



STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

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

James Garvey
1st BESE District

Kira Orange Jones
2nd BESE District

Sandy Holloway
3rd BESE District

Michael Melerine
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Ronnie Morris
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Preston Castille
8th BESE District

Belinda Davis
Member-at-Large

Thomas Roque
Member-at-Large

Doris Voitier
Member-at-Large

February 1, 2023

MEMORANDUM

TO: Senator Patrick Page Cortez, Senate President
Representative Clay Schexnayder, Speaker of the House
Senator Cleo Fields, Chair, Senate Committee on Education
Representative Lance Harris, Chair, House Committee on Education

FROM: Shan N. Davis, Executive Director
Board of Elementary and Secondary Education

RE: 2022 Yearly Action Report

Pursuant to R.S. 49:968(K), the Board of Elementary and Secondary Education is submitting the attached 2022 Yearly Action Report regarding adoption, amendment, or repeal of any rule or the adoption, increase, or decrease of any fee during the calendar year 2022 (January 1, 2022, through December 31, 2022). Also attached are the summaries regarding petitions for rulemaking reviewed by the Board during the calendar year 2022 (January 1, 2022, through December 31, 2022).

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

SND:ell

Attachments (2)

Shan N. Davis
Executive Director

Cade Brumley
State Superintendent

Attachment 1

2022 Action Report

Bulletin and Notice of Intent Title	Date of Board Action	1st Report-NOI/Rules submitted to OSR and 4 Legis. Entities	Date Notice of Intent Published	Public Comments Received	Request for Public Hearing received	Summary Report (2nd Report) - no hearing or comments	Summary Report (2nd Report) - with hearing or comments	Rule
137 - August section 1723 and 1815	8/18/21	10/8/21	10/20/21	no	no	11/10/21	NA	Jan-2022
DECLARATION OF EMERGENCY 137 - August section 1723	8/18/21	NA	OSR posted Emergency Rule 8/20/21; Eff. 8/18/21 until 2/14/22	NA	NA	NA	NA	NA
139 - August sections 103, 310, 509, 515, and 519	8/18/21	10/8/21	10/20/21	no	no	11/10/21	NA	Jan-2022
118 - August section 6913	8/18/21	1/10/22	1/20/22	no	no	2/10/22	NA	Apr-2022
DECLARATION OF EMERGENCY 118 - August section 6913	8/18/21	NA	OSR posted Emergency Rule 8/20/21; Eff. 8/18/21 until 2/14/22	NA	NA	NA	NA	NA
111 - August section 801	8/18/21	12/9/21	12/20/21	no	no	1/10/22	1/11/22	Mar-2022
DECLARATION OF EMERGENCY 111 - August section 801	8/18/21	NA	OSR posted Emergency Rule 8/20/21; Eff. 8/18/21 until 2/14/22	NA	NA	NA	NA	NA
118 - August section 5701 and 6803//741 - August sections 2318 and 2319//741NP - August section 2111	8/18/21	10/8/21	10/20/21	no	no	11/10/21	NA	Jan-2022
130 - August sections 323 and 905	8/18/21	10/8/21	10/20/21	no	no	11/10/21	NA	Jan-2022
133 - August sections 101, 303, and 1305	8/18/21	10/8/21	10/20/21	no	no	11/10/21	NA	Jan-2022
741 - August sections 502, 901, 911, 1103, 1111, 2305, 2317, 2318, 2320, 2363, 2397, and 3703.	8/18/21	10/8/21	10/20/21	yes	no	11/10/21	12/16/21	Jan-2022
741NP - August sections 2109 and 2331	8/18/21	10/8/21	10/20/21	no	no	11/10/21	NA	Jan-2022
1566 - August section 501	8/18/21	10/8/21	10/20/21	no	no	11/10/21	NA	Jan-2022
1706 - August sections 101, 401, 450, 460, 461, 462, 463, 464, 466, 905, 1101, and 1904	8/18/21	10/8/21	10/20/21	no	no	11/10/21	NA	Jan-2022
LAC 28:I - August sections 103, 301, 307, 309, 311, 501, 503, 1101, and 1105	8/18/21	11/10/21	12/20/21	no	no	1/10/22	1/11/22	Mar-2022
746 - August many chapters (repeal and reestablishment)	8/18/21	11/10/21	12/20/21	no	no	1/10/22	1/11/22	Mar-2022
DECLARATION OF EMERGENCY 746 - August many sections	8/18/21	NA	OSR posted Emergency Rule 8/20/21; Eff. 8/18/21 until 2/14/22	NA	NA	NA	NA	NA
111 - October section 305	10/13/21	1/10/22	1/20/22	no	no	2/10/22	NA	Apr-2022
130 - October sections 105, 301, and 323	10/13/21	12/9/21	12/20/21	no	no	1/10/22	1/11/22	Mar-2022
996 - December sections 101, 501, 503, 505, 507, 509, 511, 513, 749, and 1301	12/15/21	1/10/22	1/20/22	no	no	2/10/22	NA	Apr-2022
741 - December sections 1119, 1151, 1153, 1301, 1302, 1305, 1307, 1309, 1311, and 3501	12/15/21	1/10/22	1/20/22	no	no	2/10/22	NA	Apr-2022

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126 - December sections 2715, 2717, 2719, 2803, 4301, 4303, 4305, 4307, 4309, 4311, 4313, 4315, 4317, 4319, 4321, 4323	12/15/21	1/10/22	1/20/22	no	no	2/10/22	NA	Apr-2022
139 - December sections 103, 701, 703, 705, 707, 709, 901, 902, 903, 1101, 1103, 1105, 1107, 1109	12/15/21	1/10/22	1/20/22	no	no	2/10/22	NA	Apr-2022
140 - December sections 303, 313, 314, 511	12/15/21	2/10/22	2/20/22	no	no	3/14/22	NA	May-2022
DECLARATION OF EMERGENCY 140 - December sections 503 and 509	12/15/21	NA	OSR posted Emergency Rule 12/16/21; Eff. 12/15/21 until 6/13/22	NA	NA	NA	NA	NA
140 - December sections 503 and 509	12/15/21	1/10/22	1/20/22	no	no	2/10/22	NA	Apr-2022
130 - December section 301	12/15/21	1/10/22	1/20/22	no	no	2/10/22	NA	Apr-2022
DECLARATION OF EMERGENCY 130 - December section 301	12/15/21	NA	OSR posted Emergency Rule 12/16/21; Eff. 12/15/21 until 6/13/22	NA	NA	NA	NA	NA
139 - January sections 509 and 515	1/19/22	2/10/22	2/20/22	no	no	3/14/22	NA	May-2022
DECLARATION OF EMERGENCY 139 - January sections 509 and 515	1/19/22	NA	OSR posted Emergency Rule 1/20/22; Eff. 2/1/22 until 7/30/22	NA	NA	NA	NA	NA
127 - January section 9901	1/19/22	2/10/22	2/20/22	no	no	3/14/22	NA	May-2022
126 - January section 4003	1/19/22	2/10/22	2/20/22	no	no	3/14/22	NA	May-2022
741 - January section 337	1/19/22	2/10/22	2/20/22	no	no	3/14/22	NA	May-2022
741NP - January section 119	1/19/22	2/10/22	2/20/22	no	no	3/14/22	NA	May-2022
746 - January section 507	1/19/22	2/10/22	2/20/22	no	no	3/14/22	NA	May-2022
996 - January section 743 and 745	1/19/22	2/10/22	2/20/22	no	no	3/14/22	NA	May-2022
DECLARATION OF EMERGENCY 746 - August many sections	8/18/21	NA	OSR posted Emergency Rule 2/14/22; Eff. 2/14/22 until 3/20/22	NA	NA	NA	NA	NA
996 - March sections 303, 743, and 745	3/9/22	4/8/22	4/20/22	no	no	5/11/22	NA	Jul-2022
746 - March sections 309, 323, and 325	3/9/22	4/8/22	4/20/22	no	no	5/11/22	NA	Jul-2022
741 - March sections 509 and 2307	3/9/22	4/8/22	4/20/22	no	no	5/11/22	NA	Jul-2022
1566 - March sections 503, 700, and 701	3/9/22	4/8/22	4/20/22	no	no	5/11/22	NA	Jul-2022
1964 - March chapters 1-13 (repeal) 1964 - March chapters 1-29 (re-establishment)	3/9/22	4/8/22	4/20/22	no	no	5/11/22	NA	Jul-2022
745 - March sections 101, 103, 104, 105, 107, 109, and 111	3/9/22	4/8/22	4/20/22	no	no	5/11/22	NA	Jul-2022

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746 - March sections 525, 536, and chapter 19 746 - March chapter 9 (repeal)	3/9/22	4/8/22	4/20/22	no	no	5/11/22	NA	Jul-2022
118 - March sections 5303, 5305, 5309, 5311, and 5312	3/9/22	4/8/22	4/20/22	no	no	5/11/22	NA	Jul-2022
996 - March sections 401, 403, and 405	3/9/22	4/8/22	4/20/22	no	no	5/11/22	NA	Jul-2022
741 - April section 2318	4/13/22	5/10/22	5/20/22	no	no	6/10/22	NA	Aug-2022
741NP - April section 2109	4/13/22	5/10/22	5/20/22	no	no	6/10/22	NA	Aug-2022
106 - April section 109	4/13/22	5/10/22	5/20/22	no	no	6/10/22	NA	Aug-2022
111 - April section 103	4/13/22	5/10/22	5/20/22	no	no	6/10/22	NA	Aug-2022
DECLARATION OF EMERGENCY 111 - April section 103								
140 - April section 1101	4/13/22	NA	OSR posted Emergency Rule 4/14/22; Eff. 4/13/22 until 10/10/22	NA	NA	NA	NA	NA
140 - April section 1101	4/13/22	5/10/22	5/20/22	no	no	6/10/22	NA	Aug-2022
140 - April sections 309, 310, and 311	4/13/22	5/10/22	5/20/22	no	no	6/10/22	NA	Aug-2022
741 - April section 1319	4/13/22	5/10/22	5/20/22	no	no	6/10/22	NA	Aug-2022
746 - April sections 303, 1349, 1360, 1505, and 1543	4/13/22	5/10/22	5/20/22	no	no	6/10/22	NA	Aug-2022
746 - April section 553	4/13/22	5/10/22	5/20/22	no	no	6/10/22	NA	Aug-2022
LAC 28:1 - April sections 503 and 505	4/13/22	5/10/22	5/20/22	no	no	6/10/22	NA	Aug-2022
LAC 28:1 - April sections 1313 and 1315	4/13/22	5/10/22	5/20/22	no	no	6/10/22	NA	Aug-2022
135 - June section 303	6/15/22	7/10/22	7/20/22	no	no	8/10/22	NA	Oct-2022
137 - June section 1903	6/15/22	7/10/22	7/20/22	no	no	8/10/22	NA	Oct-2022
139 - June sections 902 and 903	6/15/22	7/10/22	7/20/22	no	no	8/10/22	NA	Oct-2022
741NP - June sections 303 and 3303	6/15/22	7/10/22	7/20/22	no	no	8/10/22	NA	Oct-2022
746 - June section 1703	6/15/22	7/10/22	7/20/22	no	no	8/10/22	NA	Oct-2022
746 - June sections 303, 507, 515, 1305, 1307, 1309, 1323, 1327, 1329, and 2309	6/15/22	7/10/22	7/20/22	no	no	8/10/22	NA	Oct-2022
DECLARATION OF EMERGENCY 746 - June sections 303 and 1360	6/15/22	NA	OSR posted Emergency Rule 6/16/22; Eff. 6/15/22 until 12/12/22	NA	NA	NA	NA	NA
118 - June section 6821 /// 741 - June sections 2318 and 2319 /// 741NP - June section 2111	6/15/22	7/10/22	7/20/22	no	no	8/10/22	NA	Oct-2022
DECLARATION OF EMERGENCY 118 - June section 6821 /// 741 - June sections 2318 and 2319 /// 741NP - June section 2111								
LAC 28:1 - June sections 103, 305, 501, and 1103	6/15/22	7/10/22	7/20/22	no	no	8/10/22	NA	Oct-2022
746 - August sections 303 and 1360	6/15/22	8/10/22	8/20/22	no	no	9/12/22	NA	Nov-2022
140 - August section 903	6/15/22	8/10/22	8/20/22	no	no	9/12/22	NA	Nov-2022
DECLARATION OF EMERGENCY 746 - August section 1341	8/24/22	NA	OSR posted Emergency Rule 8/26/22; Eff. 8/24/22 until 2/20/23	NA	NA	NA	NA	NA

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DECLARATION OF EMERGENCY 741 - August section 332 /// 746 August sections 303, 511, 513, 515, 527, 535, 507 /// 996 August sections 743 and 745								
111 - August section 405	8/24/22	10/10/22	10/20/22	no	no	11/10/22	NA	Jan-2023
136 - August many sections	8/24/22	10/10/22	10/20/22	yes	yes	NA	12/21/22	Feb-2023
111 - August section 301, 307, 601, 709, 3901, 3903, 4001	8/24/22	10/10/22	10/20/22	no	no	11/10/22	NA	Jan-2023
118 - August sections 5107, 5701, 6401, 6403, and 6405	8/24/22	10/10/22	10/20/22	no	no	11/10/22	NA	Jan-2023
137 - August section 1723	8/24/22	10/10/22	10/20/22	no	no	11/10/22	NA	Jan-2023
1530 - August section 505	8/24/22	10/10/22	10/20/22	no	no	11/10/22	NA	Jan-2023
741 - August sections 333, 337, 1103, and 1104	8/24/22	10/10/22	10/20/22	no	no	11/10/22	NA	Jan-2023
741NP - August sections 119, 901, and 907	8/24/22	10/10/22	10/20/22	no	no	11/10/22	NA	Jan-2023
741 - August section 332	8/24/22	10/10/22	10/20/22	no	no	11/10/22	NA	Jan-2023
746 - August section 1341	8/24/22	10/10/22	10/20/22	no	no	11/10/22	NA	Jan-2023
746 - August sections 303, 507, 511, 513, 515, 527, 531, and 535	8/24/22	10/10/22	10/20/22	no	no	11/10/22	NA	Jan-2023
996 - August sections 743 and 745	8/24/22	10/10/22	10/20/22	no	no	11/10/22	NA	Jan-2023
741 - December section 3501	12/15/21	10/10/22	10/20/22	no	no	11/10/22	NA	Jan-2023
DECLARATION OF EMERGENCY 746 - October section 528 /// 996 October section 745								
119 - October sections 903, 1701, and 2305	10/12/22	11/10/22	11/20/22	no	no	12/15/22	NA	Feb-2023
126 - October section 4305	10/12/22	11/10/22	11/20/22	no	no	12/15/22	NA	Feb-2023
130 - October section 305	10/12/22	11/10/22	11/20/22	no	no	12/15/22	NA	Feb-2023
741 - October sections 325, 337, 517, 901, 915, 1303, 2305, 2307, 2319, 3305, 3503	10/12/22	11/10/22	11/20/22	no	no	12/15/22	NA	Feb-2023
741NP - October section 1311	10/12/22	11/10/22	11/20/22	no	no	12/15/22	NA	Feb-2023
746 - October section 528	10/12/22	11/10/22	11/20/22	no	no	12/15/22	NA	Feb-2023
996 - October section 743	10/12/22	11/10/22	11/20/22	no	no	12/15/22	NA	Feb-2023
996 - October section 745	10/12/22	11/10/22	11/20/22	no	no	12/15/22	NA	Feb-2023
1566 - October section 700	10/12/22	11/10/22	11/20/22	no	no	12/15/22	NA	Feb-2023

The 2022 Action Report reflects policy revisions that occurred during the 2022 calendar year, whether or not the action taken was in the form of a Board approved Notice of Intent or in the form of a Final Rule noticed in the Louisiana Register.

2022 Action Report

Bulletin and Notice of Intent Title	Date of Board Action	1st Report-NOI/Rules submitted to OSR and 4 Legis. Entities	Date Notice of Intent Published	Public Comments Received	Request for Public Hearing received	Summary Report (2nd Report) - no hearing or comments	Summary Report (2nd Report) - with hearing or comments	Rule
1903 - October section 103	10/12/22	11/10/22	11/20/22	no	no	12/15/22	NA	Feb-2023
111 - October section 3503	10/12/22	11/10/22	11/20/22	no	no	12/15/22	NA	Feb-2023
741NP - October section 2120	10/12/22	11/10/22	11/20/22	no	no	12/15/22	NA	Feb-2023
741 - October section 719	10/12/22	11/10/22	11/20/22	no	no	12/15/22	NA	Feb-2023
1566 - October section 705	10/12/22	11/10/22	11/20/22	no	no	12/15/22	NA	Feb-2023
LAC 28:1 - October sections 305 and 1103	6/15/22	11/10/22	11/20/22	no	no	12/15/22	NA	Feb-2023
111 - August section 709	8/24/22	11/10/22	12/20/22			1/10/23	NA	Mar-2023
DECLARATION OF EMERGENCY 130 - December sections 105 and 301	12/20/22	NA	OSR posted Emergency Rule 12/20/22; Eff. 12/20/22 until 6/18/23	NA	NA	NA	NA	NA
130 - December sections 105 and 301	12/20/22	1/10/23	1/20/23			2/10/23		Apr-2023
126 - December section 2721	12/20/22	1/10/23	1/20/23			2/10/23		Apr-2023
137 - December sections 1515 and 1725	12/20/22	1/10/23	1/20/23			2/10/23		Apr-2023
741 - December sections 2318, 2319, 2345, and 2353	12/20/22	1/10/23	1/20/23			2/10/23		Apr-2023
741 - December sections 905, 3601, 3603, 3605, 3607, and 3703	12/20/22	1/10/23	1/20/23			2/10/23		Apr-2023
741NP - December sections 2109, 2111, 2317, and 2323	12/20/22	1/10/23	1/20/23			2/10/23		Apr-2023

The 2022 Action Report reflects policy revisions that occurred during the 2022 calendar year, whether or not the action taken was in the form of a Board approved Notice of Intent or in the form of a Final Rule noticed in the Louisiana Register.

Attachment 2



STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

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

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State Superintendent

December 20, 2022

MEMORANDUM

TO: Senator Patrick Page Cortez, Senate President
Representative Clay Schexnayder, Speaker of the House
Senator Cleo Fields, Chair, Senate Committee on Education
Representative Lance Harris, Chair, House Committee on Education

FROM: James D. Garvey, Jr., President
Board of Elementary and Secondary Education

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

Pursuant to R.S. 49:968(D)(1)(b), the Board of Elementary and Secondary Education (BESE) hereby submits the attached summary report and its plan to proceed with rulemaking by finalizing the October 20, 2022, Notice of Intent that was promulgated on pages 2614-2629 of the *Louisiana Register*.

In August of 2022, the BESE approved, as Notice of Intent, revisions to Bulletin 136, *Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth to 5*.

Per the Louisiana Administrative Code, individuals may make a request to the BESE Executive Director for a public hearing regarding agency Notice(s) of Intent, provided such a request is made within twenty days of publication of the Notice(s) of Intent in the *Louisiana Register*. A total of 70 written comments were received in the BESE office by the November 10, 2022 deadline. Of those, 41 of those comments were in opposition to the advertised revisions, and many of the aforementioned comments requested that BESE provide a public hearing in order for the interested parties to have another opportunity to provide comment. The remaining 29 written comments expressed support of the revised standards.

In response to the requests for a public hearing, the BESE agency held a hearing on November 28, 2022. Attached herein are a summary of the public comments received and the LDOE agency response to said comments.

Per a motion approved by BESE on December 20, 2020 and subject to legislative oversight by either the House Committee on Education or Senate Committee on Education, the Board will proceed with the adoption of the Notice of Intent as a final Rule in the February 20, 2023, issue of the *Louisiana Register*.

The following documents are attached:

1. a copy of the Notice of Intent for Bulletin 136;
2. the public hearing certification; and
3. a "Summary of Public Comments and Agency Response"

**Summary of Public Comments and Agency
Response**
***Proposed Revisions Bulletin 136, Louisiana Standards for Early
Childhood Care and Education Programs Serving Children Birth to 5***

Background

In January 2021, the Board of Elementary and Secondary Education (BESE) approved the Louisiana Department of Education (LDOE) to begin the process to review and revise the *Louisiana Early Learning and Development Standards*, as periodic review of standards is required to maintain high-quality programs. The review process was approved to commence operation in the winter of 2021.

Louisiana's Early Learning and Development Standards (ELDS) provide stakeholders with common expectations for children's development and provide support to ensure all children enter kindergarten ready. The Child Care Development Block Grant (CCDBG) Act (reauthorized in 2014) and 2016 Child Care Development Fund (CCDF) Final Rule require states to develop, maintain, or implement early learning and development guidelines for statewide use by child care providers and notes that these guidelines are to be developmentally-appropriate for all children from birth to kindergarten entry, describing what such children should know and be able to do. The CCDF Final Rule also states in 45 C.F.R. §98.15 (2016) that these guidelines are to cover the essential domains of early childhood development (cognition, including language arts and mathematics; social, emotional, and physical development; and approaches toward learning) for use statewide by child care providers and caregivers. The Final Rule also notes that the guidelines shall be research-based; developmentally, culturally, and linguistically appropriate, building in a forward progression; aligned with entry to kindergarten; and implemented in consultation with the state educational agency, with the State Advisory Council on Early Childhood Education and Care, and with child development and content experts.

The LDOE utilized stakeholder feedback and input garnered from the prior years of standards implementation to establish the following goals that guided the review process:

- Make stronger connections to kindergarten readiness expectations and ensure a scaffolded alignment of developmentally appropriate expectations across age-bands.
- Ensure there is a stronger integration of language that supports children with disabilities and dual language learners.
- Reorganize the framework and structure of standards and indicators to make the resource more navigable and user-friendly.
- Embed commonly used assessments with intentionality to increase alignment.
- Update the resources to reflect current research and the Department's initiatives.

A self-nomination process was used for the Louisiana Early Learning and Development Standards Review Committee. The Department leveraged all of its communication channels to publicize the release of the application. Applicants were selected based on knowledge and experience in early learning and development. Representation on the standards committee was requested across the state from school systems, Head Start/Early Head Start, child care, higher education, Louisiana Department of Health, and parents.

In April 2022, after a year-long review process, the Louisiana Early Learning and Development Standards Review Committee finalized their review and update of *Bulletin 136 - Louisiana Early Learning and Development Standards*. In alignment with the review process timeline approved by BESE at the January

2021 meeting of the board, the endorsed standards were then placed in a public comment portal for one month. The opportunity to make public comment in the public portal was publicized through an LDOE Press Release, LDOE Social Media, the Early Childhood Newsletter, the Weekly LDOE Newsletter, the System Leaders Call, Early Childhood Community Network Lead Agency Weekly Webinars, Early Childhood Community Network Lead Agency Spring Collaboratives, and the April and May Provider Monthly Calls. Eighteen (18) comments were received related to some suggested changes to the literacy domain and general comments regarding wordsmithing suggestions.

In May 2022, the revised standards were presented to the Superintendent's Advisory Council meeting and were endorsed by that body. The standards were presented at the May 2022 Early Childhood Care and Education Advisory Council meeting, and public feedback received at that meeting was incorporated into a further revision. The standards were then presented at the July 2022 Early Childhood Care and Education Advisory Council meeting and endorsed by that council. The standards were presented to the Board of Elementary and Secondary Education (BESE) at the August 2022 meeting. Due to concerns expressed by individuals of the public around the Social Emotional Development domain, the Department recommendation was only to receive the updated standards document and retain the item for further discussion at the October meeting of the board. After public comment and discussion, the revisions to *Bulletin 136* were approved by BESE. The Notice of Intent was published in the October 20, 2022, issue of the *Louisiana Register*.

Per the Louisiana Administrative Code, interested parties may make a request to the BESE Executive Director for a public hearing regarding agency Notice(s) of Intent, provided such a request is made within twenty days of publication of the Notice(s) of Intent in the *Louisiana Register*. By the November 10, 2022, deadline, 41 written comments were received, many "requesting that BESE provide a public hearing in order for those who would like to make a public comment on this matter [to] have that opportunity to do so," regarding the adoption of revisions to *Bulletin 136*. In addition, 29 written comments were received by the BESE office by November 10 expressing support of the revised standards. The public hearing was held on November 28, 2022. Below is a summary of the public comments received as well as the LDOE response.

Summary of revisions to current standards:

The overall differences between the prior standards and proposed revisions include:

- Removing redundant indicators
- Increasing the focus on developmentally-appropriate expectations
- Reducing the number of indicators for science and social studies
- Adding additional emphasis on language development (receptive, expressive, and communicative)
- Aligning the early childhood literacy standards to the science of early literacy development

Summary of Comments Received at November 28, 2022, Public Hearing

Fifty-seven (57) individuals, excluding staff from BESE and the state Department of Education, signed in as attending the public hearing.

- Thirty-eight (38) individuals offered testimony.
 - Thirty-one (31) spoke in support of accepting the revised standards.
 - Five (5) spoke in opposition of the revised standards.
 - Two (2) selected to provide information only.
- An additional nineteen (19) individuals submitted comment cards in support of the adoption of the revised standards but selected not to make public comments.

Copies of the cards and sign-in sheets are attached as Appendix A.

Opposition Summary

1. Speakers in opposition included a grandparent, a former K-12 educator and former school board member, one Louisiana state representative, and representatives from the Louisiana Education Alliance and the Louisiana Advocacy Group. Three of the five speakers who spoke in opposition of the proposed revised standards recommended retaining the 2013 Standards.
2. Several of the speakers in opposition requested more opportunity for public input related to the standards. Individuals reported being unaware of the previously advertised opportunities for public comment via a public portal and requested additional opportunity to provide comment. These speakers reported that “there are concerns around these standards that [they] would like the state department to address.” One stated that re-opening the public portal would allow parents and stakeholders to comment to illuminate and provide an opportunity to clear up confusion regarding elements within the standards.
3. Several speakers expressed dissatisfaction with the appearance and content of the revised standards, describing them as “generic and boring, compared to the ones they’re replacing, and unfriendly to the concept of family.” The previous standards document includes guiding principles describing the importance and influence of families on child development, while the revised version was described as “condensed” and “too broad.” Speakers expressed concern with the reduction of information regarding the role of families. References to family in the new standards document include the students’ ability to describe and communicate about their families. Further, specific examples of student activities, such as counting money, are eliminated from the revised document, along with a separate glossary section, and information is not presented within the standards that explains how the requirements will be implemented.
4. An additional common concern among these speakers is the presence of the social and emotional development domain. Speakers were concerned that social and emotional development will become conflated with social-emotional learning (SEL), which “changes the focus of what will be required of staff in ways that further alienate families, diminish academics, and align our standards with the UN Sustainable Development Goals, which are political and un-American.” The line of thinking was echoed by another speaker who is “concerned that we are pushing an agenda that is not healthy for our children” and that additional requirements will create an undue burden on teachers.

Support Summary

1. Speakers in support included parents, representatives of LEAs, advocates for education policy (United Way, Agenda for Children, Louisiana Budget Project, and the Louisiana Policy Institute for Children), representatives of child advocacy organizations (Save the Children Action Network and the Louisiana Partnerships for Children and Families), early childhood practitioners and educators, child care providers, a pediatrician, a state representative, a retired Commander who advocates for the connection between early childhood and national security, representatives from business and industry, and other early childhood experts.
2. The speakers in support stated that the proposed revisions are balanced, well-constructed, research-based, are supported by an extensive base of experts and practitioners, including teachers, and are supported by business and industry. Speakers in favor of the proposed

standards spoke about the importance of the standards, calling it a “framework,” or “guideline” for teachers, parents, and stakeholders to understand where children should be developmentally at specific ages and to ensure that children have the skills necessary for kindergarten readiness and for twenty-first century jobs.

3. Additionally, most speaking in support of the revised standards specifically highlighted social and emotional development. Fifteen (15) speakers explicitly named the “Social and Emotional Development” or “Social and Emotional Learning” domain; another sixteen (16) speakers implicitly referred to this domain by listing the indicators of children mastering these standards. The speakers who specifically addressed the Social and Emotional Development domain stated that social and emotional skills are necessary life-long skills that serve as the foundation for all learning and development and affect children’s success in school and life. Supporters clarified that social emotional skills include learning “how to be a good student,” “how to make friends,” “how to solve problems,” and “how to be responsible, respectful, and self-reliant.” One supporter, an early childhood care and education instructor, stated, “Social and emotional development reduces problem behaviors and helps [children] succeed in life, not just academics. Removing or weakening social and emotional development would be akin to removing a leg from the dining room table.” A local pediatrician stated, “You cannot take social and emotional development or remove it from the general context of child development...Social-emotional competence and learning is possibly the most important aspect of development in early development and one that is critical for that child’s success in school and their relationships later and their careers.” Another speaker, the parent of a child with autism, spoke of the importance of Social and Emotional Development for her child’s own development as well as for the development of those around her child, to ensure that they will treat her child with the care and respect often denied to children who appear different. She stated, “Our children have one chance in childhood. We want our children to be responsible, make good decisions, and take responsibility for their actions. Children must be taught these skills, and they must be reinforced both at home and in school...It is important to me to make sure that my child, as well as all children in Louisiana, are prepared to work collaboratively with their peers to solve problems of the future.”

Agency Response to Comments

The LDOE recommends to allow for extended time to receive and respond to the public questions and comments through an online portal to open for a period of twenty days beginning December 15, 2022. The following paragraphs address specific areas of concern with information crucial to an understanding of the policy.

Both those in opposition to and in support of the proposed standards spoke about the Social and Emotional Development domain:

Response: Louisiana’s 2013 Early Learning and Development Standards included the Social and Emotional Development domain.

The following changes from the 2013 Standards were proposed for the Social and Emotional Development domain by the Review Committee:

Strand	Revised Standard	Previous Standard
Relationships with Adults	Children engage in and maintain positive relationships and interactions with adults.	Develop healthy relationships and interactions with peers and adults.
Relationships with Children	Children engage in and maintain positive relationships and interactions with other children.	
Self-Confidence	Children recognize themselves as unique individuals and express confidence in their own abilities.	Develop positive self-identity and sense of belonging.
		Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.
Emotion Regulation	Children regulate their emotions and behavior and respond to the emotions of others.	Regulate own emotions and behavior.
		Regulate attention, impulses, and behavior.

The Standards Review Committee recommended these changes in order to clearly define what children will demonstrate by the end of the preschool indicators, as well as reduce overlap and duplication of the concepts within the standards.

The first Social and Emotional Development standard in the 2013 standards addresses relationships with both adults and children. The revision separated the first strand into two strands because children often develop differently in relation to adults and in relation to peers. “Relationships with Adults” addresses attachments, interactions, and adults as resources; “Relationships with Children” addresses interactions, friendships, and conflict resolution.

The proposed “Self-Confidence” strand is a blending of the 2013 strand “positive self-identity and sense of belonging” and the strand “confidence in self” in an effort to reduce redundancy in the standard.

The fourth strand, “Emotion Regulation,” represents a blending of the 2013 strands “regulating one’s own emotions and behavior” and “regulating attention, impulses, and behavior.” These standards were blended in order to reduce redundancy and overlap within the standards.

Several of those who commented in opposition stated that the revised standards were too broad, lacked the specificity needed for instruction, and would not provide teachers with a framework for how to teach the new standards:

Response: Louisiana’s Early Learning and Development Standards provide a set of common, developmentally-appropriate expectations for what children typically know, understand, and are able to

perform at different stages of early childhood, providing a roadmap to kindergarten readiness; the standards are not intended to provide guidance related to instruction. Curriculum is used by teachers to guide instruction through pedagogical practices that engage children in developmentally-appropriate activities, experiences, and instruction via high-quality teacher-child interactions. The LDOE has a list of approved curricula that early childhood sites can utilize to guide instruction.

Opponents also noted that the proposed revised standards are greatly reduced in size, or condensed, when compared to the 2013 standards document:

Response: The revised standards document that was brought forward to BESE in August only contains the proposed standards themselves, whereas the 2013 standards document includes not only the standards but also supplemental content. This supplemental content includes but is not limited to an overview about the role and effective use of the standards with all children; their use by early learning providers, families, and others; appendices focused on strategies to support English language learners and children with disabilities; the use of technology to support children’s progress on the standards; a glossary of terms; and sources used when developing the 2013 standards document, in addition to acknowledgements and multiple header pages and graphics. The additional content in the 2013 standards document also includes information about family-teacher collaboration, information that opponents noted was not included in the proposed standards. This supplemental content found in the 2013 document will be updated and included along with the revised standards in a comprehensive guidance document to be developed and released following promulgation.

The number of total pages containing the standards reduced from 45 in the 2013 standards to 40 in the proposed standards. This reduction of pages is a result of efforts to combine similar standards, reducing the repetition of and overlap between standards, and to improve clarity. It should be noted that BESE is only approving the standards bulletin and not the overall comprehensive guide, which will be developed after the standards are in place.*

Content	2013 Early Learning Development Standards	Proposed Standards
Number of Total Pages	98	40
Number of Pages of Standards	45	40
Number of Standards	38	28
Number of Pages of Additional Content*	53	0

**The LDOE practice is to build additional supporting content, graphics, and resources to support stakeholders in understanding and implementing the standards. The standards represent a framework around which resources, curricula, and assessments can be developed, but they must first be approved by the board.*

One opposing speaker voiced concern about the removal of the incorporation of the concept of money from the standards:

Response: Understanding the concept of money was not a standard in the 2013 *Early Learning and Development Standards* but was instead listed as an indicator under the “Social Studies” section of the

Cognitive and General Knowledge Domain (Standard CSS 6) for “Demonstrate an awareness of basic economic concepts.” Many of the indicators were participation activities that can be incorporated into play and so were not listed as stand-alone standards. In the proposed revised standards, the concept of money can be introduced under the mathematics standard “Children demonstrate knowledge of numbers and the relationships between numbers and quantities” and be added as a possible indicator stating “Children can count pennies with 1:1 correspondence.” While economic concepts are not explicitly addressed in the standards, they can be included in best classroom practices released in the upcoming guidance document.

Crosswalk Comparison of 2013 Standards to Proposed ELDS Standards

Domain: Approaches to Learning: Attention, Engagement, & Persistence				
Original Standard	Original Standard Language	Proposed Standard	Proposed Standard Language	Rationale for Change (if any)
Standard AL 1	Standard 1: Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world. Located on page 20 of the EC Birth-5 Standards	Standard 1	Standard 1: Children engage in multiple and varied play-based experiences. Located on page 1 of the ELDS Review Committee Draft Document	
Standard AL 2	Standard AL 2: Demonstrate attention, engagement, and persistence in learning. Located on page 21 of the EC Birth-5 Standards	Standard 2	Standard 2: Children engage in activities and tasks with attention, focus, and persistence. Located on page 2 of the ELDS Review Committee Draft Document	
Standard AL 3	Standard AL 3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions Located on page 22 of the EC Birth-5 Standards	Standard 3	Standard 3: Children demonstrate flexibility and creativity by using a variety of strategies to solve problems. Located on page 3 of the ELDS Review Committee Draft Document	
Standard AL 4	Standard AL 4: Demonstrate creative thinking when using materials, solving problems, and/or learning new information. Located on page 23 of the EC Birth-5 Standards	Standard 4	Deleted Located on slide 7 of the ELDS Review Update Deck	<i>In an effort to reduce repetition, this standard was deleted due to overlap with AL 3; indicator content has been merged with AL 1 and AL 3.</i>

Domain: Early Literacy and Language Development				
Original Standard	Original Standard Language	Proposed Standard	Proposed Standard Language	Rationale for Change (if any)
Sub-domain: Language Development OLD Language Focus: *Comprehend and use language *Increased and varied vocabulary		Revised/NEW Language Focus: *Expressive: <i>Using</i> Vocabulary (verbal expression, asking and answering questions, articulation) *Receptive: <i>Understanding</i> Vocabulary (responding to tone and emotions of language, responding to speech, following directions) *Communication: Rules of conversation, grammar conventions		
Standard ELLD 1	Standard LL 1: <i>Strand-Speaking and Listening</i> Comprehend or understand and use language Located on page 59 of the EC Birth-5 Standards	Standard 1	Standard 1: <i>Strand-Receptive Communication</i> Children attend to, understand, and respond to verbal and non-verbal communication and language from others. Located on page 10-11 of the ELDS Review Committee Draft Document	<i>The Language and Literacy Development Domain was changed to 2 Sub-Domains: Language Development and Early Literacy. Within the sub-domain of Language Development, three "strands" were identified:</i> - Receptive Communication - Expressive Communication - Social and Conversational Rules <i>The strands were added to clarify the Language Development Sub-Domain.</i>
Standard ELLD 2	Standard LL 2: <i>Strand-Language</i> Comprehend and use increasingly complex and varied vocabulary. Located on page 60 of the EC Birth-5 Standards	Standard 2	Standard 2: <i>Strand-Expressive Communication</i> Communicate with others to express self. Located on page 12-13 of the ELDS Review Committee Draft Document	
		Standard 3	Standard 3: <i>Strand-Social and Conversational Rules</i> Children use social and conversational rules when communicating with others. Located on page 14-15 of the ELDS Review Committee Draft Document	
Sub-domain:	OLD Early Literacy Focus:		Revised/NEW Early Literacy	

Early Literacy	<ul style="list-style-type: none"> *Interest in books and characters *Understand basic features of print *Understand units of sound *Familiarity with writing utensils, conventions, and skills 		<p>Focus:</p> <ul style="list-style-type: none"> *Pre-reading: Speaking & Listening, Vocabulary *Pre-writing (Emergent writing) 	
Standard ELLD 3	<p>Standard LL 3: <i>Strand-Reading: Literature and Information in Print</i> Develop an interest in books and their characteristics.</p> <p>Located on page 61 of the EC Birth-5 Standards</p>	Standard 1	<p>Standard 1: <i>Strand-Phonological Awareness</i> Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.</p> <p>Located on page 16 of the ELDS Review Committee Draft Document</p>	<p><i>The Language and Literacy Development Domain was changed to 2 Sub-Domains. Language Development and Early Literacy.</i></p> <p><i>Within the sub-domain of Early Literacy, five "strands" were identified:</i></p> <ul style="list-style-type: none"> - Phonological Awareness -Print Concepts -Alphabet Awareness -Comprehension -Emergent Writing <p><i>The strands were added to help clarify the Early Literacy Sub-Domain</i></p>
Standard ELLD 4	<p>Standard LL 4: <i>Strand-Reading: Literature and Information in Print</i> Comprehend stories and information from books and other print materials.</p> <p>Located on page 62-63 of the EC Birth-5 Standards</p>	Standard 2	<p>Early Literacy Standard 2: <i>Subdomain-Print Concepts</i> Children demonstrate knowledge of books and how print conveys meaning.</p> <p>Located on page 17-18 of the ELDS Review Committee Draft Document</p>	
Standard ELLD 5	<p>Standard LL 5: <i>Strand-Reading: Foundational Skills</i> Demonstrate understanding of the organization and basic features of print</p> <p>Located on page 64 of the EC Birth-5 Standards</p>	Standard 3	<p>Standard 3: <i>Strand-Alphabet Awareness</i> Children recognize and identify letters and make letter-sound connections.</p> <p>Located on page 19 of the ELDS Review Committee Draft Document</p>	
Standard ELLD 6	<p>Standard LL 6: <i>Strand-Reading: Foundational Skills</i> Demonstrate understanding of different units of sound in language (words, syllables, phonemes).</p> <p>Located on page 65 of the EC Birth-5 Standards</p>	Standard 4	<p>Standard 4: <i>Strand-Comprehension</i> Children show interest in and gain understanding from a variety of early literacy experiences.</p> <p>Located on page 20-21 of the ELDS Review Committee Draft Document</p>	

Domain: Physical Well-Being and Motor Development				
Original Standard	Original Standard Language	Proposed Standard	Proposed Standard Language	Rationale for Change (if any)
Motor Skills and Physical Fitness		Gross Motor		
Standard PM 1	Develop large muscle control and coordinate movements in their upper and/or lower body. Located on page 70 of the EC Birth-5 Standards	Standard 1	Children demonstrate large muscle control and coordination. Located on page 35 of the ELDS Review Committee Draft Document	Language changed from “develop” to “demonstrate” to facilitate assessment of observable student actions.
		Fine Motor		
Standard PM 2	Develop small muscle control and coordination. Located on page 71 of the EC Birth-5 Standards	Standard 2	Children demonstrate small muscle control and coordination. Located on page 36 of the ELDS Review Committee Draft Document	
Standard PM 3	Participate in a variety of physical activities to enhance strength and stamina. Located on page 72 of the EC Birth-5 Standards			
Health and Hygiene		Healthy Behaviors		
Standard PM 4	Develop appropriate health and hygiene skills. Located on page 73 of the EC Birth-5 Standards	Standard 3	Children will demonstrate healthy and safe behaviors. Located on page 37 of the ELDS Review Committee Draft Document	
Safety				
Standard PM 5	Demonstrate safe behaviors. Located on page 74 of the EC Birth-5 Standards			
Social and Emotional Development				
Original Standard	Original Standard Language	Proposed Standard	Proposed Standard Language	Rationale for Change (if any)
Standard SE 1	Develop healthy relationships and interactions with peers and adults. Located on page 78-79 of the EC Birth-5 Standards	Standard 1	Children engage in and maintain positive relationships and interactions with adults. Located on page 4 of the ELDS Review Committee Draft Document	The first standard in the existing document addresses relationships with both adults and children. The revision separated those into two

			Document	<i>standards. Children develop differently in relation to adults and their peers. Relationships with Adults addresses attachments, interactions, and adults as resources. Relationships with Children addresses interactions, friendships, and conflict resolution.</i>
Standard SE 2	Develop positive self-identity and sense of belonging. Located on page 80 of the EC Birth-5 Standards	Standard 2	Children engage in and maintain positive relationships and interactions with children. Located on page 5 of the ELDS Review Committee Draft Document	
Standard SE 3	Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals. Located on page 81 of the EC Birth-5 Standards	Standard 3	Children recognize themselves as unique individuals and express confidence in their own abilities. Located on page 6-7 of the ELDS Review Committee Draft Document	<i>Standard 3, Self-confidence, is a blending of the existing standard 2, positive self-identity and sense of belonging, and standard 3, confidence in self. The Self-Confidence standard addresses interactions, sense of belonging, and self-assurance.</i>
Standard SE 4	Regulate own emotions and behavior. Located on page 82 of the EC Birth-5 Standards	Standard 4	Children regulate their emotions and behaviors and respond to the emotions of others. Located on page 8-9 of the ELDS Review Committee Draft Document	<i>The 4th standard, emotion regulation, represents a blending of the current standard 4, regulating one's own emotions and behavior, and the current standard 5, regulating attention, impulses, and behavior. Emotion Regulation addresses expressing and recognizing emotions, identifying emotions in others, and responding with care, impulse control, and self-regulation.</i>
Standard SE 5	Regulate attention, impulses, and behavior. Located on page 83 of the EC Birth-5 Standards			<i><u>This standard was deleted due to overlap with SE3.</u></i> <i><u>Located on slide 9 of the ELDS Review Update Deck</u></i>
Cognitive Development and General Knowledge				
Original Standard	Original Standard Language	Proposed Standard	Proposed Standard Language	Rationale for Change (if any)
Standard CM	Understand numbers, ways of	Standard	Children demonstrate knowledge	<i>Standards and indicators</i>

1	<p>representing numbers, and relationships between number and quantities</p> <p>Located on page 48 of the EC Birth-5 Standards</p>	1	<p>of numbers and the relationships between numbers and quantities.</p> <p>Located on page 24 of the ELDS Review Committee Draft Document</p>	<p><i>were made more actionable and observable. The previous standards all included “understand,” which is hard to measure. This was replaced with “demonstrate knowledge.”</i></p>
Standard CM 2	<p>Understand basic patterns, concepts, and operations.</p> <p>Located on page 49 of the EC Birth-5 Standards</p>	Standard 2	<p>Children demonstrate knowledge of patterns and operations.</p> <p>Located on page 26 of the ELDS Review Committee Draft Document</p>	<p><i>In some instances, indicators were added to extend a progression. For example, an indicator related to positional terms was added at the Older Toddler age band.</i></p>
Standard CM 3	<p>Understand attributes and relative properties of objects as related to size, capacity, and area</p> <p>Located on page 50 of the EC Birth-5 Standards</p>	Standard 3	<p>Children measure objects by their various attributes and use differences in attributes to make comparisons.</p> <p>Located on page 27 of the ELDS Review Committee Draft Document</p>	<p><i>Indicators were revised in a number of ways. Examples were removed when they were considered unnecessary. In some instances, “...with guidance and support” was added for a better developmental fit.</i></p>
Standard CM 4	<p>Understand shapes, their properties, and how objects are related to one another in space.</p> <p>Located on page 51 of the EC Birth-5 Standards</p>	Standard 4	<p>Children identify shapes and their properties, and describe the positions of objects in space.</p> <p>Located on page 28 of the ELDS Review Committee Draft Document</p>	<p><i>There were some questions about indicators which differed from objectives included in GOLD. This work group had the benefit of research-based learning trajectories for math, and whenever questions arose, they referred back to these trajectories to ensure the indicators were consistent with research. In addition, members commented on a number of terms used in this domain. The work group felt it was important to incorporate terms they wanted to be sure the field is familiar with, such as attribute, rote counting, cardinality, subitize, so they included those terms after wording that might be more familiar. For example, the term “attribute” is included in parentheses after the</i></p>

				phrase “physical characteristics”. Another example is the term, “subitize,” which is found in parentheses after the phrase “names the number of items in a set without counting”. The full committee recommended that these terms be included in the glossary as well.
Science				
Standard CS 1	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions). Located on page 42 of the EC Birth-5 Standards	Standard 1	Children engage in scientific inquiry to explore observable phenomena (objects, materials, organisms, and events) in the physical and natural world. Located on page 29 of the ELDS Review Committee Draft Document	When looking at the science content, the revision workgroup wanted to identify what was most important for young children’s development in scientific principles. Emphasis on specific learned content, such as the life cycle of an insect, was removed as a learning expectation.
Standard CS 2	Acquire scientific knowledge related to physical science (properties of objects and materials). Located on page 43 of the EC Birth-5 Standards			
Standard CS 3	Acquire scientific knowledge related to life science (properties of living things) Located on page 44 of the EC Birth-5 Standards			
Standard CS 4	Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky). Located on page 45 of the EC Birth-5 Standards			
Social Studies		Social Studies: Time and Place		
Standard CSS 1	Develop the understanding that events happened in the past and how these events relate to one’s self, family, and community.	Standard 1	Children demonstrate an awareness of time (past, present, and future) and place within the community.	The first 3 standards from the original document were combined into a single standard incorporating all

	Located on page 48 of the EC Birth-5 Standards		Located on page 30 of the ELDS Review Committee Draft Document	topics.
Standard CSS 2	Describe people, events, and symbols of the past and present. Located on page 49 of the EC Birth-5 Standards			
Standard CSS 3	Develop an awareness of geographic locations, maps, and landforms. Located on page 50 of the EC Birth-5 Standards	Social Studies: Cultural Awareness		
Standard CSS 4	Demonstrate awareness of culture and other characteristics of groups of people. Located on page 51 of the EC Birth-5 Standards	Standard 2	Children demonstrate an awareness of culture as it relates to self, family, and community. Located on page 31 of the ELDS Review Committee Draft Document	<i>Additional indicators were added to the original standard 4 to incorporate more concepts of family and community. Standard 5 from the original document overlapped greatly with some of the same indicators found within social and emotional development; therefore, this standard was omitted. Standard 6 dealt with economics concepts. The committee felt many of the indicators were</i>
Standard CSS 5	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship. Located on page 52 of the EC Birth-5 Standards			<i>participation activities that can be incorporated into play, and not necessary for a stand-alone standard.</i>
Standard CSS 6	Demonstrate an awareness of basic economic concepts. Located on page 53 of the EC Birth-5 Standards			<i>The social studies standards were reduced from 6 standards in the 2013 ELDS to 2 standards.</i>
Creative Thinking and Expression		Creative Arts: Music and Movement		
Standard CC1	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the	Standard 1	Children engage in multiple and varied music and movement experiences. Located on page 32 of the ELDS	<i>Standards were revised to more clearly define what children will demonstrate by the end of preschool. For indicators - included the use</i>

	<p>children in the classroom.</p> <p>Located on page 27 of the EC Birth-5 Standards</p>		Review Committee Draft Document	<p><i>of more observable language that is age appropriate; removed duplicate indicators in multiple age bands and moved to most appropriate; and added inclusive language where appropriate and to provide examples of observable behaviors (i.e. use of assistive technology, gestures, other non-verbal cues).</i></p>
Standard CC2	<p>Develop an appreciation for visual arts from different culture and create various forms of visual arts.</p> <p>Located on page 28 of the EC Birth-5 Standards</p>	Creative Arts: Visual Arts		
		Standard 2	<p>Children engage in multiple and varied visual art experiences.</p> <p>Located on page 33 of the e ELDS Review Committee Draft Document</p>	
		Creative Arts: Dramatic Play		
Standard CC3	<p>Explore roles and experiences through dramatic art and play.</p> <p>Located on page 29 of the EC Birth-5 Standards</p>	Standard 3	<p>Children engage in multiple and varied forms of theater and dramatic play.</p> <p>Located on page 34 of the e ELDS Review Committee Draft Document</p>	

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

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Attachments (3)

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