has not returned to work within that interval or more often if there is a significant change in functional status.

c. Functional Job Analysis (FJA): is an on-site visit to a job-site for the purpose of quantifying and validating the physical demands of essential functions a full-duty or modified-duty job to facilitate safe return to work. FJA reports should utilize industry standardized physical demand, duration, and frequency terms which have been operationally defined by the U.S. Department of Labor and the American

Physical Therapy Association. In addition, the vertical range of lifting and force directions and heights of pushing/pulling forces should be specified for clarity of the physical demands. The results from a FJA should be reviewed not only by an HR manager, but also by a representative sample of incumbent workers to validate that the physical demands of essential functions are job-related and accurate.

i. Requests for a Functional Job Analysis should describe the expected goals for the evaluation. Goals may include, but are not limited to the following:

(a). to determine if there are potential contributing factors to the person's condition and/or for the physician to assess causality;

(b). to make recommendations for, and to assess the potential for ergonomic changes;

(c). to determine the essential demands of the job;

(d). to provide a detailed description of the physical and cognitive job requirements;

(e). to assist the patient in their return-to-work by educating them on how they may be able to do their job more safely and in a more bio-mechanically appropriate manner;

(f). to give detailed work/activity restrictions.

ii. Frequency: One time with additional visits as needed for follow-up per job-site.

d. - d.i. ...

e. Work Tolerance Screening (Partial FCE): is a limited performance-based medical assessment of an injured worker's physical and/or cognitive abilities to safely participate in work and other major life activities. Work Tolerance Screenings are indicated as part of a work conditioning evaluation to establish an injured worker's safe functional baseline prior to beginning the work conditioning program. Work Tolerance screenings are also indicated early on after a work injury to help determine an injured worker's safe functional baseline for return to work full-duty or in a modified-duty job. Work Tolerance Screenings can be used initially to determine baseline status and to monitor and assess progress. Up to a total of 4 hours of evaluation time conducted on one day should be authorized for Work Tolerance Screenings.

i. Frequency: Once every four weeks up to a total of six visits.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1203.1.

HISTORICAL NOTE: Promulgated by the Louisiana Workforce Commission, Office of Workers Compensation Administration, LR 37:1769 (June 2011), amended LR 48:515 (March 2022), amended by the Louisiana Works, Office of Workers Compensation Administration, LR 52:

## **Subchapter B. Shoulder Injury Medical Treatment Guidelines**

### **§2317. General Guideline Principles**

A. - A.11. ...

12. Return to Work. Return to work is therapeutic, assuming the work is not likely to aggravate the basic problem or increase long-term pain. Even if there is residual chronic pain, return-to-work is not necessarily contraindicated and can prevent delayed recovery and unnecessary disability. Employers should proactively have written job descriptions and job analyses in place and in sufficient detail to assist the return-to-work process. Practitioners should understand all the physical demands of an injured worker's full-duty job or a proposed modified-duty job before allowing the injured

worker to return to work. Practitioners should seek clarification about an injured worker's full-duty or modified-duty job duties when there is insufficient information on job descriptions or job analysis for the practitioner to make an informed decision about an injured worker's ability to safely return to work. Clarification about specific job demands should be obtained from multiple sources if indicated including a designated employer representative, the injured worker, and the U.S. Department of Labor. A functional job analysis may also be requested if specific physical demand job requirements are needed. The practitioner must provide specific written functional limitations, and the injured worker should never be released to "sedentary" or "light duty." Practitioners should consider an injured worker's safe functional abilities and functional limitations when addressing return to work. These factors include driving, sitting, standing/walking, lifting/carrying, pushing/pulling, climbing stairs/ramps, climbing ladders/equipment, stooping, kneeling crouching, crawling, reaching, gross manipulation, fine manipulation, and keyboarding. Practitioners should also consider other factors such as vision or hearing requirements, awkward and/or sustained postures, repetitive motion tasks, sustained grip, tool usage, vibration factors, and environmental conditions (e.g. working in hot or cold environments).

A.13. - B. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1203.1.

HISTORICAL NOTE: Promulgated by the Louisiana Workforce Commission, Office of Workers Compensation Administration, LR 37:1821 (June 2011), amended by the Louisiana Workforce Commission, Office of Workers Compensation, LR 40:1162 (June 2014), LR 49:521 (March 2023), amended by the Louisiana Works, Office of Workers Compensation Administration, LR 52:

### **§2321. Follow-Up diagnostic imaging and testing procedures**

A. - C.4.a.i...

b. Functional Capacity Evaluation (FCE): is a comprehensive performance-based medical assessment of an injured worker's physical and/or cognitive abilities to safely participate in work and other major life activities. An FCE is a complex evaluation and should only be performed by licensed healthcare practitioners who have received additional post-professional training in evidence-based best practices relative to the design, administration, interpretation, and reporting of FCE results in order ensure safety of the injured worker and effective utility of the FCE results. The primary components of an FCE include a review and summary of relevant medical records, intake interview, physical examination, and content-valid functional testing. Healthcare practitioners should continuously monitor heart rate during the administration of functional testing first to ensure patient safety, but also to guide determinations regarding patient effort and physical endurance to tolerate work activities over specified durations based on the Heart Rate Reserve method. Other functional testing endpoints should also be regularly monitored and documented during functional testing include but are not limited to biomechanical and psychophysical signs of exertion.

i. There are two primary classifications of FCEs, Job-Specific FCEs and Any-Occupation FCEs. When an FCE is being used to help relevant stakeholders determine if an

injured worker can safely return to work in a specific job, the healthcare practitioner (FCE examiner) performing the FCE is responsible for fully understanding the job duties. A Functional Job Analysis may be necessary to help the FCE examiner fully understand the physical demands of the injured worker's full-duty or modified-duty job. The depth and breadth of an FCE should be determined by the requesting healthcare provider, but in all cases should focus on the worker's work-related injury or injuries and should predominantly consider the employer's specific job requirements when determining the focus and extent of the FCE.

ii. Full FCEs are indicated in complex work injury cases where injured workers who are medically stable and have been off for six months or more and report chronic pain and activity limitations that could interfere with their ability to safely return to work. Full FCEs aid in determining endpoint to treatment. Up to a total of eight hours of evaluation time conducted on one day or split over two-days should be authorized for Full FCEs.

iii. Frequency: Once every 12-month period if the injured worker has not returned to work within that interval or more often if there is a significant change in functional status.

c. Functional Job Analysis (FJA): is an on-site visit to a job-site for the purpose of quantifying and validating the physical demands of essential functions a full-duty or modified-duty job to facilitate safe return to work. FJA reports should utilize industry standardized physical demand, duration, and frequency terms which have been operationally defined by the U.S. Department of Labor and the American Physical Therapy Association. In addition, the vertical range of lifting and force directions and heights of pushing/pulling forces should be specified for clarity of the physical demands. The results from a FJA should be reviewed not only by an HR manager, but also by a representative sample of incumbent workers to validate that the physical demands of essential functions are job-related and accurate.

i. Requests for a Functional Job Analysis should describe the expected goals for the evaluation. Goals may include, but are not limited to the following:

(a). to determine if there are potential contributing factors to the person's condition and/or for the physician to assess causality;

(b). to make recommendations for, and to assess the potential for ergonomic changes;

(c). to determine the essential demands of the job;

(d). to provide a detailed description of the physical and cognitive job requirements;

(e). to assist the patient in their return-to-work by educating them on how they may be able to do their job more safely and in a more bio-mechanically appropriate manner;

(f). to give detailed work/activity restrictions.

ii. Frequency: One time with additional visits as needed for follow-up per job-site.

d. - d.i. ...

e. Work Tolerance Screening (Partial FCE): is a limited performance-based medical assessment of an injured worker's physical and/or cognitive abilities to safely participate in work and other major life activities. Work Tolerance Screenings are indicated as part of a work conditioning evaluation to establish an injured worker's safe

functional baseline prior to beginning the work conditioning program. Work Tolerance screenings are also indicated early on after a work injury to help determine an injured worker's safe functional baseline for return to work full-duty or in a modified-duty job. Work Tolerance Screenings can be used initially to determine baseline status and to monitor and assess progress. Up to a total of four hours of evaluation time conducted on one day should be authorized for Work Tolerance Screenings.

i. Frequency: Once every four weeks up to a total of six visits.

AUTHORITY NOTE: Promulgated in accordance with R.S. 23:1203.1.

HISTORICAL NOTE: Promulgated by the Louisiana Workforce Commission, Office of Workers Compensation Administration, LR 37:1825 (June 2011), LR 49:522 (March 2023), amended by the Louisiana Works, Office of Workers Compensation Administration, LR 52:

#### **Family Impact Statement**

In compliance with Act 1183 of the 1999 Regular Session of the Louisiana Legislature, the impact of these rules on family has been considered. This proposal to update the finance rules has no impact on family functioning, stability, or autonomy as described in R.S. 49:972.

#### **Poverty Impact Statement**

The proposed Rule should not have any known or foreseeable impact on any child, individual, or family as defined by R.S. 49:973.B. In particular, there should be no known or foreseeable effect on:

1. the effect on household income, assets, and financial security;

2. the effect on early childhood development and preschool through postsecondary education development;

3. the effect on employment and workforce development;

4. the effect on taxes and tax credits;

5. the effect on child and dependent care, housing, health care, nutrition, transportation, and utilities assistance.

#### **Small Business Analysis**

Pursuant to R.S. 49:965.6, methods for reduction of the impact on small business, as defined in the Regulatory Flexibility Act, have been considered when creating this proposed Rule. This proposed Rule is not anticipated to have an adverse impact on small businesses; therefore, a Small Business Economic Impact Statement has not been prepared.

#### **Provider Impact Statement**

The proposed change 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**

All interested persons are invited to submit written comments or hearing request on the proposed Rule. Such comments or request should be sent to Brian Blackwood, OWCA Assistant Secretary, 1001 North 23<sup>rd</sup> Street, 4<sup>th</sup> Floor-Annex, Baton Rouge, LA 70802 by May 11, 2026, at 5 p.m.

Susana Schowen  
Secretary

**FISCAL AND ECONOMIC IMPACT STATEMENT  
FOR ADMINISTRATIVE RULES  
RULE TITLE: Medical Treatment Guidelines**

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

There are no anticipated costs or savings to state or local governmental units resulting from the proposed rule change

The proposed rule change revises the Medical Treatment Guidelines pursuant to recommendations of the Medical Advisory Council in accordance with La. R.S. 23:1203.1. The medical treatment guidelines are being updated to address deficiencies and omissions in the guidelines based on new evidence-based information. The guidelines update also addresses discrepancies between different sections that require additional detail and/or clarification.

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

The proposed rule change is not anticipated to affect 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)**

The proposed rule change is not anticipated to result in any costs or economic benefits to persons, small businesses, or nongovernmental groups.

**IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)**

The proposed rule change is not anticipated to impact competition and employment in either the public or private sector.

Brian Blackwood  
Assistant Secretary  
2604#020

Alan M. Boxberger  
Legislative Fiscal Officer  
Legislative Fiscal Office

**NOTICE OF INTENT**

**Department of Wildlife and Fisheries  
Wildlife and Fisheries Commission**

**Saline-Larto Complex Black Bass and Crappie Regulations  
(LAC 76:VII.118)**

The Department of Wildlife and Fisheries and the Wildlife and Fisheries Commission do provide notice of their intent to modify the daily take of black bass and crappie in the Saline-Larto Complex. The new daily take for black bass will be 8 fish per person with a minimum length of 14 inches, and the new daily take for crappie will be 25 fish per person with a minimum length of 10 inches, with a possession limit of twice the daily creel limit for both.

The secretary of the Department of Wildlife and Fisheries is authorized to take any and all necessary steps on behalf of the commission to promulgate and effectuate this notice of intent, including but not limited to, the filing of the fiscal and economic impact statement, the filing of the notice of intent, and compiling public comments and submissions for the commission's review and consideration. In the absence of any

further action by the commission following an opportunity to consider all public comments regarding the proposed rule, the secretary is authorized and directed to prepare and transmit a summary report to the legislative oversight committees and promulgate the final Rule.

**Title 76**

**WILDLIFE AND FISHERIES**

**Part VII. Fish and Other Aquatic Life**

**Chapter 1. Freshwater Sports and Commercial Fishing**

**§118. Saline-Larto Complex Black Bass and Crappie Regulations**

A. Saline-Larto Complex (Catahoula, LaSalle, Avoyelles, and Rapides Parishes) including Saline Lake, Larto Lake, Shad Lake, and all associated waterbodies located south of southern bank of the Diversion Canal between Highway 28 and the Black River, east of Highway 28 and Highway 115, north of the protective levee that borders the south end of the Complex from Highway 115 east to Larto Lake Dam, north of Larto Lake Road to Highway 124, and west of Highway 124 from Larto Lake Road to the southern bank of the Diversion Canal.

1. Black Bass (*Micropterus* spp.)

a. Daily Limit—8 fish per person with a minimum size of 14 inches;

b. On water possession—twice the daily limit per person.

2. Crappie (*Pomoxis* spp.)

a. Daily Limit—25 fish per person with a minimum size of 10 inches;

b. On water possession—twice the daily limit per person.

AUTHORITY NOTE: Promulgated in accordance with R.S. 56:6(25).

HISTORICAL NOTE: Promulgated in accordance with Department of Wildlife and Fisheries, Wildlife and Fisheries Commission, LR 52:

**Family Impact Statement**

In accordance with Act 1183 of 1999 Regular Session of the Louisiana Legislature, the Department of Wildlife and Fisheries, Wildlife and Fisheries Commission hereby issues its Family Impact Statement in connection with the preceding Notice of Intent. This Notice of Intent will have no impact on the six criteria set out at R.S. 49:972(B).

**Poverty Impact Statement**

This proposed Rule will have no impact on poverty as described in R.S. 49:973.

**Small Business Analysis**

This proposed Rule has no known economic impact on small businesses as described in R.S. 49:965.2 through R.S. 49:965.8.

**Provider Impact Statement**

This proposed Rule has no known impact on providers as described in HCR 170 of 2014.

**Public Comments**

Interested persons may submit written comments relative to the proposed Rule until May 27, 2026 to Shelby Richard, Inland Fisheries Division, Department of Wildlife and Fisheries, 1995 Shreveport Highway, Pineville, LA, 71360, or via e-mail to srichard@wlf.la.gov.

Kenneth A. "Andy" Brister  
Chairman

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

**RULE TITLE: Saline-Larto Complex Black Bass and  
Crappie Regulations**

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

The proposed rule changes are not anticipated to impact expenditures for any state or local governmental units. The proposed rule changes set a daily take limit of eight (8) fish per person and a minimum size limit of 14 inches for black bass on the Saline-Larto Complex. The proposed rule change sets a daily take limit of 25 fish per day and a minimum size limit of 10 inches for crappie on the Saline-Larto Complex.

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

The proposed rule changes are anticipated to have a minor negative effect on license revenue collections for LDWF. The reductions in minimum size limits may reduce fishing activity to such an extent that it may reduce license issuance. The possible change in license issuance and revenue collections cannot be anticipated with the available data.

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

The proposed rule changes are anticipated to reduce black bass and crappie harvests within the Saline- Larto Complex. The proposed rule changes apply to approximately 74,000 acres, including 47,751 acres within the Dewey W. Wills Wildlife Management Area (WMA), which spans 63,984 total acres. About 8,000 of the affected area consists of lake water.

Between FY 23 and FY 25, an average of 5,955 individuals reported freshwater fishing activity within the WMA, though participation outside its boundaries is unknown. Most fish in the Complex fall below proposed size limits, with approximately 92% of crappie under 10 inches and 93% of bass under 14 inches.

The proposed rule changes may reduce crappie harvests by about 30% and bass harvests by 65%, potentially decreasing visitation to the WMA, angling-related expenditures, and revenues for related small businesses in the area. Some affected businesses, including charter operations, likely qualify as small businesses.

**IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT  
(Summary)**

The proposed rule changes are anticipated to have a minor negative impact on competition and employment for businesses connected to the recreational fishing sector in the Saline-Larto Complex. There may be an increase in employment outside the area as anglers shift to nearby areas that are not affected by the proposed rule change.

Cara Tyler  
Undersecretary  
2604#033

Patrice Thomas  
Deputy Fiscal Officer  
Legislative Fiscal Office

# Administrative Code Update

CUMULATIVE: JAN-MAR 2026

LAC Title	Part #.Section #	Action	Location:		LAC Title	Part #.Section #	Action	Location:	
			Month	Page #				Month	Page #
<b>4</b>									
<b>7</b>	XI.141,143	Adopted	Jan.	24		I.5703,5705	Repealed	Jan.	44
	XIII.123,755	Amended	Mar.	347		I.5706	Adopted	Jan.	44
	XV.126,127	Amended	Mar.	348		I.5723,5727	Amended	Jan.	44
	XXV.117	Amended	Mar.	349		I.6737,6743	Amended	Feb.	228
	XXV.126	Adopted	Mar.	349	<b>49</b>	I.9505,9507,9513,9515	Amended	Mar.	354
	XXIX.103,109,111,117	Amended	Mar.	348		V.8601,8603,8605,8607,8609,8611	Adopted	Feb.	229
<b>10</b>						I.501,517,518,519,533,535	Amended	Jan.	54
<b>13</b>	I.1301,1303,1305,1307,1309,1311,1313	Repealed	Feb.	232	<b>50</b>	I.516,521,534,539	Adopted	Jan.	54
	I.1315,1317,1319,1321,1323,1325,1327	Repealed	Feb.	232		I.527,529,531	Repealed	Jan.	54
	I.1501,1503,1505,1506,1507,1509,1511	Repealed	Feb.	233		I.2105	Amended	Feb.	225
	I.1513,1515,1516,1517,1518,1519,1521	Repealed	Feb.	233		I.3105,3107	Amended	Feb.	226
	I.1525,1527	Repealed	Feb.	233	<b>51</b>	III.505	Repealed	Jan.	42
	I.5501,5503,5505,5507,5509,5511,5513	Adopted	Feb.	234		IX.1501,1503,1505,15171,15173	Adopted	Jan.	42
	I.5515,5517	Adopted	Feb.	234		I.119	Amended	Jan.	53
<b>17</b>						L.201,203,205,207,209	Amended	Jan.	66
<b>19</b>						I.1301,1305,1307,1309,1313	Amended	Jan.	68
<b>22</b>						XXI.101,105	Amended	Feb.	228
<b>28</b>	VI.313,315	Amended	Mar.	350		XXIX.101,501,505,701,703,705,707,709	Amended	Jan.	59
	XI.1707,1903,5107,5701,6803,6821,6827	Amended	Feb.	213	<b>52</b>	XXIX.711,713,715,901	Amended	Jan.	59
	XI.6829	Amended	Feb.	213	<b>55</b>	XXIX.2101,2103,2303,2305,2307,2501	Adopted	Jan.	59
	CXV.323,2316	Amended	Feb.	213	<b>56</b>	XXIX.2503,2505,2507,2509,2511	Adopted	Jan.	59
	CXV.1301	Amended	Feb.	215	<b>58</b>				
	CXXXI.1353	Amended	Feb.	213		III.146	Amended	Jan.	66
	CLXI.103,301,303,305,501,701,705,711,901	Amended	Jan.	24					
	CLXI.1103,1305,1503,1507,1709,1711	Amended	Jan.	24		III.2301	Adopted	Mar.	370
	CLXI.1713.	Amended	Jan.	24		V.101,103,301,303,305,307,501,503,505	Amended	Feb.	216
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	CLXI.1719,1727,1805,1901,1903,1919	Amended	Jan.	24		V.507,701,901,903,905,1101,1103,1105	Amended	Feb.	216
	CLXI.2103	Amended	Jan.	24		V.1301,1303,1305,1307,1501,1503,1505	Amended	Feb.	216
	CLXV.103,310,503,507	Amended	Jan.	24	<b>61</b>	V.1507	Amended	Feb.	216
<b>32</b>						V.1511,1701,1703,1705,1707,1709,1711	Repealed	Feb.	216
<b>33</b>	I.805	Amended	Jan.	32		V.1901,1903,2001,2003,2005,2101,2103	Repealed	Feb.	216
	I.1802	Adopted	Mar.	351		I.1123,1310,1901,1902,1907,1911,1913	Repealed	Mar.	359
	I.7005,7007,7009,7011,7013	Amended	Jan.	33		I.1515,1525,4910	Amended	Jan.	70
	V.4999	Amended	Jan.	29		I.1909	Amended	Feb.	245
<b>34</b>	V.1601,1603,1605	Adopted	Jan.	36		I.1915,1921,4915	Repealed	Mar.	359
<b>35</b>						I.1923,1925	Amended	Mar.	357
<b>37</b>						I.4301	Amended	Feb.	245
<b>40</b>						I.4428	Adopted	Mar.	358
<b>42</b>	III.2325,2723	Amended	Jan.	65		I.5501	Amended	Feb.	243
<b>43</b>	I.2001,2003,2005	Adopted	Feb.	212		III.1500,1502,1504	Adopted	Jan.	70
<b>46</b>	V.515	Adopted	Mar.	351		III.1511,1513,1515,1517,1519,1521,1523	Repealed	Jan.	70
	V.2101,8101	Adopted	Mar.	352		III.1525,1529,1530,1533,1534,1535,1536	Repealed	Jan.	70
	V.7301	Amended	Mar.	351	<b>67</b>	III.1539,1540,1541,1542,1543,1544,1545	Repealed	Jan.	70
	XXXIII.1709,1711,1713	Amended	Jan.	41		III.1546,1547,1548,1549,1550	Repealed	Jan.	70
	XLVII.1706	Adopted	Feb.	225	<b>70</b>				
	LIII.1141	Amended	Mar.	352		II.701,703	Amended	Jan.	77
	LIII.2501	Amended	Mar.	353		II.705	Adopted	Jan.	77
	LIII.2914	Amended	Mar.	354		II.1301,1303,1305,1307,1309	Repealed	Jan.	77
	LIX.401,501,503,505,507,601,701,703,801	Repromulgated	Feb.	237		III.103	Adopted	Feb.	244
	LIX.803,901,903,905,907,909,911,913,1001	Repromulgated	Feb.	237		IX.1101,1103,1105,1107,1109,1111,1113	Amended	Jan.	75
	LIX.1003,1005,1007	Repromulgated	Feb.	237		IX.1115	Amended	Jan.	75
	LXVI.301,305,1121,1129,1201	Amended	Mar.	355		IX.1501,1503,1505,1507,1509,1511,1513,	Amended	Mar.	360
	LXXXV.305,407,811,1213	Amended	Feb.	210	<b>71</b>	IX.1515,1517,1521,1523	Amended	Mar.	360
	LXXXV.1215	Repealed	Feb.	210	<b>76</b>	IX.1525	Adopted	Mar.	360
<b>48</b>	I.4587	Amended	Jan.	43		XXVII.101,103	Amended	Jan.	76
	I.5601,5603,5606,5607,5611,5637,5674	Amended	Jan.	44					
	I.5649	Amended	Jan.	44		I.312	Amended	Mar.	371
	I.5698,5699,5701,5709,5711,5712,5719	Amended	Jan.	44		VII.307	Amended	Mar.	372
						VII.329	Amended	Mar.	374

# Potpourri

## POTPOURRI

### Department of Insurance Office of the Commissioner

Notice of Public Hearing  
Substantive Changes to Proposed Rule  
Regulation 136—Fortify Homes Premium Discounts  
(LAC 37:XIII.Chapter 209)

The Department of Insurance published a Notice of Intent to promulgate Regulation 136—Fortify Homes Premium Discounts in the October 20, 2025, Volume 51, No. 10 edition of the *Louisiana Register*. The Department of Insurance proposes amending §§20909, 20913, and 20915 of the current Notice of Intent to promulgate Regulation 136 by removing the requirement that premium discounts or insurance rate reductions be in the 20 to 30 percent range. As revised, the proposed regulatory language now establishes that mandatory premium discounts or insurance rate reductions must be offered in accordance with the rates published on the Department of Insurance’s website, at <https://www.lidi.la.gov/>.

Since this is a substantive change, the Department of Insurance will conduct a public hearing in this matter in accordance with the statutory provisions of the Administrative Procedure Act, including, specifically, R.S. 49:968(H)(2). The public hearing will be held in accordance with the particulars published herein, and all who are interested are invited to attend and participate in the subject hearing.

### Title 37 INSURANCE

#### Part XIII. Regulations

#### Chapter 209. Regulation Number 136—Fortify Homes Premium Discounts

##### §20909. Amount of Discount

A. All insurers authorized to write property and casualty insurance in Louisiana must provide a premium discount or insurance rate reduction in accordance with the rates published on the Department of Insurance’s website, at <https://www.lidi.la.gov/>, for all eligible properties as contemplated in §20907 herein. Insurers may offer a discount or rate reduction greater than those identified on the Department of Insurance’s website in accordance with §20915 below.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:1, 22:11, 22:1483, et seq., and the Administrative Procedure Act, R.S. 49:950 et seq.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 52:

##### §20913. Request to Offer Lower Premium Discounts

A. If an insurer wishes to offer premium discounts or rate reductions below the rates published on the Department of Insurance’s website and made mandatory in §20909 herein,

the insurer must file a request with the commissioner seeking permission to deviate from the mandatory discount range. The request must include detailed actuarial justification for the proposed deficient premium discount or insurance rate reduction.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:1, 22:11, 22:1483, et seq., and the Administrative Procedure Act, R.S. 49:950 et seq.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 52:

##### §20915. Additional Premium Discounts Permitted

A. To the extent an insurer wishes to adopt discounts or reduce rates in excess of the rates published on the Department of Insurance’s website, the insurer may do so provided the discount or rate reduction is actuarially justified.

AUTHORITY NOTE: Promulgated in accordance with R.S. 22:1, 22:11, 22:1483, et seq., and the Administrative Procedure Act, R.S. 49:950 et seq.

HISTORICAL NOTE: Promulgated by the Department of Insurance, Office of the Commissioner, LR 52:

##### Public Comments

In accordance with R.S. 49:968(H)(2) of the Administrative Procedure Act, the Department of Insurance gives notice of a public hearing to receive additional comments and testimony on the substantive changes to the proposed Rule. The hearing will be held at 10 a.m. on Thursday, May 21, 2026, in the Poydras Hearing Room, Poydras Building, 1702 North Third Street, Baton Rouge, LA. At that time, all interested persons will be afforded an opportunity to submit comments or questions, either orally or in writing. Interested persons may submit written comments by mail to Philip Dominique, Staff Attorney, Louisiana Department of Insurance, P.O. Box 94214, Baton Rouge, LA 70804-9214, by facsimile to (225) 342-1632, or electronically at [regulations@ldi.la.gov](mailto:regulations@ldi.la.gov). The deadline for receipt of all written comments is 10 a.m. on Thursday, May 21, 2026.

Timothy J. Temple  
Commissioner

2604#024

## POTPOURRI

### Department of Justice

Occupational Licensing Review Program  
Accepting Participants for FY 2026-2027  
Period of July 1, 2026 - June 30, 2027

The Department of Justice is currently accepting occupational licensing boards into the Department of Justice Occupational Licensing Review Program (OLRP) established by R.S. 49:260. This program provides for active state supervision and was established to ensure that participating boards and board members will avoid liability under federal antitrust laws. Participants for the July 1, 2026 - June 30, 2027

period will be accepted into the program through May 31, 2026. For information about participating in the program, contact Jessica Weimer, Section Chief, OLRP - Public Protection Division, Louisiana Department of Justice at [olrp@ag.louisiana.gov](mailto:olrp@ag.louisiana.gov).

Jessica Weimer  
Section Chief

2604#014

**POTPOURRI**

**Louisiana Works  
Office of Workers' Compensation Administration**

Notice of Public Hearing  
Substantive Changes to Proposed Rule  
Drug Testing Programs in Job-Related Accident Cases  
(LAC 40:I.1503 and 1507)

Louisiana Works published a Notice of Intent to update Chapter 15, Drug Testing Programs in Job Related Accident Cases in the November 20, 2025 edition of the *Louisiana Register* (LR 52:1940-1943). The Notice solicited comments and testimony. As a result of its analysis of the comments and testimony received, the agency proposes to amend certain portions of the proposed Rule. Within Section 1503, the agency proposes to amend the definition of the term *Confirmatory Test* by deleting the specification of head gas chromatography. Within Section 1507, the agency proposes returning the alcohol testing level to 0.05 gram %/ml to stay in alignment with current law, R.S. 23:1081(3)-(4).

Taken together, all of these proposed amendments will closely align the proposed Rule with the proposed Rule on the same topic as published by the Louisiana Works in the November 2025 edition of the *Louisiana Register* (LR 52:1940-1943). The alignment of these Rules will permit the updates to the statutory required drug testing rules and procedures. No fiscal or economic impact will result from the amendments proposed in this notice.

**Title 40**

**LABOR AND EMPLOYMENT**

**Part I. Workers' Compensation Administration**

**Subpart 1. General Administration**

**Chapter 15. Drug Testing Programs in Job Related Accident Cases**

**§1503. Scientific and Technical Requirements**

- A. ...
- B. Definitions

\* \* \*

*Confirmatory Test*—a second analytical procedure used to identify the presence of a specific drug or metabolite in a specimen. The confirmatory test must be different in technique and chemical principle from that of the initial test procedure to ensure reliability and accuracy. At this time gas chromatography/mass spectrometry (GC/MS) is the only authorized confirmation method. Gas chromatography is authorized for confirmation of alcohol (ethanol) concentrations in specimens.

\* \* \*

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 23:1081(9).

**HISTORICAL NOTE:** Promulgated by the Department of Employment and Training, Office of Workers' Compensation, LR 16:851 (October 1990), repromulgated LR 17:773 (August 1991); amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:

**§1507. Laboratory Analysis Procedures**

- A. Receiving/Preparation
  - 1. - 2. ...

B. Initial Test. If the initial drug test is negative, there shall be no confirmation test. The initial testing shall use an immunoassay which meets the requirements of the Food and Drug Administration for commercial distribution. The following initial cutoff levels shall be used when screening specimens to determine usage of these drugs or classes of drugs.

	<b>Initial Test Level (ng/ml)</b>
Marijuana Metabolite (THCA)	50
Cocaine Metabolites (Benzoyllecgonine)	150
Morphine/Codeine	2000
Phencyclidine	25
Amphetamines/Methamphetamines	500
Hydrocodone/ Hydromorphone	300
Oxycodone/ Oxymorphone	100
6-Acetylmorphine	10
MDMA/MDA	500
Alcohol/Ethanol	0.05 gram %/ml

- B.1. - M. ...

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 23:1081(9).

**HISTORICAL NOTE:** Promulgated by the Department of Employment and Training, Office of Workers' Compensation, LR 16:853 (October 1990), repromulgated LR 17:774 (August 1991), amended by the Louisiana Works, Office of Workers' Compensation Administration, LR 52:

**Public Hearing**

In accordance with the provisions of the Administrative Procedure Act, specifically at R.S. 49:966(H)(2), Louisiana Works gives notice of a public hearing to receive additional comments and testimony on these substantive amendments to the proposed Rule. The hearing will be held at 9:30 a.m. on Wednesday, May 20, 2026 at the office of the Louisiana Works, which is located at 1001 North 23<sup>rd</sup> Street, 4<sup>th</sup> Floor-Training Room in Baton Rouge, LA. At that time, all interested persons will be afforded an opportunity to submit data, views, or arguments, either orally or in writing. Interested persons may submit written comments to Brian Blackwood, Assistant Secretary, Office of Workers' Compensation Administration, 1001 North 23<sup>rd</sup>, 4<sup>th</sup> Floor-Annex, Baton Rouge, LA 70802. He is responsible for responding to inquiries regarding these substantive amendments to the proposed Rule. The deadline for receipt of all written comments is 5 p.m. on Tuesday, May 19, 2026.

Susana Schowen  
Secretary

2604#015

## POTPOURRI

### Department of Revenue Tax Policy and Planning Division

Notice of Public Hearing  
Substantive Changes to Proposed Rule  
Exemptions for Digital Products, Computer Software,  
Prewritten Computer Software Access Services and  
Information Services (LAC 61:I.4405)

The department published a Notice of Intent to promulgate §4405, Exemptions for Digital Tools in the December 20, 2025, edition of the *Louisiana Register* (LR 51:2152-2153).

Written comments were received, and in response, revisions are being made to the proposed rule to: clarify the title of the proposed Rule; add a definition of “exclusively for commercial purposes”; remove certain language; and clarify that the healthcare exemption applies to digital tools used to monitor and protect the transmission and storage of patient healthcare information.

#### Title 61

#### REVENUE AND TAXATION

#### Part I. Taxes Collected and Administered by the Secretary of Revenue

#### Chapter 44. Sales and Use Tax Exemptions

#### §4405 Exemption for digital tools

A. General. Revised Statute 47:305.12 exempts the purchase of digital tools from sales and use tax if they are used for commercial production or used by certain financial institutions for specific purposes or used by certain healthcare facilities or providers for specific purposes.

B. Definitions. For purposes of this Section:

*Digital Tools*—digital products, computer software, prewritten computer software access services or information services.

*Exclusively for Commercial Purposes*—the product can solely be used for business purposes. Any personal use of the software or product disqualifies the exemption.

*Licensed Healthcare Facilities and Providers*—healthcare institutions and individual practitioners that are licensed by Louisiana Department of Health and or Louisiana State Board of Medical Examiners to deliver medical, dental, behavioral health, or related clinical services to patients. The term includes, but is not limited to, hospitals, clinics, nursing homes, ambulatory surgical centers, rehabilitation facilities, pharmacies, physicians, nurses, dentists, therapists, and other professionals or entities required by law to hold a valid license, certification, or registration to provide healthcare services.

*Used by the Business Directly in the Production of Goods and Services*—the direct application or incorporation of a digital tool into the creation, development or production of a final product or service for sale to a customer where the tool directly contributes to the creation, production process, or functioning of that product or service. The term does not include tools that are merely supportive, administrative, managerial, planning, communication, or analytical in nature and that do not directly transform inputs into salable goods or services.

C. Commercial Production Exemption (R.S. 47:305.12(A))

1. Digital tools used to manage business operations, including tools used for business management, planning, scheduling, or organizing workers, materials, or equipment—are not used by the business directly and in the production of goods or services for sale to customers and are not exempt from tax.

2. Digital tools that improve efficiency or productivity, including accounting, inventory management, project management, performance tracking, communication software or analytical software, are also not used by the business directly in the production of goods or services for sale to customers and are not exempt from tax.

D. Self-Created Digital Products Exemption (R.S. 47:305.12(B))

1. Examples of digital products created solely for the business needs of the person who created them and are not the type of digital products that are offered for sale by that person, include an in-house workflow automation tool, a proprietary content management system, an internal brand style guide, and in-house training videos.

2. If digital tools are used to create such digital products, sales or use tax will be owed on those digital tools. For example, if Company A purchases prewritten computer software access services that it uses to create a training video for new employees, the training video itself is not taxable. However, the purchase of the prewritten computer software access services is taxable.

E. Licensed Healthcare Facilities and Providers Exemption (R.S. 47:305.12(D))

Digital tools used by licensed healthcare facilities and providers for storing or transmitting healthcare information or for the diagnosis or treatment of a medical condition include digital tools that monitor and protect the transmission and storage of patient healthcare information.

AUTHORITY NOTE: Promulgated in accordance with R.S. 47:1511.

HISTORICAL NOTE: Promulgated by the Department of Revenue and Taxation, Tax Policy and Planning Division, LR 52:

#### Public Comments

Any interested person may submit written data, views, arguments or comments regarding these proposed amendments to Stacey Greaud, Tax Policy and Planning Division, Office of Legal Affairs by mail to P.O. Box 44098, Baton Rouge, LA 70804-4098. All comments must be received no later than 4:30 p.m., June 1, 2026.

#### Public Hearing

A public hearing will be held on June 2, 2026 at 9 a.m. in the Griffon Room, located on the 1<sup>st</sup> floor of the LaSalle Building, 617 North Third Street, Baton Rouge, Louisiana.

In accordance with the Americans with Disabilities Act, should individuals with a disability need an accommodation to participate, contact Stacey Greaud at the address given above in the Public Comments section, by email at [LDRadarequests@la.gov](mailto:LDRadarequests@la.gov) or by phone at (225) 219-7027.

Jarrod Congilio  
Secretary

2604#019

**POTPOURRI**

**Sabine River Authority  
Sabine River Compact Administration**

Notice of Public Meeting  
Sabine River Compact Administration

In accordance with Public Law No, 252; 82<sup>nd</sup> Congress, First Session, the Sabine River Compact Administration (SRCA) hereby gives notice of a public meeting to be held on May 21, 2026, at 9:30 a.m. at Church Street Inn located at 120 Church Street, Natchitoches, LA. The purpose of this meeting will be to conduct business as programmed in Article IV of the By Laws of the Sabine River Compact Administration. The fall meeting will be held at a site in Texas to be designated at the above-described meeting. Written correspondence may be submitted to Kim Ford, SRCA's Secretary, 15091 Texas Highway, Many, LA 71449, or by email to kim.ford@la.gov. Individuals with disabilities who require reasonable accommodations should contact SRCA at least seven working days before the hearing at (318) 256-4112 or by email to kim.ford@la.gov.

Kim Ford  
Secretary

2604#004

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