STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

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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"

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

SND:ell

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

NOTICE OF INTENT

Board of Elementary and Secondary Education

Bulletin 136—The Louisiana Standards for
Early Childhood Care and Education Programs
Serving Children Birth-Five Years
(LAC 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901, 1101, and 1103)

In accordance with the provisions of R.S. 17:6(A)(10) and the Administrative Procedure Act (APA), R.S. 49:953(B)(1) et seq., the Board of Elementary and Secondary Education proposes to amend LAC 28:CLIX in *Bulletin 136—The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years*. The aforementioned revisions replace and provide Early Learning and Development Standards (ELDS), a set of common, developmentally-appropriate expectations for what children typically know, understand, and are able to perform at different stages of early childhood. The ELDS provide age-appropriate goals for children's learning and development that guide teachers, caregivers, and other early childhood professionals on the types of experiences and activities children should have during their earliest years. ELDS can be used to support developmentally appropriate curriculum and assessment and to outline a progression of development and learning that supports success in school and in life.

Title 28
EDUCATION

Part CLIX. Bulletin 136—Louisiana Early Learning and Development Standards for Children Birth to Five Years

Chapter 1. General Provisions

§101. Introduction

A. Louisiana's Early Learning and Development Standards (ELDS) 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. These standards are research-based, comprehensive, and are written with the understanding that children reach developmental milestones at different times. The ELDS provide age-appropriate goals for children's learning and development that can guide teachers, caregivers, and other early childhood professionals on what types of experiences and activities children should have during their earliest years. ELDS are used to support developmentally appropriate curriculum and assessment and to outline a progression of development and learning that supports success in school and in life.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), 17:24.2, and R.S. 17:153

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2445 (September 2013), LR 49:

§103. Definitions

Alphabet Awareness—knowledge of letters of the alphabet coupled with the understanding that the alphabet represents the sounds of spoken language and the correspondence of spoken sounds to written language.

Approaches to Learning—behaviors and attitudes that indicate how children approach tasks and activities to learn and include characteristics such as initiative and curiosity; attention, engagement and persistence; and problem solving which help strengthen and facilitate learning across other school readiness domains.

Attention, Engagement, and *Persistence*—the capacity to pay attention and engage in learning activities for short periods of time so that children can complete short-term, concrete tasks and activities and then progresses so that children can concentrate for longer periods of time, persist in activities of interest, and set goals.

Emergent Writing—young children's first attempts at the writing process.

Expressive Communication—the ability to communicate our thoughts and feelings through words, gestures, signs, and/or symbols.

Fine Motor Development—skill development involving the smaller muscles of the hand.

Gross Motor Development—skill development involving the large muscles in the arms, legs and torso.

Initiative and Curiosity—personal experiences and the openness and curiosity about new discoveries that begins with interest in the world around them and the initiative to gain new knowledge by taste, touch, smell, sight, sound, and physical actions, then develops into interaction with unfamiliar objects and materials, seeking new ways for using items in the environment, and learning new information in a variety of ways in order to add to the growing knowledge of the world.

Phonological Awareness—the awareness of and ability to work with sounds in spoken language.

Print Concepts—the understanding of the nature and uses of print.

Problem Solving—noticing how actions affect objects and cause things to happen, to find solutions, and to apply similar strategies again in the future including the skills of explaining how problems are solved, observation, reasoning, and prediction.

Receptive Communication—the ability to understand words and language.

Social Emotional Development—the process through which children acquire the capacity to understand, experience, express, and manage emotions and to develop meaningful relationships with others.

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 49:

§105. Role of the Early Learning and Development Standards

Repealed.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2445 (September 2013).

§107. Guiding Principles

Repealed.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2446 (September 2013), repealed LR 49:

§109. Effective Use of Early Learning and Development Standards with All Children

Repealed.

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

HISTORICAL NOTE: Prom ulgated by the Board of Elementary and Secondary Education, LR 39:2446 (September 2013).

§111. Overview of the Early Learning and Development Standards

Repealed.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2447 (September 2013), repealed LR 49

§113. Use of this Document with Other Documents in Louisiana

Repealed.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2448 (September 2013), repealed LR 49:

Chapter 2. Early Learning Standards Continuum

§201. Approaches to Learning

Repealed.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2449 (September 2013).

Chapter 3. Learning and Development

§301. Approaches to Learning

A. Initiative and Curiosity

Standard 1: Children engage in multiple and varied play-based experiences.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
Explore objects, materials, and/or people in their immediate environment using their senses. Interact with materials by manipulating them in a variety of ways (e.g., grasp; mouth; bang).	Explore and interact with familiar objects and materials in the environment. Use everyday objects and toys as intended in their play (e.g., build with blocks; stir with spoons).	Explore both familiar and unfamiliar materials, activities, and experiences. Explore new ways to use familiar objects during play (e.g., hold a banana to the ear and talk into it like a phone).	Explore unfamiliar objects, materials, and experiences. Combine materials in new and unique ways (e.g., put blocks together to create a road for cars).	Seek out and engage with unfamiliar objects, materials, and experiences.
Interact with materials by manipulating them in a variety of ways (e.g. grasp; mouth; bang).	Use everyday objects and toys as intended in their play (e.g., build with blocks; stir with spoons).	Explore new ways to use familiar objects during play (e.g., hold a banana to the ear and talk into it like a phone).	Combine materials in new and unique ways (e.g., put blocks together to create a road for cars).	
Demonstrate interest in others (e.g., turn head toward familiar voice).	Demonstrate interest in their surroundings.	Seek information about familiar objects, people, and experiences.	Seek information about unfamiliar objects, people, and experiences.	Seek information and contribute to discussions about a variety of new topics, ideas, and activities.
Meet one's own needs using simple behaviors (e.g., feed oneself finger foods).	Attempt to help with simple tasks and activities.	Demonstrate increasing interest and independence in completing simple tasks.	Complete a variety of simple tasks independently.	Complete multi-step tasks independently.
Select a particular material, toy, or place of interest to explore on their own.	Express choices and preferences.	Insist on preferences and express dislikes.		

B. Attention, Engagement, and Persistence

Standard 2: Children engage in activities and tasks with attention, focus, and persistence.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
Establish eye contact with a familiar person. Attend to new objects and familiar adults in the environment.	Focus attention on people, objects, and activities of interest.	Focus attention to complete a short, simple task with adult support.	Maintain focus on activities of interest despite distractions.	Maintain focus on adult-directed activities with adult support.
Intentionally take action to make things happen (e.g., shake rattle to make noise).	Repeat self-selected tasks over and over again.	Complete activities of choice from start to finish with adult support.	Continue working on self-selected activities despite setbacks (e.g., try again after the block tower falls down).	Persist with a challenging task despite interruptions and disruptions.

Standard 2: Children engage in activities and tasks with attention, focus, and persistence.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
	Complete self-selected tasks and then spontaneously express pleasure at accomplishments (e.g., smile; clap).	Remain actively engaged in activities of interest and protest if interrupted.	Express goals and then work to achieve them with prompting and support (e.g., When asked, a child says "I want to make something" and then goes to the art center and draws a picture).	Express simple goals that extend over time, make plans, and follow through to complete them (e.g., Child says, "I want to play doctor after breakfast. Liam is going to play with me.", and then does so after eating).

C. Problem Solving

Standard 3: Children demonstrate flexibility and creativity by using a variety of strategies to solve problems.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
Interact with objects in a variety of ways and notice the effects of their own actions.	Repeat behaviors to obtain desired results.	Experiment with the effects of simple actions on different objects (e.g., use a scoop to put sand into a bucket, then attempt to use a scoop to put water into a bowl).	Make predictions based on past experiences.	Make predictions and explain reasoning.
Attend to objects and/or activities in the environment.	Observe the ways in which others interact with objects and materials.	Observe and imitate actions of others when attempting to accomplish tasks or solve problems.	Recall and use previously successful strategies to complete tasks.	Apply prior knowledge and experiences to complete new tasks and solve new problems.
Solve simple problems and accomplish tasks using gestures, movement, and/or vocalizations (e.g., roll over to reach a toy; cry to express needs).	Try out one or two strategies to accomplish tasks and solve problems with adult support.	Try out a variety of strategies to accomplish tasks and/or solve problems, often by trial and error.	Purposefully use a variety of strategies, changing the approach as needed, to accomplish tasks or solve problems.	Communicate the steps used to solve problems and/or accomplish tasks.

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 49:

§303. Social and Emotional Development

A. Relationships with Adults

Standard 1: Children engage in and maintain positive relationships and interactions with adults.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
Notice and respond to familiar adults.	Mimic signs of recognition (e.g., smile; wave).	Initiate signs of recognition with familiar adults.	Demonstrate recognition of familiar adults using simple actions and/or words.	Demonstrate recognition of familiar adults using multiple and varied actions and/or words.
Respond differently to familiar versus new adults.	Seek to be near familiar adults and respond cautiously to new adults.	Check in with familiar adults for reassurance when trying new things.	Separate from trusted adults when in familiar settings.	Separate from trusted adults in new settings.
Move or cry to seek attention and comfort from familiar adults.	Request help from familiar adults to address wants and needs.	Request help from familiar adults when encountering difficult tasks or situations.	Request help from adults to meet needs and/or solve problems, then attempt to implement suggestions with adult support.	Work with adults to generate ideas for accomplishing tasks and/or solving problems, then implement suggestions independently.
Engage in simple back-and-forth interactions with familiar adults.	Initiate back-and-forth play with familiar adults.	Initiate play and interactions with familiar adults.	Interact with both trusted and unfamiliar adults.	Interact with adults new to their environment (e.g., substitute caregiver).
Repeat actions that elicit social responses from familiar adults (e.g., repeat cooing sound after adult responds.	Imitate gestures and sounds of familiar adults during interactions.	Imitate behaviors observed in familiar adults (e.g., pretend to cook; "read" a book).	Interact with adults to seek information and to socialize.	Interact with adults to share ideas and plan activities.

B. Relationships with Children

Standard 2: Children engage in and maintain positive relationships and interactions with other children.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
Notice other infants and children. Touch, smile, or babble to other infants and children.	Interact briefly with other children using gesturing.	Play alongside other children (parallel play) for short periods of time with adult support.	Interact or play cooperatively with other children.	Interact or play cooperatively with a small group of children for a sustained period of time.
		Take turns when playing with other children with adult guidance and support.	Demonstrate prosocial behaviors (e.g., taking turns, sharing) when playing with other children with some prompting from adults.	Demonstrate prosocial behavior (e.g., taking turns, sharing) when playing with other children with few reminders.
		Interact more frequently with a familiar child.	Demonstrate preference to play with one or more specific children.	Demonstrate preference to routinely play with one or more specific children.
			Initiate an activity or join other children in an activity that is already in progress.	Initiate, join in, and sustain positive interactions with a small group of children.
	Demonstrate awareness of conflict (e.g., cry; turn away).	Seek assistance from adults to resolve conflicts with other children.	Suggest solutions to conflicts with adult guidance and support.	Suggest solutions to resolve conflicts with other children with limited adult support.

C. Self-Confidence

Standard 3: Children recognize themselves as unique individuals and express confidence in their own abilities.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
Explore one's own body parts (e.g., study hands; play with feet).	Point to one's own body parts when named.	Identify body parts spontaneously.		
Respond to one's own image in a mirror.	Recognize oneself in a mirror.	Identify oneself in photographs.		
React when name is called (e.g., smile; coo).	Respond when name is called.	Use different words (e.g., I, me, mine) when referring to oneself, including first name.	Use one's own first and last name.	
			Describe oneself using personal characteristics.	Differentiate between self and others based on personal characteristics and/or interests.
Express preferences for objects, activities, and people.	Express preferences for objects, activities, and people using gestures, signs, or words.	Indicate preferences when asked (e.g., food; toys; activities).	Express likes and dislikes, and make choices based on personal preferences.	
Demonstrate awareness of basic routines (e.g., move arms and legs rapidly at sight of bottle).	Indicate familiarity with routines or activities (e.g., attempt to hold a spoon; hold arms out to be picked up).	Identify self as a unique member of a family (e.g., identify self and other family members in family photo).	Share information about family members and traditions (e.g., describe family events, celebrations and/or important people in their lives).	Identify self as a unique member of different groups (e.g., family; preschool class).
	Demonstrate a sense of satisfaction when accomplishing simple tasks.	Demonstrate confidence in one's own abilities and express satisfaction when demonstrating them to others.	Demonstrate confidence in one's own abilities and accomplish routine and familiar tasks independently.	Demonstrate confidence in one's own abilities, taking on new and challenging activities, and declining help when offered.
Express pleasure at things one has done (e.g., wiggle; coo; laugh).	Express pride over accomplishments.	Call attention to new skills or abilities.	Express positive feelings about self when prompted.	Describe oneself using positive terms (e.g., hard worker).

D. Emotion Regulation

Standard 4: Children regulate their emotions and behavior and respond to the emotions of others.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
Express simple emotions (e.g., contentment; distress) using sounds, facial expressions, and/or body movements.	Express a range of basic emotions (e.g., happiness; sadness; fear; anger) using sounds, facial expressions, gestures and/or actions.	Express a range of emotions (e.g., pride; embarrassment; shame; guilt) using gestures, actions, and/or words.	Express complex emotions (e.g., gratitude; jealously; remorse; disgust) using actions and/or words.	Express strong emotions in a manner that is safe for self and others with occasional adult support.
React to an adult's expression of feelings (e.g., facial expression; tone of voice).	Imitate adult expressions of feelings using facial expressions, sounds, gestures, and/or actions.	Recognize feelings when named by an adult.	Accurately identify one's own basic feelings (e.g., happy; mad; sad).	Accurately label one's own feelings and identify them in various situations.

Standard 4: Children regulate their emotions and behavior and respond to the emotions of others.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
React to others' expressions of emotions (e.g., cries when another child cries).	Respond to others' expressions of emotions with adult support.	Respond in caring ways to others' expressions of emotions (e.g., take a blanket to a crying child).	Accurately identify basic emotions in others and respond with care and concern.	Accurately label emotions in others, predict causes, and respond with care and concern (e.g., "He's sad because someone took his toy. He can have mine.").
Express and act on impulses (e.g., cry when hungry; explore how hair feels by pulling it).	Accept some redirection from adults.	Frequently respond positively to choices and limits set by an adult.		
	Participate in simple routines and accept transitions with adult support.	Participate in routines, accept transitions, and follow simple guidelines for behavior with adult support.	Participate in routines, manage transitions, and follow adult guidelines for behavior with occasional reminders.	Participate in routines, manage transitions, and follow adult guidelines for behavior, adapting to changes in each as needed.
	Notice how others respond to one's own behaviors.	Experiment with effects of one's own actions on objects and people.	Demonstrate understanding of how one's own actions and behavior affect others.	Predict consequences of one's own and others' actions and behavior with adult support.
React to stressful situations by shifting attention or turning away. Accept comfort when held, rocked, or talked to by a familiar adult.	Use simple behaviors to soothe oneself when upset.	Imitate strategies to manage emotions and behavior with adult direction.	Use a variety of strategies (e.g., deep breathing; use of words) to manage emotions and behavior with adult support.	Manage emotions and behavior with occasional verbal, visual, and/or auditory reminders.
		Demonstrate the ability to wait for a short period of time to get what one wants with guidance and support.	Demonstrate the ability to wait to get something one wants (delayed gratification).	

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 49:

§305. Language and Early Literacy Development

A. Language Development

1. Receptive Communication

Standard 1: Children attend to, understand, and respond to verbal and non-verbal communication and language from others.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
Recognize more than one tone of voice in adults and respond with body movement and sounds.	Respond to facial expressions, tone of voice, and some words that communicate basic emotions.	Respond to facial expressions, tone of voice, and words that communicate a variety of emotions.		
Demonstrate interest in voices, and focus on speech, sounds, and other communication directed at them.	Respond to speech and other communication directed at them.	Respond to simple statements, questions, and other communication.	Respond to statements, questions, and other communication.	Respond to complex statements, questions, and other communication that include multiple phrases and ideas.
Respond or show excitement upon hearing familiar words.	Respond appropriately to familiar words, signs, and/or songs.	Demonstrate understanding of descriptive words through conversations and actions.	Demonstrate understanding of a variety of words through conversations and actions, including those relating to objects and actions. Determine the meaning of unknown words by asking questions or using contextual clues, with modeling and support.	Demonstrate understanding of a variety of words through conversations and actions, including words that express abstract concepts such as synonyms and opposites. Determine the meaning of unknown words by asking questions, using contextual clues, pictures, and/or prior knowledge.
Respond to simple requests accompanied by gestures or tone of voice.	Follow simple directions, especially if accompanied by gestures.	Follow one or two-step directions with few gestures.	Follow directions of two or more steps with familiar objects, experiences, and/or routines, using visual cues if needed (e.g., wash and dry hands using a visual of the hand-washing sequence).	Follow detailed directions that involve multiple steps (e.g., "Get the sponge, dampen it with water, and clean your table top.").

2. Expressive Communication

Standard 2: Communicate with others to express self.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
Experiment with making sounds. Engage in babbling.	Communicate through word-like sounds, some words, and some simple phrases.	Communicate through simple phrases and/or short sentences, but may omit some words or use some words incorrectly (e.g., "Mommy goed to store").	Communicate using simple sentences.	Communicate using longer sentences, including the use of descriptive details and vocabulary and/or combining two or three phrases.
Communicate needs and wants, interest, or dislike through vocalizations, gestures, and facial expressions.	Express needs and wants and refer to familiar people and objects using verbal and non-verbal communication.	Communicate requests and describe familiar people and objects using verbal and non-verbal communication.	Communicate ideas, describe activities, and negotiate social interactions using verbal communication.	Communicate about abstract ideas, tell a story, describe past experiences, and discuss objects that are not physically present using verbal communication. Adjust communication strategies if the message is not understood.
	Respond to simple statements and questions about pictures, people, and things that are present.	Answer and ask simple questions about things and activities at the time they are happening.	Answer and ask questions about a variety of familiar topics, activities, and/or concepts.	Answer and ask complex questions to learn more about topics of interest, understand tasks, and solve problems, with explanation or follow-up questions.
		Use correct words for familiar people, objects, and animals. Describe observable characteristics of objects, such as color and size, with simple words. Expand their vocabulary by asking others to name unfamiliar objects.	Express emotions, talk about position and direction, and describe actions using a variety of words. Describe the use of familiar objects, including objects that belong in the same category based on how they are used. Determine the meanings of unknown words by asking questions or using contextual clues, with modeling and support.	Use several words that explain the same idea (i.e., synonyms) and opposites. Use acquired vocabulary in conversations. Determine the meaning of unknown words using prior knowledge and context clues in conversation.
		Speak in a way that is understood by most familiar people.	Speak in a way that is understood by unfamiliar listeners but may make some pronunciation errors.	Speak in a way that is understood by unfamiliar listeners, with few pronunciation errors.
	Use some pronouns.	Use the plural forms of some nouns, not always correctly. Use the past tense of some verbs. Use simple adjectives in statements.	Use common prepositions, correct subject-verb agreement, pronouns, and possessives.	Correctly use a variety of different types of words, including prepositions, regular and irregular plural nouns, pronouns, possessives, and regular and irregular past tense verbs, most of the time.

3. Social and Conversational Rules

Standard 3: Children use social and conversational rules when communicating with others.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
Initiate interactions with another person using movement and/or behavior.	Initiate interactions with others using gestures and/or vocalizations.	Ask questions or use verbal or non-verbal cues to initiate communication with others.	Sometimes initiate communication with peers by asking questions or using verbal or non-verbal cues.	Initiate communication with peers by asking questions or using verbal cues.
Briefly pay attention to the same object the caregiver is looking at. Engage in turn-taking during social and vocal play with adults and other children.	Establish joint attention by looking at an object, at their caregiver, and back at the object. Respond to communication from another person using multiple means (non-verbal and verbal).	Participate in short conversations, with some turn-taking exchanges.	Participate in conversations that include multiple turn-taking exchanges, particularly related to topics of interest.	Initiate and participate in conversations that involve multiple turn-taking exchanges, with each exchange relating to and building upon the previous.
			Use appropriate volume and intonation when communicating, with modeling and support.	Use appropriate volume and intonation to match the situation when communicating.

Standard 3: Children use social and conversational rules when communicating with others.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
	"Jabber" and vocalize sounds in a way that is similar to the rhythm and flow of conversations around them.	Listen attentively during brief group conversations and respond to questions or requests made to the group.	Make comments and ask questions related to the topic of discussion during small or large group conversations, with prompting and support. Follow simple rules for group discussions, with reminders.	Participate in a group discussion, making comments and asking questions related to the topic. Follow commonly accepted norms of communication in group settings with increasing independence.
		Communicate in short sentences that follow the word order of their home language.	Communicate in sentences and use more conventional grammar in their home language (plurals, tenses, prepositions). Make grammatical errors that follow their home language rules.	Speak in full sentences that are grammatically correct within their home language most of the time.

B. Early Literacy

1. Phonological Awareness

Standard 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
	Demonstrate interest in familiar rhymes and songs.	Sing songs and say or repeat familiar rhymes.	Repeat rhyming words in familiar songs, finger plays, and rhymes, filling in rhyming words when given the opportunity.	Identify and produce rhyming words.
		Sing songs with multiple words that start with the same initial sound.	Shows awareness that some words start with the same initial sound.	Identify the initial sound in a spoken word with guidance and support.
			Segment spoken sentences into individual words with guidance and support.	Segment spoken sentences into individual words.
			Identify syllables in spoken words with guidance and support.	Identify syllables in spoken words.
			Blend a sequence of spoken syllables to produce words with guidance and support.	Blend a sequence of spoken syllables to produce words.
				Blend onsets and rimes of single syllable spoken words with guidance and support.

2. Print Concepts

Standard 2: Children demonstrate knowledge of books and how print conveys meaning.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
		Recognize some familiar symbols and logos in the environment.	Recognize and name familiar symbols and logos in the environment (environmental print).	Recognize and name pictures, symbols, and logos in the environment (environmental print).
		Recognize that print, symbols, and pictures have meaning.	Distinguish print from pictures and show awareness that print communicates meaning.	Demonstrate an understanding that print has meaning and corresponds with spoken language. Demonstrates awareness that written words are made up of a group of individual letters.

Standard 2: Children demonstrate knowledge of books and how print conveys meaning.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
Explore books by touch (e.g., patting and/or chewing on board books).	Hold books, look at pictures, and help turn some pages.	Hold a book as if reading and turn some pages, but not always in the right order. Recognize specific books by their cover and look for specific pages in familiar books.	Hold a book right side up and turn most pages one by one from front to back. Demonstrate awareness that print progresses from left to right and top to bottom on a page with guidance and support.	Hold a book right side up while turning pages one by one from front to back. Identify parts of a book such as the front, back, and title. Demonstrate awareness of some conventions of print (e.g., capital letters, where to start reading on a page, and how to progress across and down a page). Describe the role of the author and illustrator of a text.
Demonstrate interest in books by reaching for books and exploring books through touch.	Request to have books read to them.	Self-select familiar books and engage in shared reading.	Share self-selected familiar books and engage in pretend reading with others.	Demonstrate interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.

3. Alphabet Awareness

Standard 3: Children recognize and identify letters and make letter-sound connections.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
		Recognize letters of the alphabet as a special category of print, different from pictures and shapes.	Recognize and name some letters of the alphabet, especially those in their own name, as well as letters that occur frequently in the environment.	Recognize and name many of the letters in the alphabet, specifically letters in their own name, as well as letters that occur frequently in the environment.
			Identify the sound for a few recognized letters.	Identify or produce the sound of many recognized letters.
				Recognize their own name and some common words in print.

4. Comprehension

Standard 4: Children show interest in and gain understanding from a variety of early literacy experiences.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
			Tell make-believe or real-life stories, sometimes in random sequence.	Tell make-believe or real-life stories using a sequence of at least 2–3 connected events.
		Recite some words of a familiar book when read to especially from books with repeating text.	Retell familiar stories using pictures or props as prompts.	Describe some key details from familiar stories, such as characters, setting, and/or major events.
		Ask or answer simple questions about a familiar story or book, including informational text.	Ask or answer questions about key details in a familiar story, informational book, or other text.	Ask or answer questions about key details in a familiar story, informational book, or other text. Make predictions about events that might happen next, with guidance and support.
		Recognize when a story or book describes something that is similar to their own experiences.	Answer questions about how events and information from stories relate to their own experiences.	Recall their own experiences that relate to events and information from stories or informational texts.
			Share their own thoughts and reactions to a story or text.	Analyze and reason about stories and other text with guidance and support during shared reading experiences.

Standard 4: Children show interest in and gain understanding from a variety of early literacy experiences.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
			Explore a variety of literacy genres, including stories/make believe, informational text, and poetry.	Recognize differences between stories/make believe, information text, and poetry.

5. Emergent Writing

Standard 5: Children write and draw to express their ideas, using some letters and print conventions.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
		Draw or scribble with a purpose during play or other activities.	Show emerging awareness that writing can be used for a variety of purposes.	Use writing for a variety of purposes to convey meaning.
	Make marks or scribbles using a variety of media (e.g., finger paint, chalk).	Make intentional, more controlled scribbles and shapes (e.g., straight or curved lines).	Write letter-like forms and a few letters, although often not oriented or written correctly. String some letter-like forms and/or letters together as if they are a word.	Write some letters of meaningful words such as their name, using letters and letter-like forms.
				Attempt to write some words using invented spelling. Demonstrate awareness of some print conventions (e.g., moving from left to right when writing; leaving space between some groups of letters).
		Draw a picture and describe what it represents.	Dictate ideas for someone to write down. Use scribbles, shapes, letter-like forms, letters, and numerals to write and/or represent words or ideas. Discuss or answer questions about their writing and drawings.	Dictate elaborative or meaningful information or stories for someone to write down. Use writing and/or digital tools to communicate information. Use classroom resources (e.g., labels; anchor charts) to support writing.

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 49:

§307. Social Studies

Repealed.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2461 (September 2013), repealed, LR 49:

Chapter 4. Language and Literacy Development

§401. Introduction

Repealed.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2465 (September 2013).

§403. Speaking and Listening

Repealed.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2461 (September 2013), repealed, LR 49:

§407. Writing

Repealed.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2461 (September 2013), repealed, LR 49:

§409. English Language Learners (ELL)

Repealed.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2461 (September 2013), repealed, LR 49:

§411. Speaking and Listening Standards

Repealed.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2461 (September 2013), repealed, LR 49:

Chapter 5. Cognitive Development and General Knowledge

§501. Mathematics

A. Knowledge of Numbers

Standard 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
Demonstrate interest in quantity during play (e.g., reach for more toys; hold two objects, one in each hand).	Demonstrate interest in simple counting activities.	Rote count to 10 with increasing accuracy.	Rote count to 10 with accuracy.	Rote count to 20 with accuracy. Tell what number (1-10) comes next in order by counting.
		Count a small set of objects (2-3) with one-to-one correspondence.	Count up to five objects arranged in a line with one-to-one correspondence.	Accurately count up to ten objects in a structured arrangement with one-to-one correspondence.
Indicate they want "more" using gestures, sounds, or looks.	Indicate understanding of the concepts of "more," "all," and "none" using gestures, words, or actions.	Indicate understanding of the concepts of "one" and "two" using gestures, words, or actions (e.g., child complies when adult says, "Take just one cookie").	Begin to understand that the last number counted represents how many objects are in a group (cardinality).	Tell how many objects are in a group by giving the last number counted (cardinality).
			Recognize and name the number of items in a small set (up to three) without counting (subitizing).	Recognize and name the number of items in a small set (up to five) without counting (subitizing).
			Compare two groups of objects and indicate whether the number of objects in each group is the same or different.	Compare two groups of objects and identify whether the number of objects in one group is more, less, or the same as the number of objects in the other group.
		Recognize a few numerals in the everyday environment.	Identify written numerals 0-5 by name and match each to counted objects.	Identify written numerals 0-10 by name and match each to counted objects.
				Read and write some numerals up to 10.
		Identify an object or person as first in a sequence.	Identify the first and often second object or person in a sequence.	Identify an object's or person's position in a sequence using ordinal numbers (e.g., first; second, third).

B. Patterns and Operations

Standard 2: Children demonstrate knowledge of patterns and operations.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
Demonstrate awareness of repeating sequences in everyday routines.	Notice and anticipate simple repeating sequences (e.g., go to table for lunch after washing hands).	Recognize and participate in patterns within stories and in songs.	Recognize and copy simple repeating patterns in different forms (e.g., red-blue; circle-square).	Identify, duplicate, extend, and create simple repeating patterns in different forms (e.g., red-red-blue; circle-square-triangle).
			Combine and separate small groups of objects and describe the parts. (e.g., I have four cubes. Three are red, and one is blue.).	Solve simple addition and subtraction problems by using concrete objects or fingers during play and daily activities (e.g., If we have 3 apples and eat 1, how many apples do we have left?).

C. Measurement

Standard 3: Children measure objects by their various attributes and use differences in attributes to make comparisons.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
	Match two objects based on one observable feature.	Group objects by one physical characteristic (attribute) (e.g., color; size; shape).	Sort objects into two or more groups based on one physical characteristic (attribute).	Sort objects by one characteristic (attribute), then re-sort using a different characteristic and explain the reasoning with guidance and support.

Standard 3: Children measure objects by their various attributes and use differences in attributes to make comparisons.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
	Explore objects of different sizes and weights.	Make simple comparisons between two objects using measurable attributes (e.g., length; height; weight)	Describe objects using measurable attributes (e.g., tall/short; big/little; heavy/light).	Describe measurable attributes of objects and materials using comparative words (e.g., long; longer; longest).
				Compare and order a small set of objects using measurable terms (e.g., length; weight).
				Describe the purpose of simple measurement tools.
				Measure using multiples of the same non-standard unit (e.g., paper clips; snap cubes) with guidance and support.

D. Shapes and Spatial Relationships

Standard 4: Children identify shapes and their properties, and describe the positions of objects in space.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
Explore various shapes through play.	Explore the way shapes and objects fit together through play.	Match basic shapes (e.g., circle; square; typical triangle) of the same size and orientation.	Match a wider variety of shapes with different sizes and orientations.	
			Recognize basic shapes (e.g., circle; square; typical triangle).	Identify basic shapes (e.g., circle; square; triangle; rectangle) regardless of size and orientation.
				Describe basic two- and three-dimensional shapes (e.g., a square has four sides; the ball rolls).
			Build objects by combining basic shapes (e.g., pictures; tangrams; block structures).	Create and build shapes using a variety of materials (e.g., popsicle sticks to create a square).
Explore and respond to the movement of objects, people, or self (e.g., navigate obstacles while crawling to destination).	Explore and respond to how things move through space or fit together (e.g., putting smaller objects into a small box and larger objects into a large box).	Move their body and objects to follow simple directions related to position (e.g., in; on; under; over; up; down).	Move their body and objects to follow simple directions related to proximity (e.g., beside; between; next to).	Identify and respond accurately to positional words indicating location, direction, and distance (e.g., above; below; in front of; near; behind).

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 49:

§503. Science: Scientific Inquiry

A. Science

Standard 1: Children engage in scientific inquiry to explore observable phenomena (objects, materials, organisms, and events) in the physical and natural world.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
Demonstrate interest in objects, materials, people and/or their environment using their senses.	Observe and explore the immediate environment using their senses.	Observe, ask questions, and make predictions about the physical and natural world, using their senses and simple tools.	Investigate, observe, ask questions, make predictions, make comparisons, and gather information about the physical and natural world using their senses and simple tools.	Observe, ask questions, predict, make comparisons, and gather information about the physical and natural world using their senses, prior knowledge, previous experiences, equipment, and tools.

Standard 1: Children engage in scientific inquiry to explore observable phenomena (objects, materials, organisms, and events) in the physical and natural world.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
	Actively experiment with and explore the physical properties of objects and substances.	Put materials, substances, and/or objects together in new or unexpected ways to see what will happen.	Participate in simple scientific investigations.	Conduct scientific investigations and simple experiments.
	Communicate, verbally or non-verbally, what is seen, heard, or felt when exploring the physical and natural world.	Share ideas and thoughts related to interactions with, and observations made about the physical and natural world.	Describe and record findings from investigations they have conducted with prompting and support (e.g., verbally or non-verbally; drawings).	Describe and generate explanations and/or conclusions about investigations they have conducted with guidance and support (e.g., discussions; drawings; graphs).

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 49:

§505. Social Studies

A. Time and Place

Standard 1: Children demonstrate an awareness of time (past, present, and future) and place within the community.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
Demonstrate anticipation of events in daily routines and activities.	Demonstrate anticipation of events in daily routines and activities using verbal and non-verbal cues.	Respond (positively or negatively) to changes in routines or schedules.	Recall the sequence of daily routines, events, and/or activities that happened at an earlier time.	Communicate events, activities, and people from the past.
		Demonstrate a general understanding of the passing of time and the meaning of phrases, such as “not now” and “after lunch”.	Communicate an awareness of time using gestures, words, or phrases (e.g., when I was little; when we lived in our old house).	Use time related vocabulary (e.g., today; tomorrow; before; after) with increasing accuracy.
		Recognize familiar landmarks, signs and buildings in one’s neighborhood/community .	Communicate, with increasing specificity, the location of objects/areas at school, home, and within the community.	Identify familiar landmarks in their community (e.g., fire station; post office).
				Identify the relative location of specific objects and/or features in a familiar environment (e.g., classroom; playground) through drawings or play activities.

B. Cultural Awareness

Standard 2: Children demonstrate an awareness of culture as it relates to self, family, and community.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
Demonstrate a preference for familiar versus new individuals.	Distinguish between familiar and new individuals.	Identify known people in pictures.	Communicate information about their family and community.	Describe familiar elements of one's family, community, and traditions.
	Demonstrate an awareness of the characteristics of themselves and others.	Identify the distinct characteristics of themselves and others.	Identify and/or ask questions about the distinct characteristics of groups of people and cultures.	Distinguish the distinct characteristics of groups of people and cultures.
		Carry out some routines and responsibilities in the classroom with adult support and guidance.	Carry out routines and responsibilities in the classroom with prompting from adults.	Identify responsibilities of self and others in school, home, and community.

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 49:

§507. Creative Arts

A. Music and Movement

Standard 1: Children engage in multiple and varied music and movement experiences.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
Attend to, vocalize, and/or move body in response to different types of music and/or rhythmic sounds.	Move body in response to the beat and tempo of music and/or rhythmic sounds.	Move body to imitate the beat and tempo of music.	Move body with creativity to imitate the beat and tempo of music of different genres.	Express thoughts and feelings through dance and movement with increasing spatial awareness.
Make sounds and/or music using their bodies, toys, or small, shaker-type instruments.	Imitate sounds and/or music using their bodies and/or small instruments.	Imitate sounds and/or music using their bodies, instruments, and/or voice.	Create music using their bodies, instruments, and/or voice.	Create music using instruments and/or voice to produce more complex rhythms, tones, melodies, and songs. Show increasing awareness of various components of music: melody (tune), pitch (high and low sounds), rhythm (beat), tempo (speed), and volume.

B. Visual Arts

Standard 2: Children engage in multiple and varied visual arts experiences.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
Attend to visual stimuli (e.g., objects with contrasting colors; textured prints).	Respond to visual art by reaching for, pointing at, touching, or vocalizing/verbalizing.	Observe and respond to visual art by communicating a preference.	Observe and participate in discussions about various forms of art, including what they notice and what it makes them think about.	Observe and participate in discussions about various forms of art, including how it makes them feel and/or specific elements of art (e.g., color; line; texture).
	Explore a variety of materials to create visual art.	Explore a variety of materials and tools to create visual art.	Explore a variety of materials, tools, and techniques to create artistic works.	Use a variety of materials, tools, and techniques to create artistic works that reflect their own culture, thoughts, feelings, experiences, or knowledge.

C. Dramatic Play

Standard 3: Children engage in multiple and varied forms of dramatic play.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
Imitate behaviors, such as sounds, facial expressions, and gestures, of others.	Role-play familiar behaviors during play (e.g., rock baby doll; talk on phone).	Engage in dramatic play that expands beyond personal experiences (e.g., firefighter rescuing people).	Engage in dramatic play that includes both real-life and fantasy experiences.	Participate in dramatic play to express thoughts, feelings and creativity.
Respond to volume in tones and inflection.	Experiment with voice inflection during play.	Imitate and repeat voice inflections, such as character or animal sounds.	Create various voice inflections and facial expressions in play.	Represent a character by using voice inflections and facial expressions.
		Use props and pretend to be someone other than themselves.	Engage in play experiences that involve roles with the use of props and costumes.	Engage in a variety of play experiences that include elements of drama (e.g., roles; dialogue; props).

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 49:

§509. Physical Development and Well-Being

A. Gross Motor

Standard 1: Children demonstrate large muscle control and coordination.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
Explore the environment with increasing body awareness using senses and movement.	Coordinate senses with movement to show where their body is in relation to other objects and people in the environment.	Demonstrate body and spatial awareness to guide movement around objects and people.	Demonstrate body and spatial awareness in physical play activities (e.g., moves around cones).	Demonstrate increasing awareness of body and space in relation to other people and objects in physical play activities.
Demonstrate strength and control of head, trunk, arms, and legs while exploring new body positions and movements (e.g., sitting; crawling; kicking).	Move in a variety of ways and directions with increasing coordination and balance.	Use large muscle movements (locomotor skills) with increasing control, coordination, and balance (e.g., moving from sitting to standing; jumping).	Use large muscle movements (locomotor skills) with control, coordination, and balance (e.g., running; hopping; climbing stairs).	Coordinate movements of the whole body (locomotor skills) with control and balance to perform more complex tasks.
Demonstrate strength and control of one's body while exploring objects in their environment. (e.g., reaching; rolling over).	Maintain control of one's body in various positions while exploring and examining materials, activities, and spaces.	Use a variety of large muscle movements (non-locomotor) during play (e.g., hands in the air; turn around; stand on one foot).	Use large muscle movements (non-locomotor) with control, balance and coordination during active play (e.g., bending; stretching; twisting).	Demonstrate coordination when using objects during active play (e.g., throwing; catching; kicking balls).
Engage in play to develop strength and stamina by continuing purposeful movements over short periods of time (e.g., reaching; pushing; rolling over).	Engage in physical play activities for periods of time to develop strength and stamina.	Engage in physical play activities for moderate periods of time to develop strength and stamina.	Demonstrate strength and stamina that allows for participation in physical play activities for moderate periods of time.	Demonstrate increased strength and stamina that allows for participation in active play activities for extended periods of time.

B. Fine Motor

Standard 2: Children demonstrate small muscle control and coordination.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
Use whole hand and fingers to explore objects (e.g., touch; grasp; pick up; bang; transfer).	Demonstrate control and coordination of hand and fingers (small muscles) to manipulate objects.	Demonstrate increasing control and coordination of hand and fingers (small muscles) while engaged in intentional activities.	Demonstrate increasing control and coordination of hands, fingers, and wrists (small muscles) to manipulate objects and tools with a purpose.	Coordinate the use of hands, fingers, and wrists to manipulate objects and perform activities and tasks with precision.
Coordinate eye and hand movements when grasping or picking up objects.	Coordinate eye and hand movements to explore objects and participate in play activities (e.g., fill containers; stack blocks).	Coordinate eye and hand movements while performing simple tasks (e.g., using utensils for eating; putting simple puzzles together; stringing large beads).	Demonstrate eye-hand coordination to manipulate smaller objects (e.g., large buttons; zippers; scissors) with increasing control.	Demonstrate eye-hand coordination to perform complex tasks (e.g., cutting on lines; drawing) with moderate levels of precision and control.

C. Healthy Behaviors

Standard 3: Children will demonstrate healthy and safe behaviors.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
Engage in active movement (e.g., tummy time; holding head up; kicking legs; waving; rolling over).	Engage in active play indoors or outdoors with adult support.	Actively engage in physical activities indoors or outdoors (e.g., dance; hide and seek; climb on equipment).	Actively engage in a variety of games, as well as structured and unstructured indoor or outdoor physical activities.	Initiate and engage in a variety of physical activities (e.g., games; exercises) that enhance physical fitness.
			Recognize some foods (real or pictures) that are healthy and other foods that are less healthy for the body.	Identify different foods that are healthy and indicate why a particular food is healthy or unhealthy.

Standard 3: Children will demonstrate healthy and safe behaviors.				
Infants (Birth – 11 months)	**Young Toddlers (9 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Three Year Olds (36 - 48 months)**	**Four Year Olds (48 – 60 months)**
	Participate in some basic safety practices (e.g., fire/tornado drills).	Follow safety rules with adult support.	Identify safety rules and follow them with guidance from adults.	Identify and follow safety rules with minimal guidance from adults (e.g., hold an adult's hand when crossing the street; walk rather than run when indoors).
				Begin to identify and alert others of potential hazards.

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 49:

Chapter 7. Social-Emotional Development

§701. Introduction

Repealed.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2474 (September 2013), repealed LR 49:

§703. Early Relationships with Adults and Peers

Repealed.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2474 (September 2013), repealed LR 49:

§705. Self-Concept

Repealed.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2474 (September 2013), repealed LR 49:

§707. Self-Regulation: Managing Behavior and Emotions

Repealed.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2474 (September 2013), repealed LR 49:

§709. The Role of Temperament

Repealed.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2474 (September 2013), repealed LR 49:

Chapter 9. Glossary

§901. Definitions

Repealed.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2478 (September 2013), repealed LR 49:

Chapter 11. Strategies to Support Children with Disabilities and English Language Learners

§1101. Strategies for Including Children with Disabilities in Program Activities

Repealed.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2478 (September 2013), repealed LR 49:

Family Impact Statement

In accordance with section 953 and 974 of title 49 of the Louisiana Revised Statutes, there is hereby submitted a Family Impact Statement on rules proposed for adoption, repeal, or amendment. All Family Impact Statements will be kept on file in the state board office which has adopted, amended, or repealed rules in accordance with the applicable provisions of the law relating to public records.

1. Will the proposed Rule affect the stability of the family? No.
2. Will the proposed Rule affect the authority and rights of parents regarding the education and supervision of their children? No.
3. Will the proposed Rule affect the functioning of the family? No.
4. Will the proposed Rule affect family earnings and family budget? No.
5. Will the proposed Rule affect the behavior and personal responsibility of children? No.
6. Is the family or a local government able to perform the function as contained in the proposed Rule? Yes.

Poverty Impact Statement

In accordance with section 973 of title 49 of the Louisiana Revised Statutes, there is hereby submitted a Poverty Impact Statement on rules proposed for adoption, amendment, or repeal. All Poverty Impact Statements will be in writing and kept on file in the state agency which has adopted, amended, or repealed rules in accordance with the applicable provisions of the law relating to public records. For the purposes of this section, the word "poverty" means living at or below 100 percent of the federal poverty line.

1. Will the proposed Rule affect the household income, assets, and financial authority? No.
2. Will the proposed Rule affect early childhood development and preschool through postsecondary education development? Yes.

3. Will the proposed Rule affect employment and workforce development? Yes.

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 Statement

The impact of the proposed Rule on small businesses as defined in R.S. 49:965.6, the Regulatory Flexibility Act, has been considered. It is estimated that the proposed action is not expected to have a significant adverse impact on small businesses. The agency, consistent with health, safety, environmental, and economic welfare factors has considered and, where possible, utilized regulatory methods in the drafting of the proposed Rule that will accomplish the objectives of applicable statutes while minimizing the adverse impact of the proposed Rule on small businesses.

Provider Impact Statement

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

1. the staffing level requirements or qualifications required to provide the same level of service;

2. the cost to the providers to provide the same level of service; or

3. the ability of the provider to provide the same level of service.

Public Comments

Interested persons may submit written comments via the U.S. Mail until noon, November 9, 2022, to Shan N. Davis, Executive Director, Board of Elementary and Secondary Education, Box 94064, Capitol Station, Baton Rouge, LA 70804-9064. Written comments may also be hand delivered to Shan Davis, Executive Director, Board of Elementary and Secondary Education, Suite 5-190, 1201 North Third Street, Baton Rouge, LA 70802 and must be date stamped by the BESE office on the date received. Public comments must be dated and include the original signature of the person submitting the comments.

Shan N. Davis
Executive Director

FISCAL AND ECONOMIC IMPACT STATEMENT FOR ADMINISTRATIVE RULES
RULE TITLE: Bulletin 136—The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years

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

There may be increased costs to develop updated resources, guidance, and materials to support educators in their work as it relates to the Early Learning Development Standards. Most of these materials will be developed by Louisiana Department of Education (LDE) staff using existing resources. Additional resources may be developed using Child Care and Development Fund (CCDF) or American Rescue Plan Act (ARPA) dollars and will be determined as needed.

The proposed revisions replace and provide Early Learning and Development Standards (ELDS), a set of common, developmentally-appropriate expectations for what children typically know, understand, and are able to perform at different stages of early childhood. The ELDS provide age-appropriate goals for children's learning and development that guide teachers, caregivers, and other early childhood professionals on the types of experiences and activities children should have during their earliest years. ELDS can be used to support developmentally appropriate curriculum and assessment and to outline a progression of development and learning that supports success in school and in life.

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

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

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

The proposed revisions may require child care providers to participate in further training; however, the LDE covers the cost of these trainings through Child Care Resource and Referral Agencies and/or through online trainings developed and provided by the LDE.

IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)

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

Beth Scioneaux	Alan M. Boxberger
Deputy Superintendent	Interim Legislative Fiscal Officer
2210#035	Legislative Fiscal Office

NOTICE OF INTENT

Board of Elementary and Secondary Education

Bulletin 137—Louisiana Early Learning Center Licensing Regulations (LAC 28:CLXI.1723)

In accordance with the provisions of R.S. 17:6(A)(10) and the Administrative Procedure Act (APA), R.S. 49:953(B)(1) et seq., the Board of Elementary and Secondary Education proposes to amend LAC 28:CLXI.1723 in *Bulletin 137—Louisiana Early Learning Center Licensing Regulations.* The proposed revisions clarify the deadline for teachers and staff in early learning centers to complete pediatric first aid and CPR training. Proposed revisions align with federal statute and allow staff 60 days from the date of hire to receive certification in pediatric first aid and CPR.

Title 28
EDUCATION
Part CLXI. Bulletin 137—Louisiana Early Learning Center Licensing Regulations

§1723. CPR and First Aid Certifications

A. - E. …

F. Within 60 calendar days from the date of hire and prior to assuming sole responsibility for any children, each staff member shall have current certification in pediatric first aid and CPR. During this period, caregivers and teachers who provide direct care for children must be supervised until training is completed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 and 17:407.40(A)(1).

POTPOURRI

Board of Elementary and Secondary Education

Notice of Public Hearing

Bulletin 136—*The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years*

On October 11, 2022, the State Board of Elementary and Secondary Education approved, as Notice of Intent, revisions to Bulletin 136, *The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years*. This Notice of Intent was published on pages 2614-2629 of the October 20, 2022 issue of the *Louisiana Register*, as recommended by the Early Childhood Care and Education (ECCE) Advisory Council and the Louisiana Department of Education (LDE). Requests for a public hearing regarding the October 20, 2022, Notice of Intent were received. In accordance with R.S. 49:953.A(2)(a) and R.S. 49:953A(2)(b)(i), BESE will hold a public hearing on November 28, 2022, at 2:00 p.m. in the Claiborne Building, Room 1-100 (The Louisiana Purchase Room), 1201 North Third Street, Baton Rouge, LA 70802. Interested persons are invited to attend.

Interested persons are invited to attend and submit oral or written comments. BESE will consider all written and oral comments; however, only written comments received by BESE will be included in the report and submitted to the Louisiana legislative oversight committees. Written comments must be hand-delivered or mailed to the BESE office. Hand-delivered comments must be date-stamped by BESE office staff on the date received. Comments sent via U.S. Mail must be dated and must include the original signature of the person submitting the comments. If mailing, please send to: Mrs. Shan N. Davis, Executive Director, Board of Elementary and Secondary Education, P.O. Box 94064, Capitol Station, Baton Rouge, LA 70804. For hand-delivered comments, the BESE office is located at: 1201 North Third Street, Baton Rouge, LA in the Claiborne Building, Suite 5-190. All comments must be received no later than 1 p.m. on November 28, 2022.

Any individual who needs special assistance in order to attend or speak at this public hearing should notify Shan Davis, BESE Executive Director, within ten (10) working days prior to the Hearing Date, in writing at, Board of Elementary and Secondary Education, P.O. Box 94064, Capitol Station, Baton Rouge, via email at Shan.Davis@LA.GOV or by telephone at (225) 342-5840. Any questions should be directed to Erin LeBlanc at 225-342-5841 or call the board office at (225) 342-5840.

Shan N. Davis
Executive Director

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."

<u>Agency Response to Comments</u>

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:

<u>Response:</u> 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	*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.*

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: *Using* Vocabulary (verbal expression, asking and answering questions, articulation) *Receptive: *Understanding* 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: *Strand-Speaking and Listening* Comprehend or understand and use language Located on page 59 of the EC Birth-5 Standards	Standard 1	Standard 1: *Strand-Receptive Communication* 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	*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:* *- Receptive Communication* *-Expressive Communication* *-Social and Conversational Rules* *The strands were added to clarify the Language Development Sub-Domain.*
Standard ELLD 2	Standard LL 2: *Strand-Language* Comprehend and use increasingly complex and varied vocabulary. Located on page 60 of the EC Birth-5 Standards	Standard 2	Standard 2: *Strand-Expressive Communication* Communicate with others to express self. Located on page 12-13 of the ELDS Review Committee Draft Document	
		Standard 3	Standard 3: *Strand-Social and Conversational Rules* 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	*Interest in books and characters *Understand basic features of print *Understand units of sound *Familiarity with writing utensils, conventions, and skills		Focus: *Pre-reading: Speaking & Listening, Vocabulary *Pre-writing (Emergent writing)	
Standard ELLD 3	Standard LL 3: *Strand-Reading: Literature and Information in Print* Develop an interest in books and their characteristics. Located on page 61 of the EC Birth-5 Standards	Standard 1	Standard 1: *Strand-Phonological Awareness* Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds. Located on page 16 of the ELDS Review Committee Draft Document	*The Language and Literacy Development Domain was changed to 2 Sub-Domains. Language Development and Early Literacy.* *Within the sub-domain of Early Literacy, five "strands" were identified:* *- Phonological Awareness* *-Print Concepts* *-Alphabet Awareness* *-Comprehension* *-Emergent Writing* *The strands were added to help clarify the Early Literacy Sub-Domain*
Standard ELLD 4	Standard LL 4: *Strand-Reading: Literature and Information in Print* Comprehend stories and information from books and other print materials. Located on page 62-63 of the EC Birth-5 Standards	Standard 2	Early Literacy Standard 2: *Subdomain-Print Concepts* Children demonstrate knowledge of books and how print conveys meaning. Located on page 17-18 of the ELDS Review Committee Draft Document	
Standard ELLD 5	Standard LL 5: *Strand-Reading: Foundational Skills* Demonstrate understanding of the organization and basic features of print Located on page 64 of the EC Birth-5 Standards	Standard 3	Standard 3: *Strand-Alphabet Awareness* Children recognize and identify letters and make letter-sound connections. Located on page 19 of the ELDS Review Committee Draft Document	
Standard ELLD 6	Standard LL 6: *Strand-Reading: Foundational Skills* Demonstrate understanding of different units of sound in language (words, syllables, phonemes). Located on page 65 of the EC Birth-5 Standards	Standard 4	Standard 4: *Strand-Comprehension* Children show interest in and gain understanding from a variety of early literacy experiences. Located on page 20-21 of the ELDS Review Committee Draft Document	

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	*The first standard in the existing document addresses relationships with both adults and children. The revision separated those into two*

			Document	*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.*
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	*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.*
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	*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.*
Standard SE 5	Regulate attention, impulses, and behavior. Located on page 83 of the EC Birth-5 Standards			*This standard was deleted due to overlap with SE3.* *Located on slide 9 of the ELDS Review Update Deck*
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	*Standards and indicators*

1	representing numbers, and relationships between number and quantities Located on page 48 of the EC Birth-5 Standards	1	of numbers and the relationships between numbers and quantities. Located on page 24 of the ELDS Review Committee Draft Document	*were made more actionable and observable. The previous standards all included "understand," which is hard to measure. This was replaced with "demonstrate knowledge."* *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.* *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.* *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*
Standard CM 2	Understand basic patterns, concepts, and operations. Located on page 49 of the EC Birth-5 Standards	Standard 2	Children demonstrate knowledge of patterns and operations. Located on page 26 of the ELDS Review Committee Draft Document	
Standard CM 3	Understand attributes and relative properties of objects as related to size, capacity, and area Located on page 50 of the EC Birth-5 Standards	Standard 3	Children measure objects by their various attributes and use differences in attributes to make comparisons. Located on page 27 of the ELDS Review Committee Draft Document	
Standard CM 4	Understand shapes, their properties, and how objects are related to one another in space. Located on page 51 of the EC Birth-5 Standards	Standard 4	Children identify shapes and their properties, and describe the positions of objects in space. Located on page 28 of the ELDS Review Committee Draft Document	

				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	*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 participation activities that can be incorporated into play, and not necessary for a stand-alone standard.* *The social studies standards were reduced from 6 standards in the 2013 ELDS to 2 standards.*
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			
Standard CSS 6	Demonstrate an awareness of basic economic concepts. Located on page 53 of the EC Birth-5 Standards			
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	*Standards were revised to more clearly define what children will demonstrate by the end of preschool. For indicators - included the use*

	children in the classroom. Located on page 27 of the EC Birth-5 Standards		Review Committee Draft Document	*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).*
Standard CC2	Develop an appreciation for visual arts from different culture and create various forms of visual arts. Located on page 28 of the EC Birth-5 Standards	**Creative Arts: Visual Arts**		
		Standard 2	Children engage in multiple and varied visual art experiences. Located on page 33 of the ELDS Review Committee Draft Document	
		Creative Arts: Dramatic Play		
Standard CC3	Explore roles and experiences through dramatic art and play. Located on page 29 of the EC Birth-5 Standards	Standard 3	Children engage in multiple and varied forms of theater and dramatic play. Located on page 34 of the ELDS Review Committee Draft Document	

ELDS Written Comments Received by November 10, 2022

November 3, 2022

Evelyn Griffin
10310 The Grove Blvd
Baton Rouge, LA 70836

225-892-6003
griffin.evelyn@gmail.com

To: Members of the Louisiana State Board of Elementary and Secondary Education

Re: Louisiana Early Learning and Development Standards 2022

Dear Board Members:

Upon review of the 2022 standards, several questions arose. It would be helpful - at minimum - to have more time for review, and especially an opportunity for oral comment from the public. I request BESE to provide a public hearing to this end.

Sincerely,

Evelyn Griffin

RECEIVED
NOV 07 2022
Board of Elementary
and Secondary Education

MOMS for LIBERTY
EAST BATON ROUGE PARISH • LA

DATE: November 7, 2022

TO: Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, Louisiana 70802

FROM: Emily Chenevert - Moms for Liberty EBR Chair
9555 S. Tiger Bend Road, Baton Rouge, LA 70817
Momsforlibertyebr@gmail.com

SUBJECT: NOTICES OF INTENT Bulletin 136 The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years (LAC 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901,1101, and 1103) Public Comment

Dear members of the Louisiana State Board of Elementary and Secondary Education-

I am writing you to make my concerns noted regarding the Louisiana Early Learning and Development Standards for Children Birth to Five Years currently receiving written public comment as required by the Louisiana Register.

I am requesting BESE to provide a public hearing in order for those who would like to make a public comment on this matter have that opportunity to do so. On August 23, 2022 the public and organizations testified at the Academic Goals and Instructional Improvement committee, where the board voted to accept these standards, asking for more time to comment and review these standards.

This is my official request to BESE asking for the public hearing for the public regarding the Louisiana Early Learning and Development Standards for Children Birth to Five Years.

Thank you,

Emily Chenevert

RECEIVED
NOV 07 2022
Board of Elementary and Secondary Education

November 04, 2022

From: Kelly Surace
1522 S. Potwin Drive
Baton Rouge, LA 70810
knsurace@gmail.com

To: Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, Louisiana 70802

Delivered to: Shan N. Davis,
Executive Director, Board of Elementary and Secondary Education
Suite 5-190, 1201 North Third Street
Baton Rouge, LA 70802

Re: NOTICES OF INTENT Bulletin 136
The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years (LAC 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901,1101, and 1103) Public Comment

Written Public Comment:

I am writing to the members of the Louisiana State Board of Elementary and Secondary Education Board in order to voice my concerns and have them noted around the Louisiana Early Learning and Development Standards for Children birth to Five years, which is currently receiving written public comment as required by the Louisiana Register. I am requesting that BESE provide a public hearing which will give the community an opportunity for oral comments around these standards. On August 23, 2022 the public and organizations testified at the Academic Goals and Instruction Improvement Committee and asked for more time to comment and review these standards. It is my feeling, and this is my official request to BESE, that they BESE should hold a public hearing to give the opportunity for oral comments form on the proposed Louisiana Early Learning and Development Standards for Children Birth to Five Years.

With Best Wishes,

Kelly Surace

Kelly Surace

RECEIVED
NOV 07 2022
Board of Elementary
and Secondary Education

November 04, 2022

From: David Surace
1522 S. Potwin Drive
Baton Rouge, LA 70810
ddsurace@gmail.com

To: Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, Louisiana 70802

Delivered to: Shan N. Davis,
Executive Director, Board of Elementary and Secondary Education
Suite 5-190, 1201 North Third Street
Baton Rouge, LA 70802

Re: NOTICES OF INTENT Bulletin 136
The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years (LAC 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901,1101, and 1103) Public Comment

Written Public Comment:

To the members of the Louisiana State Board of Elementary and Secondary Education Board (BESE): I would like to express my concerns regarding the Louisiana Early Learning and Development Standards for Children Birth to Five years, which is currently receiving written public comment as required by the Louisiana Register. I would like to request for BESE to provide a public hearing, in order to give the community an opportunity to openly discuss these standards. On August 23, 2022 the public and organizations testified at the Academic Goals and Instruction Improvement Committee and asked for more time to comment and review these standards. It is my feeling that BESE should hold a public hearing to give the opportunity for oral comments form on the proposed Louisiana Early Learning and Development Standards for Children Birth to Five Years.

With Best Wishes,

David Surace

RECEIVED
NOV 07 2022
Board of Elementary and Secondary Education

November 06, 2022
From: Stacy Hudson
StacyHudson8@gmail.com

To: Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, Louisiana 70802

Delivered to: Shan N. Davis,
Executive Director, Board of Elementary and SecondaryEducation Suite 5-190, 1201 North Third Street, Baton Rouge, LA 70802

Re: NOTICES OF INTENT Bulletin 136 The Louisiana Standards for Early Childhood Care and Education Programs Serving
Children Birth-Five Years (LAC 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901,1101, and 1103) Public Comment

Written Public Comment:
Dear members of the Louisiana State Board of Elementary and Secondary Education, I am writing because I have concerns about the Louisiana Early Learning and Development Standards for Children Birth to Five Years currently receiving written public comment as required by the Louisiana Register. I also am requesting BESE to provide a public hearing to provide the opportunity for oral comments around these standards. The public and organizations testified on August 23, 2022 at the Academic Goals and Instructional Improvement Committee, where the board voted to accept these standards, asking for more time to comment and review these standards. This is my official request to BESE to provide a public hearing to provide the opportunity for oral comments from the public on the Louisiana Early Learning and Development Standards for Children Birth to Five Years.

Best Regards,
Stacy Hudson

RECEIVED
NOV 07 2022
Board of Elementary
and Secondary Education

November 04, 2022

From: Sharon Nason
11724 Pecan Grove Court
Baton Rouge, LA 70810
shnpurple@gmail.com

To: Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, Louisiana 70802

Delivered to: Shan N. Davis,
Executive Director, Board of Elementary and Secondary Education
Suite 5-190, 1201 North Third Street
Baton Rouge, LA 70802

Re: NOTICES OF INTENT Bulletin 136
The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years (LAC 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901,1101, and 1103) Public Comment

Written Public Comment:

I would like to write to the Louisiana State Board of Elementary and Secondary Education Board to inform them that I have concerns about the Louisiana Early Learning and Development Standards for Children Birth to Five years, which is currently receiving written public comment as required by the Louisiana Register. I would like to see BESE provide a public hearing which will give the community an opportunity for oral comments around these standards. On August 23, 2022 the public and organizations testified at the Academic Goals and Instruction Improvement Committee and asked for more time to comment and review these standards. I would therefore like to request that BESE hold a public hearing to give everyone the opportunity to talk about the proposed Louisiana Early Learning and Development Standards for Children Birth to Five Years.

With Best Wishes,

Sharon H Nason

Sharon Nason

RECEIVED
NOV 07 2022
Board of Elementary and Secondary Education

November 06, 2022
From: Rebecca Campagna
1730 Tudor Dr.
Baton Rouge, La 70815
rebeccagcampagna@gmail.com

To: Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, Louisiana 70802

Delivered to: Shan N. Davis,
Executive Director, Board of Elementary and Secondary Education Suite 5-190, 1201 North Third Street, Baton Rouge, LA 70802

Re: NOTICES OF INTENT Bulletin 136 The Louisiana Standards for Early Childhood Care and Education Programs Serving
Children Birth-Five Years (LAC 28: CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901,1101, and 1103) Public Comment

Written Public Comment:

Dear members of the Louisiana State Board of Elementary and Secondary Education,

I am a very concerned mother to a young child who is writing you regarding the Louisiana Early Learning and Development Standards for Children Birth to Five Years, currently receiving written public comment as required by the Louisiana Register. The drafted standards are too vague and also support critical race theory. The public, many of whom need to be made aware of these proposed changes, need more time to review and be able to provide feedback. I also request that BESE provide a public hearing to allow oral comments around these standards.

This is my official request for BESE to provide a public hearing to allow the public to have the opportunity for oral comments on the Louisiana Early Learning and Development Standards for Children Birth to Five Years.

Best Regards,

Rebecca Campagna

Rebecca Campagna

RECEIVED
NOV 07 2022
Board of Elementary
and Secondary Education

Date: November 06, 2022
From: Karen Venable, concerned parent
Physical Address: 11321 Moultrie Ave. Baton Rouge, LA 70817
Email Address: karenwvenable@gmail.com

To: Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street, Baton Rouge, Louisiana 70802

Delivered to: Shan N. Davis,
Executive Director, Board of Elementary and Secondary Education Suite 5-190, 1201 North Third Street, Baton Rouge, LA 70802

Re: NOTICES OF INTENT Bulletin 136 The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years (LAC 28: CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901,1101, and 1103) Public Comment

Written Public Comment:
Dear members of the Louisiana State Board of Elementary and Secondary Education I am writing you to make my concerns noted around the Louisiana Early Learning and Development Standards for Children Birth to Five Years currently receiving written public comment as required by the Louisiana Register. I also am requesting BESE to provide a public hearing to provide the opportunity for oral comments around these standards. The public and organizations testified on August 23, 2022 at the Academic Goals and Instructional Improvement Committee, where the board voted to accept these standards, asking for more time to comment and review these standards. This is my official request to BESE to provide a public hearing to provide the opportunity for oral comments from the public on the Louisiana Early Learning and Development Standards for Children Birth to Five Years. Early Childhood Education provided by schools is supposed to assist our children with increasing their knowledge and encouraging personal growth. The perspective provided by public schools should be unbiased. However, the introduction of Social and Emotional Learning (SEL) into the public classroom is infringing on the ability of families to raise their children in the cultural and religious aspects which they deem important. While the social aspect of group schooling is advantageous, teachers are not trained psychologists and facilitating emotional education is beyond their expertise. Counseling is a serious matter and should be handled on an individual basis with parental input and consent. Schools should not be providing blanketed therapeutic education.

Best Regards,

Karen Venable

RECEIVED
NOV 07 2022
Board of Elementary
and Secondary Education

November 05, 2022
From: Marilyn Gonzales
41073 Garden Court
Gonzales, LA 70737
Beaches721@eatel.net

To: Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, Louisiana 70802

Delivered to: Shan N. Davis,
Executive Director, Board of Elementary and Secondary Education Suite 5-190, 1201 North Third Street, Baton Rouge, LA 70802

Re: NOTICES OF INTENT Bulletin 136 The Louisiana Standards for Early Childhood Care and Education Programs Serving
Children Birth-Five Years (LAC 28: CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901,1101, and 1103) Public Comment

Written Public Comment:
Dear members of the Louisiana State Board of Elementary and Secondary Education,

I am writing to you as a grandparent concerned about the Louisiana Early Learning and Development Standards for Children Birth to Five Years, currently receiving written public comment as required by the Louisiana Register. There needs to be more time for those who were not aware of the previous review to give feedback.

I request for BESE to provide a public hearing to provide the opportunity for oral comments around these standards.

Many members of the public were unaware of the previous review and did not have the opportunity to participate in such a critical process. This is my official request to BESE to provide a public hearing so the public will have the opportunity for oral comments on the Louisiana Early Learning and Development Standards for Children Birth to Five Years.

Best Regards,

Marilyn Gonzales

Marilyn Gonzales

RECEIVED
NOV 07 2022
Board of Elementary
and Secondary Education

November 07, 2022
From: Cassidy Schulin
7300 Rougon Rd. #24
Port Allen, La 70767
dillon.cassidy72@gmail.com

To: Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, Louisiana 70802

Delivered to: Shan N. Davis,
Executive Director, Board of Elementary and Secondary Education Suite 5-190, 1201 North Third Street, Baton Rouge, LA 70802

Re: NOTICES OF INTENT Bulletin 136 The Louisiana Standards for Early Childhood Care and Education Programs Serving
Children Birth-Five Years (LAC 28: CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901,1101, and 1103) Public Comment

Written Public Comment:

Dear members of the Louisiana State Board of Elementary and Secondary Education,
I am writing to you because I am concerned about the Louisiana Early Learning and Development Standards for Children Birth to Five Years, currently receiving written public comment as required by the Louisiana Register. I am also requesting that BESE provide a public hearing so there is opportunity for oral comments around these standards. Many members of the public were unaware of the previous review and did not have the opportunity to participate in such a critical process.

This is my official request to BESE to provide a public hearing so the public will have the opportunity for oral comments on the Louisiana Early Learning and Development Standards for Children Birth to Five Years.

Best Regards,

Cassidy M. Schulin

Cassidy M. Schulin

RECEIVED
NOV 07 2022
Board of Elementary
and Secondary Education

November 06, 2022
Dawn Barrient
17412 Deerpath Ct.
Prairieville, LA 70769
dbarrient@eatel.net

To: Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, Louisiana 70802

Delivered to: Shan N. Davis
Executive Director, Board of Elementary and Secondary Education Suite 5-190, 1201 North Third Street, Baton Rouge, LA 70802

Re: NOTICES OF INTENT Bulletin 136 The Louisiana Standards for Early Childhood Care and Education Programs Serving
Children Birth-Five Years (LAC 28: CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901,1101, and 1103) Public Comment

Written Public Comment:

Dear Members of the Louisiana State Board of Elementary and Secondary Education,

I am writing in regards to the Louisiana Early Learning and Development Standards for Children Birth to Five Years. The revised standards have significantly been reduced in complexity which raises concerns. The draft is too vague and leaves the door open for any manner of personal interpretation and implementation of content by teachers/caregivers. I request that BESE provide a public hearing to provide the opportunity for oral comments around these standards.

This is my official request for BESE to provide a public hearing to allow the public to have oral comments on the Louisiana Early Learning and Development Standards for Children Birth to Five Years.

Sincerely,

Dawn Barrient

RECEIVED
NOV 07 2022
Board of Elementary
and Secondary Education

LOUISIANA HOUSE OF REPRESENTATIVES

302 School Street
Houma, LA 70360
Office: 985.858.2967
Fax: 985.858.2968
Email: amedeeb@legis.la.gov

COMMITTEES:
Civil Law and Procedure
Education
Labor and Industrial Relations
Atchafalaya Basin Program
Oversight Committee

BERYL A. AMÉDEE
State Representative ~ District 51

Shan Davis, Executive Director
Board of Elementary and Secondary Education
Box 94064, Capitol Station
Baton Rouge, LA 70804

November 7, 2022

RE: Louisiana Early Learning and Development Standards for Children Birth to Five Years

Dear Ms. Davis:

Since the August BESE meeting where I shared some preliminary concerns about the (then) proposed Early Childhood Education Curriculum Standards, I have taken the opportunity to study them further. I now have even greater concerns!

At that meeting, I shared that I consider these standards rather generic and boring when compared to the ones they are replacing, and unfriendly to the concept of "family." I believe I also labeled them "a step in the wrong direction." Further review has reaffirmed my preliminary findings. I would like to add that the expanded social/emotional aspect changes the primary focus of what will be required of staff in ways that further alienate families and diminish academics.

Please call a public hearing on the standards so that comments will become part of the official record and receive serious consideration.

Best regards,

Beryl A. Amedee

Beryl A. Amedee
State Representative

RECEIVED
NOV 07 2022
Board of Elementary and Secondary Education

November 04, 2022

To: Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, Louisiana 70802

Shan N. Davis
Executive Director
Board of Elementary and SecondaryEducation
1201 North Third Street Suite 5-190
Baton Rouge, LA 70802

Re: NOTICES OF INTENT Bulletin 136 The Louisiana Standards for Early Childhood Care and Education Programs Serving
Children Birth-Five Years (LAC 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901,1101, and 1103)
Dear Members:

I am writing you to document my concerns about the Louisiana Early Learning and Development Standards for Children Birth to Five Years currently receiving written public comment as required by the Louisiana Register. I am respectfully requesting that BESE provide a public hearing so that citizens can give oral comments about these standards.

Thank you for your continued public service.

Sincerely,

Vicki Cloutier
2903 Quiet Oak Place
Schriever, LA 70395
voc2003@hotmail.com

RECEIVED
NOV 07 2022
Board of Elementary
and Secondary Education

November 04, 2022

To: Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, Louisiana 70802

Shan N. Davis
Executive Director
Board of Elementary and SecondaryEducation
1201 North Third Street Suite 5-190
Baton Rouge, LA 70802

Re: NOTICES OF INTENT Bulletin 136 The Louisiana Standards for Early Childhood Care and Education Programs Serving
Children Birth-Five Years (LAC 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901,1101, and 1103)
Dear Members:

I am writing you to document my concerns about the Louisiana Early Learning and Development Standards for Children Birth to Five Years currently receiving written public comment as required by the Louisiana Register. I am respectfully requesting that BESE provide a public hearing so that citizens can give oral comments about these standards.

Thank you for your continued public service.

Sincerely,

Louis Cloutier, O.D.
130 Enterprise Dr.
Houma, LA 70360
Louiscloutier1@gmail.com

RECEIVED
NOV 07 2022
Board of Elementary
and Secondary Education

November 07, 2022

To: Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, Louisiana 70802

Shan N. Davis
Executive Director
Board of Elementary and SecondaryEducation
1201 North Third Street Suite 5-190
Baton Rouge, LA 70802

Re: NOTICES OF INTENT Bulletin 136 The Louisiana Standards for Early Childhood Care and Education Programs Serving
Children Birth-Five Years (LAC 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901,1101, and 1103)
Dear Members:

I am writing you to document my concerns about the Louisiana Early Learning and Development Standards for Children Birth to Five Years currently receiving written public comment as required by the Louisiana Register. I am respectfully requesting that BESE provide a public hearing so that citizens can give oral comments about these standards.

Thank you for your continued public service.

Sincerely,

Sarah Willis
224 Central Ave.
Houma, LA 70364
sarahcloutierwillis@hotmail.com

RECEIVED
NOV 07 2022
Board of Elementary
and Secondary Education

November 04, 2022

To: Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, Louisiana 70802

Shan N. Davis
Executive Director
Board of Elementary and SecondaryEducation
1201 North Third Street Suite 5-190
Baton Rouge, LA 70802

Re: NOTICES OF INTENT Bulletin 136 The Louisiana Standards for Early Childhood Care and Education Programs Serving
Children Birth-Five Years (LAC 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901,1101, and 1103)
Dear Members:

[I am writing you to make my concerns noted around the Louisiana Early Learning and Development Standards for Children Birth to Five Years currently receiving written public comment as required by the Louisiana Register. I am respectfully requesting BESE to provide a public hearing to provide the opportunity for oral comments around these standards.

Thank you,

Tobie Thibodeaux

Tobie Thibodeaux
tobiethib@gmail.com

RECEIVED
NOV 07 2022
Board of Elementary
and Secondary Education

Maria C. Guilott

100 Devereux Drive• Slidell, Louisiana 70461• Phone: 9852590299 •
E-Mail: guil@bellsouth.net

November 6, 2022

To: Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, Louisiana 70802

Shan N. Davis
Executive Director
Board of Elementary and Secondary Education
1201 North Third Street Suite 5-190
Baton Rouge, LA 70802

Re: NOTICES OF INTENT Bulletin 136 The Louisiana Standards for Early Childhood Care and Education Programs Serving
Children Birth-Five Years (LAC 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305,
307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901,1101, and 1103)

Dear Members of the Louisiana State Board of Elementary and Secondary Education:

I am writing to document my concerns about the Louisiana Early Learning and Development Standards for Children Birth to Five Years currently receiving written public comments as required by the Louisiana Register. I am respectfully requesting that BESE provide a public hearing so that citizens can give oral comments about these standards.

Sincerely,

Maria C. Guilott

Maria C. Guilott, Ph.D.

RECEIVED
NOV 07 2022
Board of Elementary and Secondary Education

LACAG

Louisiana Citizen Advocacy Group

November 07, 2022

To: Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, Louisiana 70802

Re: NOTICES OF INTENT Bulletin 136 The Louisiana Standards for Early Childhood Care and Education Programs Serving
Children Birth-Five Years (LAC 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901,1101, and 1103)

Dear Members:

I am writing you to make my concerns noted about the Louisiana Early Learning and Development Standards for Children Birth to Five Years currently receiving written public comment as required by the Louisiana Register. I am respectfully requesting that BESE provide a public hearing to allow citizens to express comments regarding these standards.

Thank you for your public service.

Sincerely,

J Christopher Alexander
LACAG
P.O.Box 64952
Baton Rouge, LA 70896
chris@lacag.org

RECEIVED
NOV 07 2022
Board of Elementary and Secondary Education

November 07, 2022

To: Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, Louisiana 70802

Re: NOTICES OF INTENT Bulletin 136 The Louisiana Standards for Early Childhood Care and Education Programs Serving
Children Birth-Five Years (LAC 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901,1101, and 1103)

Dear Members:

I am writing you to make my concerns noted about the Louisiana Early Learning and Development Standards for Children Birth to Five Years currently receiving written public comment as required by the Louisiana Register. I am respectfully requesting that BESE provide a public hearing to allow citizens to express comments regarding these standards.

Thank you for your public service.

Sincerely,

Catherine Alexander
1380 Steele Bvd
Baton Rouge, LA 70806
Katie@jcalaw.us

RECEIVED
NOV 07 2022
Board of Elementary
and Secondary Education

7 November 2022

To: Members of BESE

1201 North 3rd Street

Baton Rouge, La. 70802

Shan N. Davis

Executive Director

Board of Elementary and Secondary Education

1201 North 3rd Street, Suite 5 – 190

Baton Rouge, La. 70802

Re: NOTICES OF INTENT Bulletin 136, The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth – Five Years.

Dear Members:

I am writing to express my desire to have BESE provide a public forum by which citizens may give oral comments regarding the Louisiana Early Childhood Care and Education Programs Serving Children Birth – Five years.

Thank you for your consideration in this matter.

Sincerely,

George Crowdus

111 Suthon Ave

Houma, La. 70364

georgecrowdus@bellsouth.net

RECEIVED

NOV 07 2022

Board of Elementary and Secondary Education

November 6, 2022

To: Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, Louisiana 70802

Shan N, Davis
Executive Director, Board of Elementary and Secondary Education
1201 North Third Street Suite 5-190
Baton Rouge, LA 70802

Re: NOTICES OF INTENT Bulletin 136 The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years (LAC: 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201,301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901, 1101, and 1103)

Dear Members:

I am writing you to document my concerns about the Louisiana Early Learning and Development Standards for Children Birth to Five Years currently receiving written public comment as required by the Louisiana Register. I am respectfully requesting that BESE provide a public hearing so that citizens can give oral comments about these standards.

Thank you for your continued public service.

Sincerely,

Sherri Robichaux

Sherri Robichaux
416 Carthage Drive Houma
Houma, Louisiana 70360
Busylady12@comcast.net

RECEIVED
NOV 07 2022
Board of Elementary
and Secondary Education

November 6, 2022

To: Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, Louisiana 70802

Shan N, Davis
Executive Director, Board of Elementary and Secondary Education
1201 North Third Street Suite 5-190
Baton Rouge, LA 70802

Re: NOTICES OF INTENT Bulletin 136 The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years (LAC: 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201,301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901, 1101, and 1103)

Dear Members:

I am writing you to document my concerns about the Louisiana Early Learning and Development Standards for Children Birth to Five Years currently receiving written public comment as required by the Louisiana Register. I am respectfully requesting that BESE provide a public hearing so that citizens can give oral comments about these standards.

Thank you for your continued public service.

Sincerely,

L.A. Robichaux

Lew A Robichaux
416 Carthage Drive Houma
Houma, Louisiana 70360
Tony-robichaux@hotmail.com

RECEIVED
NOV 07 2022
Board of Elementary and Secondary Education

November 07, 2022

To: Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, Louisiana 70802

Re: NOTICES OF INTENT Bulletin 136 The Louisiana Standards for Early Childhood Care and Education Programs Serving
Children Birth-Five Years (LAC 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901,1101, and 1103)

Dear Members:

I am writing you to make my concerns noted about the Louisiana Early Learning and Development Standards for Children Birth to Five Years currently receiving written public comment as required by the Louisiana Register. I am respectfully requesting that BESE provide a public hearing to allow citizens to express comments regarding these standards.

Thank you for your public service.

Sincerely,

Mary Susie Labry

Mary Susie Labry
40128 Emerald Dr
Ponchatoula, LA 70454
lasunshinebr@yahoo.com

RECEIVED
NOV 07 2022
Board of Elementary and Secondary Education

To: Members of Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, Louisiana 70802

Shan N. Davis
Executive Director
Board of Elementary and SecondaryEducation
1201 North Third Street Suite 5-190
Baton Rouge, LA 70802

Re: NOTICES OF INTENT Bulletin 136 The Louisiana Standards for Early Childhood Care and Education Programs Serving
Children Birth-Five Years (LAC 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901,1101, and 1103)

Dear Members:

I am writing you to as a concerned citizen to make my concerns noted around the Louisiana Early Learning and Development Standards for Children Birth to Five Years currently receiving written public comment as required by the Louisiana Register. I am respectfully requesting BESE to provide a public hearing to provide the opportunity for oral comments around these standards.

Thank you for your continued service to our students and citizens of Louisiana.

Sincerely,

Kathy Edmonston

Kathy Edmonston
43510 N Pine Crest
Gonzalez, LA 70737
kathyoedmonston@gmail.com

RECEIVED
NOV 07 2022
Board of Elementary and Secondary Education

November 6, 2022

To: Member of Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, Louisiana 70802

Shan N. Davis
Executive Director
Board of Elementary and Secondary Education
1201 North Third Street Suite 5-190
Baton Rouge, LA 70802

Re: NOTICES OF INTENT Bulletin 136 The Louisiana Standards for Early Childhood Care and Education Programs Serving
Children Birth-Five Years (LAC 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901,1101, and 1103)
Dear Members:

I am writing you to make my concerns noted around the Louisiana Early Learning and Development Standards for Children Birth to Five Years currently receiving written public comment as required by the Louisiana Register. I am respectfully requesting BESE to provide a public hearing to provide the opportunity for oral comments around these standards.

Thank you for your service,

Paige Patterson

Paige Patterson

RECEIVED
NOV 07 2022
Board of Elementary
and Secondary Education

November 06, 2022

To: Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, Louisiana 70802

Shan N. Davis
Executive Director
Board of Elementary and SecondaryEducation
1201 North Third Street Suite 5-190
Baton Rouge, LA 70802

Re: NOTICES OF INTENT Bulletin 136 The Louisiana Standards for Early Childhood Care and Education Programs Serving
Children Birth-Five Years (LAC 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901,1101, and 1103)
Dear Members:

I am writing you to document my concerns about the Louisiana Early Learning and Development Standards for Children Birth to Five Years currently receiving written public comment as required by the Louisiana Register. I am respectfully requesting that BESE provide a public hearing so that citizens can give oral comments about these standards.

Thank you for your continued public service.

Sincerely,

James Blanchard
3389 Caleb Drive
Houma, LA 70360
985-688-0637
cherib1961@gmail.com

RECEIVED
NOV 07 2022
Board of Elementary
and Secondary Education

November 06, 2022

To: Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, Louisiana 70802

Shan N. Davis
Executive Director
Board of Elementary and SecondaryEducation
1201 North Third Street Suite 5-190
Baton Rouge, LA 70802

Re: NOTICES OF INTENT Bulletin 136 The Louisiana Standards for Early Childhood Care and Education Programs Serving
Children Birth-Five Years (LAC 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901,1101, and 1103)
Dear Members:

I am writing you to document my concerns about the Louisiana Early Learning and Development Standards for Children Birth to Five Years currently receiving written public comment as required by the Louisiana Register. I am respectfully requesting that BESE provide a public hearing so that citizens can give oral comments about these standards.

Thank you for your continued public service.

Sincerely,

Cheri Blanchard

Cheri Blanchard
3389 Caleb Drive
Houma, LA 70360
985-688-3494
cherib1961@gmail.com

RECEIVED
NOV 07 2022
Board of Elementary
and Secondary Education

November 04, 2022
To: Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, Louisiana 70802
Shan N. Davis
Executive Director
Board of Elementary and SecondaryEducation
1201 North Third Street Suite 5-190
Baton Rouge, LA 70802
Re: NOTICES OF INTENT Bulletin 136 The Louisiana Standards for Early Childhood Care and Education Programs Serving
Children Birth-Five Years (LAC 28:CLIX. 101. 103, 105, 107, 109. 111. 113, 201. 301, 303. 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711 901,1101, and 1103)

Dear Members,
I am writing you to make my concerns noted around the Louisiana Early Learning and Development Standards for Children Birth to Five Years currently receiving written public comment as required by the Louisiana Register. I am respectfully requesting BESE to provide a public hearing in order for the public to have the opportunity for oral comments around these standards.
Thank you,

Christy Haik

RECEIVED
NOV 07 2022
Board of Elementary and Secondary Education

09/08/2022

Board of Elementary and Secondary Education
ATTN: Shan Davis
1201 North Third Street, Suite 5-190
Baton Rouge, LA 70802

Dear Ms. Davis,

I am a resident and parent of East Baton Rouge Parish writing in support of the revised Early Learning and Development Standards, published as a Notice of Intent in the October 2022 Louisiana Register.

It is important to me to make sure my children, as well as all children in Louisiana, are prepared to work collaboratively with their peers to solve the problems of the future. The new Early Learning and Development Standards support children early on to learn the skills necessary to help them in school and later on in adulthood. As a parent, I am proud to support the revisions to the standards.

Thank you for your consideration.

Sincerely,

Celeste Carter

RECEIVED
NOV 09 2022
Board of Elementary
and Secondary Education

Friday, October 28, 2022

Board of Elementary and Secondary Education
ATTN:SHAN DAVIS
1201 North Third Street, Suite 5-190
Baton Rouge, LA 70802

Dear Ms. Davis,

I am a resident of Ouachita Parish and parent writing in support of the revised Early Learning and Development Standards, published as a Notice of Intent in the October 2022 Louisiana Register. It is important to me to make sure my children, as well as all children in Louisiana, are prepared to work collaboratively with their peers to solve the problems of the future. The new Early Learning and Development Standards support children early on to learn the skills necessary to help them in school and later on in adulthood.

As a parent, I am proud to support the revisions to the standards. Thank you for your consideration.

Bryanna Williams

Bryanna Williams

RECEIVED
NOV 09 2022
Board of Elementary and Secondary Education

November 2, 2022

Board of Elementary and Secondary Education
ATTN: Shan Davis
1201 North Third Street, Suite 5-190
Baton Rouge, LA 70802

Dear Ms. Davis,

I am writing as the owner of Toddler's University and Toddlers University 2 from Orleans Parish to urge you not to make additional changes to the revised Early Learning and Development Standards, published as a Notice of Intent in October 2022 Louisiana Register. As someone who runs an early care and education center, I get to watch children grow more confident in themselves and in their interactions with others. The new Early Learning and Development Standards support children in their journey to making good decisions that benefit themselves and others, and I am proud to support the revisions to the standards. Thank you for your leadership.

Sincerely,

Tiffany M. Spears
CEO

Toddler's University
4121 St. Claude Ave.
New Orleans, La. 70117
(504) 302-2695
toddlersuniversity1@yahoo.com

Toddlers University 2
5427 Crowder Blvd.
New Orleans, La. 70127
(504) 381-4686
toddlersuniversity1@yahoo.com

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NOV 09 2022
Board of Elementary
and Secondary Education

www.wilcoxacademyelc.com

November 2, 2022

Board of Elementary and Secondary Education
ATTN: Shan Davis
1201 North Third Street, Suite 5-190
Baton Rouge, LA 70802

Dear Ms. Davis,

I am writing as the owner of Wilcox's Academy of Early Learning from Orleans Parish to urge you not to make additional changes to the revised Early Learning and Development Standards, published as a Notice of Intent in the October 2022 Louisiana Register. These standards help our early care and education professionals guide young children as they learn valuable life skills, like paying attention in class, being a good student, making friends, and interacting and communicating with people.

Thank you for your support.

Sincerely,

Rochelle Wilcox
Owner/Executive Director
Wilcox's Academy of Early Learning

RECEIVED
NOV 09 2022
Board of Elementary
and Secondary Education

POWER COALITION
For Equity & Justice

10/25/2022

Board of Elementary and Secondary Education
ATTN: Shan Davis
1201 North Third Street, Suite 5-190
Baton Rouge, LA 70802

Dear Ms. Davis,

I am writing to express my support for the revised Louisiana Early Learning Development Standards (ELDS) on behalf of the Power Coalition for Equity and Justice.

These standards will ensure that early care and education providers have guidance based on research and best practices to prepare our youngest learners for success. We know that children who receive high-quality child care early in life do better in school. These standards, as published as a Notice of Intent in the October 2022 Louisiana Register, will help educators provide high-quality instruction to children in Louisiana, especially for children of color, to close the educational achievement gap in Louisiana. Furthermore, some studies even show that accessing a high-quality early care and education program can reduce a child's likelihood of future involvement in the criminal justice system, which also disproportionately affects black and brown folks in Louisiana.

The Power Coalition is proud to support the revisions to the standards. Thank you for all you do for our state's young children.

Sincerely,

Ashley K. Shelton

Ashley Shelton
Executive Director, Power Coalition for Equity and Justice

CGM

RECEIVED
NOV 09 2022
Board of Elementary
and Secondary Education

For Providers By Providers
info@forprovidersbyproviders.org

LETTER TO BESE

ELDS REVISIONS SUPPORT

November 2, 2022

Board of Elementary and Secondary Education
ATTN: Shan Davis
1201 North Third Street, Suite 5-190
Baton Rouge, LA 70802

Dear Ms. Davis,

I am writing as the owner of Shiloh Gardens Academy from Orleans Parish to urge you not to make additional changes to the revised Early Learning and Development Standards, published as a Notice of Intent in the October 2022 Louisiana Register.

- As an early care and education provider, I appreciate clear standards that support me in understanding what I can expect from children at different ages. The new Early Learning and Development Standards support my teachers in being effective and thoughtful in their practice, and I am proud to support the revisions to the standards.
- These standards help our early care and education professionals guide young children as they learn valuable life skills, like paying attention in class, being a good student, making friends, and interacting and communicating with people.

Thank you for your leadership and attention to this matter.

Sincerely,

Pamela Marshall
Executive Director
Shiloh Gardens Academy

RECEIVED
NOV 09 2022
Board of Elementary and Secondary Education

Cuddly Bear Child Development Center

3600 General Meyer Ave

New Orleans, LA 70114

(504) 364-0423

Board Of Elementary and Secondary Education

ATTN: Shan Davis

1201 North Third Street, Suite 5-190

Baton Rouge, LA 70802

Dear Ms. Davis,

As a child care center director of Cuddly Bear Child Development Center in Orleans Parish, I am writing to ask that you keep the Early Learning and Development Standards published as a Notice of intent in the October 2022 Louisiana Register.

As someone who works with young children each day, I see how children with loving and trusting relationships early in life learn to develop healthy relationships when they are older. The new Early Learning and Development Standards support children in becoming caring and trustworthy community members and I am proud to support the revisions to the standards.

Thank you for your support.

Sincerely,

Miranda Scott

Miranda Scott

CSN

RECEIVED

NOV 09 2022

Board of Elementary and Secondary Education

November 2, 2022

Board of Elementary and Secondary Education
ATTN: Shan Davis
1201 North Third Street Suite 5-190
Baton Rouge, La. 70802

Dear Ms. Davis,

I am the owner of First Class Academy Daycare, a childcare center located in St. Tammany Parish, and I am writing to share my support for the revisions to the Early Learning and Development Standards, published as Notice of Intent in the October 2022 Louisiana Register.

As someone who works with young children each day, I see how children with loving and trusting relationships early in life learn to develop healthy relationships when they are older. The new Early Learning and Development Standards support children in becoming caring and trustworthy community members, and I am proud to support the revisions to the standards.

Thank you for your consideration in this revision that is so important to all the children.

Sincerely,

Marissa M. Narcisse

Marissa Magee Narcisse

RECEIVED
NOV 09 2022
Board of Elementary
and Secondary Education

11/2/2022

Board of Elementary and Secondary Education

ATTN: Shan Davis

1201 North Third Street, Suite 5-190

Baton Rouge, LA 70802

Dear Ms. Davis,

As a child care center director of Kid's Kingdom Academy and Daycare, LLC in Orleans Parish, I am writing to ask that you keep the Early Learning and Development Standards published as a Notice of intent in the October 2022 Louisiana Register. As someone who runs an early care and education center and works directly with our children, I get to watch them grow more confident in themselves and see their positive interactions with others. The new Early Learning and Development Standards support children in their life long journey to making good decisions that will benefit themselves and others, and I am happy to support the revisions to the standards. Thank you for your leadership and support!

Blessings,

Ms. Lynette M. Rivers, Director

2903 Tulane Avenue
New Orleans, La 70127
Phone : (504) 373-5038
Fax: (504) 373-5090

RECEIVED
NOV 09 2022
Board of Elementary
and Secondary Education

November 2, 2022

Board of Elementary and Secondary Education
ATTN: Shan Davis
1201 North Third Street, Suite 5-190
Baton Rouge, LA 70802

Dear Ms. Davis,

I am writing as the owner of Kids of Excellence Learning Center from Orleans Parish to urge you not to make additional changes to the revised Early Learning and Development Standards, published as a Notice of Intent in the October 2022 Louisiana Register. These standards help our early care and education professionals guide young children as they learn valuable life skills, like paying attention in class, being a good student, making friends, and interacting and communicating with people.

Thank you for your support.

Sincerely,

Kristi Givens

Kristi Givens
Owner/Executive Director
Kids of Excellence Learning Center

RECEIVED
NOV 09 2022
Board of Elementary
and Secondary Education

11/2/2022

Board of Elementary and Secondary Education
ATTN: Shan Davis
1201 North Third Street, Suite 5-190
Baton Rouge, LA 70802

Dear Ms. Davis,

I am the owner of Little Prince & Princess Academy, a child care center located in St. Tammany Parish and am writing to share my support for the revisions to the Early Learning and Development Standards, published as Notice of Intent in the October 2022 Louisiana Register.
As someone who runs an early care and education center, I get to watch children grow more confident in themselves and in their interactions with others. The new Early Learning and Development Standards support children in their journey to making good decisions that benefit themselves and others, and I am proud to support the revisions to the standards.

Thank you for your support.

Sincerely,

Kiana Alexander

RECEIVED
NOV 09 2022
Board of Elementary
and Secondary Education

October 26, 2022

Board of Elementary and Secondary Education
ATTN: Shan Davis
1201 North Third Street, Suite 5-190
Baton Rouge, LA 70802

Dear Ms. Davis,

I am writing to you today as a parent from Orleans Parish to maintain the approved revisions to the Early Learning and Development Standards, published as a Notice of Intent in the October 2022 Louisiana Register. As a parent, I am looking not only for my child to learn academic skills in their early years but also those skills that will allow them to succeed in their relationships with others. I am proud to support the revisions to the standards.

Thank you for your support.

Sincerely,
Khanh Nguyen

RECEIVED
NOV 09 2022
Board of Elementary
and Secondary Education

October 25, 2022

Board of Elementary and Secondary Education
ATTN: Shan Davis
1201 North Third Street, Suite 5-190
Baton Rouge, LA 70802

Dear Ms. Davis,

I am a parent and resident of Orleans Parish and an Infant and Early Childhood Mental Health Consultant writing in support of the revised Early Learning and Development Standards, published as a Notice of Intent in the October 2022 Louisiana Register.

It is important to me to make sure my children, as well as all children in Louisiana, are prepared to work collaboratively with their peers to solve the problems of the future. The new Early Learning and Development Standards support children early on to learn the skills necessary to help them in school and later on in adulthood. As a parent and mental health provider for young children and their families, I am proud to support the revisions to the standards.

Thank you for your support for families and communities in Louisiana.

Sincerely,

Hien Sanchez, LCSW

RECEIVED
NOV 09 2022
Board of Elementary
and Secondary Education

Save the Children
Action Network

Scott Tippett
Louisiana State Manager
Save the Children Action Network
899 North Capitol Street NE, Suite 900,
Washington D.C. 20002

11/1/22

Board of Elementary and Secondary Education
ATTN: Shan Davis
1201 North Third Street, Suite 5-190
Baton Rouge, LA 70802

Dear Ms. Davis,

I am writing in support of the approved revisions to Louisiana's Early Learning Development Standards (ELDS) on behalf of Save the Children Action Network (SCAN). SCAN was created in 2014 as the political advocacy arm of Save the Children, to be the political voice for kids. We work to ensure that the issues critical to children's lives and futures are given top priority by our elected leaders, building bipartisan support to make sure every child has a strong start in life.

All of us want the same things for our children. We want our children to be responsible, make good decisions, set goals, be respectful, be self-reliant, understand how to solve problems, gain self-confidence, and take responsibility for their actions.

Children must be taught these skills, and they must be reinforced at home and in school. Children have one start to get it right. Some of life's most important lessons happen before the age of 5. That's why Louisiana was one of the first states in the country to put early childhood education standards in place back in 2013 to give our children the life skills they need to be more responsible and successful as they grow up.

We must move forward with these revised standards. I am proud to support the revisions to the standards.

Thank you for all you do for young children in Louisiana,

Scott Tippett
Louisiana State Manager
Save the Children Action Network

RECEIVED
NOV 09 2022
Board of Elementary
and Secondary Education

A Voice for Louisiana's Children & Families

AGENDA FOR CHILDREN

October 27, 2022

Board of Elementary and Secondary Education
ATTN: Shan Davis
1201 North Third Street, Suite 5-190
Baton Rouge, LA 70802

Dear Ms. Davis,

On behalf of Agenda for Children, I am writing to support the revised Louisiana Early Learning Development Standards (ELDS), published as a Notice of Intent in the October 2022 Louisiana Register.

The revised standards support early childhood educators by providing them with a set of common, developmentally-appropriate expectations for what children typically know, understand, and are able to do in their first five years of life. Louisiana has used Early Learning Development Standards for over 10 years to give our children a better start in life. The revised standards are in-line with our existing standards and reflect the best practices from a well-established field.

In order to reach Louisiana's vision that all children enter kindergarten ready for success in school and beyond, every day, all children – from infants through age five – need educators and caregivers who are prepared to promote their learning through high-quality interactions. The revised early learning standards are a high-quality instructional tool that supports early childhood professionals to understand the types of experiences children should have during their earliest years.

Our organization proudly supports the revised standards; our children's future depends on them.

Sincerely,

Jennifer "Jen" Roberts
Chief Executive Officer
Agenda for Children

RECEIVED
NOV 09 2022
Board of Elementary and Secondary Education

LOUISIANA POLICY INSTITUTE For CHILDREN

A Stronger Louisiana Starts with Successful Children

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Lizette M. Terral
Nicholas C. Tomlinson
Liz Smith
Jonald J. Walker, III, CPA
Luis C. Zervigon

Libbie Sonnier, Ph.D.
Executive Director

October 20, 2022

Board of Elementary and Secondary Education
ATTN: Shan Davis
1201 North Third Street, Suite 5-190
Baton Rouge, LA 70802

Dear Ms. Davis,

The Louisiana Policy Institute for Children supports the revisions to the Early Learning and Development Standards, published as a Notice of Intent in the October 2022 Louisiana Register. The research-based standards focus on learning and development milestones for children birth through age 5.

The approved updates are in-line with existing standards and reflect the best practices from a long-established scientific field, support the state's definition of kindergarten readiness, and are designed to be a reference and resource for early childhood educators so that they can teach and reinforce valuable skills that young children need to be successful.

I applaud your leadership to ensure our early care and education system thrives and continues to be a national leader in early learning so that children do better in school, and ultimately be more successful in life.

Sincerely,
Libbie Sonnier, Ph.D.

Executive Director of the Louisiana Policy Institute for Children
Chair of the Review Committee for the Louisiana Early Learning Development Standards
Vice Chair of the Early Care and Education Advisory Council

RECEIVED
NOV 09 2022
Board of Elementary and Secondary Education

(504) 442-0298 • P.O. Box 13552, New Orleans, LA 70185 • policyinstitutela.org

CHILDREN'S COALITION
For Northeast Louisiana

Creating communities where children and families thrive.

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DeRon Talley
Patience Talley

October 20, 2022

Board of Elementary and Secondary Education
ATTN: Shan Davis
1201 North Third Street, Suite 5-190
Baton Rouge, LA 70802

Dear Ms. Davis,

This letter is to share support for the revised Louisiana Early Learning Development Standards (ELDS) on behalf of the Children's Coalition of Northeast Louisiana.

The revised standards, published as a Notice of Intent in the October 2022 Louisiana Register, help early childhood educators guide young children as they learn valuable life skills, like paying attention in class, being a good student, making friends, and interacting and communicating with people. A long-established field of early childhood development shows that these kinds of skills help children be more responsible and successful as they grow.

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. Our children have one chance at childhood. Please maintain the revised standards so that we can give our children the life skills they need to be more responsible and successful as they grow up.

Sincerely,

Antoinette Hoard
Chief Operating Officer, Children's Coalition of Northeast Louisiana

RECEIVED
NOV 09 2022
Board of Elementary and Secondary Education

117 Hall Street
Monroe, LA 71201
(318) 323-8775
childrenscoalition.org

October 25, 2022

Board of Elementary and Secondary Education
ATTN: Shan Davis
1201 North Third Street, Suite 5-190
Baton Rouge, LA 70802

Dear Ms. Davis,

I am writing to you today as a parent from Orleans Parish to maintain the approved revisions to the Early Learning and Development Standards, published as a Notice of Intent in the October 2022 Louisiana Register.

As a parent, I am looking not only for my child to learn academic skills in their early years but also those skills that will allow them to succeed in their relationships with others. I am proud to support the revisions to the standards.

Thank you for your support.

Sincerely,

Cheruba Chavez
cherubaschavez@gmail.com

RECEIVED
NOV 09 2022
Board of Elementary
and Secondary Education

11/01/2022

Board of Elementary and Secondary Education ATTN: Shan Davis

1201 North Third Street, Suite 5-190

Baton Rouge, LA 70802

Dear Ms. Davis,

I am a resident of St Mary Parish and parent writing in support of the revised Early Learning and Development Standards, published as a Notice of Intent in the October 2022 Louisiana Register.

As a parent, I am looking not only for my child to learn academic skills in their early years but also, those skills that will allow them to succeed in their relationships with others. I am proud to support the revisions to the standards.

Thank you for your consideration.

Chasity Caesar

RECEIVED

NOV 09 2022

Board of Elementary and Secondary Education

11/2/2022
Board of Elementary and Secondary Education
ATTN: Shan Davis
1201 North Third Street, Suite 5-190
Baton Rouge, LA 70802

Dear Ms. Davis,

I am the owner of Jolly Kids Early Learning Center, a childcare center located in St. Bernard Parish and am writing to share my support for the revisions to the Early Learning and Development Standards, published as Notice of Intent in the October 2022 Louisiana Register. As someone who works with young children each day, I see how children with loving and trusting relationships early in life learn to develop healthy relationships when they are older. The new Early Learning and Development Standards support children in becoming caring and trustworthy community members, and I am proud to support the revisions to the standards. Thank you for your support.

Sincerely,

Ashley Jolly

Ashley Jolly

RECEIVED
NOV 09 2022
Board of Elementary
and Secondary Education

November 2, 2022

Broad of Elementary and Secondary Education

ATTN: Shan Davis

1201 North Third Street, Suite 5-190

Baton Rouge, LA 70802

Dear Ms. Davis,

I am writing as the owner of Covered Kids Learning Academy from Orleans Parish to urge you t not to make additional changes to the revised Early Learning and Development Standards, published as a Notice of Intent in the October 2022 Louisiana Register.

As someone who runs n early care and education center, I get to watch children grow more confident in themselves and in their intersections with others. The new Early Learning and Development Standards support children in their journey to making good decisions that benefit themselves and others, and I am proud to support the revisions to the standards.

Thanks for your support

Sincerely,

A Francois

Angelique Francois

Covered Kids Learning Academy

~Dream~Inspire~Achieve

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NOV 09 2022

Board of Elementary
and Secondary Education

October 20, 2022

Board of Elementary and Secondary Education
ATTN: Shan Davis
1201 North Third Street, Suite 5-190
Baton Rouge, LA 70802

Dear Ms. Davis,

I am writing to you today as a parent from Caddo Parish to maintain the approved revisions to the Early Learning and Development Standards, published as a Notice of Intent in the October 2022 Louisiana Register. It is important to me to make sure my children, as well as all children in Louisiana, are prepared to work collaboratively with their peers to solve the problems of the future. The new Early Learning and Development Standards support children early on to learn the skills necessary to help them in school and later on in adulthood. As a parent, I am proud to support the revisions to the standards. Thanking you in advance for your support.

Sincerely,

Angelia Turner

Angelia Turner

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NOV 09 2022
Board of Elementary
and Secondary Education

Open Minds Open Hearts Day Care

2001 Frenchmen Street, New Orleans,Louisiana 70116
Center Phone:(504) 945-1806 Fax: (504)945-1807 Email: omohdaycare@gmail.com

October 27, 2022

Board of Elementary and Secondary Education
ATTN: Shan Davis
1201 North Third Street, Suite 5-190
Baton Rouge, LA 70802

Dear Ms. Davis,

I am writing as the owner of Open Minds Open Hearts Daycare from Orleans Parish to urge you not to make additional changes to the revised Early Learning and Development Standards, published as a Notice of Intent in the October 2022 Louisiana Register.As someone who works with young children each day, I see how children with loving and trusting relationships early in life learn to develop healthy relationships when they are older. The new Early Learning and Development Standards support children in becoming caring and trustworthy community members, and I am proud to support the revisions to the standards.

Open Minds Open Hearts Daycare has been operating for 17 years to provide high-quality early care and education to children in our community. We have the capacity to serve 35 children in our center, but we cannot currently serve this many children due to a shortage of qualified workers. This has a tremendous impact in our community. Without quality child care, parents cannot work, attend school regularly, or pursue further job training.

We currently have 3 unfilled openings for teachers and require a minimum of a Child Development Associate (CDA) credential for employment in this role. We have been hiring for these positions over the past 16 months and have found a dearth of qualified candidates. Our starting salaries for these jobs range from $12.00 to $16.00 and include Dental,Vision, 401K Retirement, and much more. These positions provide ample opportunities for advancement as many of our entry-level teachers go on to become Directors and/or Lead Teachers.

We appreciate the leadership of the New Orleans Workforce Development Board in helping our early learning businesses address our workforce shortages and better meet demand for these critically important occupations. Do not hesitate to reach out if you have any questions or to provide updates.

Thank you for your support.

Ashley Smallwood

Ashley Smallwood
Owner/Director
Open Minds Open Hearts Daycare

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NOV 09 2022
Board of Elementary and Secondary Education

Follow @OpenMindsOpenHearts
Email: OMOHDaycare@gmail.com
Facebook: OMOHDaycare
www.openmindsopenheartsnola.com

SEA
EARLY CHILDHOOD ACADEMY

November 1, 2022

Board of Elementary and Secondary Education

ATTN: Shan Davis

1201 North Third Street, Suite 5-190

Baton Rouge, LA 70802

Dear Ms. Davis,

My name is Ariann Sentino, I am the owner of SEA Academy of a child care center located in Orleans Parish. I want to share my support for the revisions to the Early Learning and Development Standards, published as Notice of Intent in the October 2022 Louisiana Register.

As the childcare owner, I urge you to **NOT** make additional changes to the revised Early Learning and Development Standards, published as a Notice of Intent in the October 2022 Louisiana Register.

As an early care and education provider, I appreciate clear standards that support me in understanding what I can expect from children at different ages. The new Early Learning and Development Standards support me as a teacher in being effective and thoughtful in my practice, and I am proud to support the revisions to the standards.

Thank you for your leadership.

Sincerely,

Ariann Sentino

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Board of Elementary
and Secondary Education

Board of Elementary and Secondary Education
ATTN: Shan Davis
1201 North Third Street, Suite 5-190
Baton Rouge, LA 70802

2 November 2022

Dear Ms. Davis,

I am the owner of Royal Castle Child Development Center, a childcare center located in Orleans Parish and I'm writing to share my support for the revisions to the Early Learning and Development Standards, published as Notice of Intent in the October 2022 Louisiana Register.

As someone who runs an early care and education center, I get to watch children grow more confident in themselves and in their interactions with others. The new Early Learning and Development Standards support children in their journey to making good decisions that benefit themselves and others, and I am proud to support the revisions to the standards.

Thank you for your leadership.

Sincerely,

Pearlie Harris
Royal Castle Child Development Center
royalcastlekids@gmail.com

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NOV 09 2022
Board of Elementary
and Secondary Education

Clara's Little Lambs Preschool Academy
1871 Farragut Street
New Orleans, La. 70114
(504)-362-7710 (504)-354-8470

November 2, 2022

Board of Elementary and Secondary Education

ATTN: Shan Davis

1201 North Third Street, Suite 5-190

Baton Rouge, LA 70802

Dear Ms. Davis,

I am the owner of Clara's Little Lambs Preschool Academy # 4 & 5 and Clara's Little Lambs at Federal City; our childcare centers are located in Orleans Parish. We have been providing quality care and education for over 35 years serving over 250 children and their families. I am writing to share my support for the revisions to the Early Learning and Development Standards, published as Notice of Intent in the October 2022 Louisiana Register.

As someone who runs an early care and education center, I get to watch children grow more confident in themselves and in their interactions with others. The new Early Learning and Development Standards support children in their journey to making good decisions that benefit themselves and others, and I am proud to support the revisions to the standards.

Thank you for your consideration.

Sincerely,

Sonjia Brown-Joseph, Executive Director

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NOV 09 2022
Board of Elementary
and Secondary Education

For Providers By Providers
info@forprovidersbyproviders.org

November 3, 2022

Board of Elementary and Secondary Education
ATTN: Shan Davis
1201 North Third Street, Suite 5-190
Baton Rouge, LA 70802

Dear Ms. Davis,

As a child care center director of Carlie Care Kids, Inc center in Jefferson Parish, I am writing to ask that you keep the Early Learning and Development Standards published as a Notice of intent in the October 2022 Louisiana Register.

As someone who runs an early care and education center, I get to watch children grow more confident in themselves and in their interactions with others. The new Early Learning and Development Standards support children in their journey to making good decisions that benefit themselves and others, and I am proud to support the revisions to the standards.

.

Thank you for your support.

Sincerely,
Monique Rouege, MBA

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NOV 09 2022
Board of Elementary
and Secondary Education

Fun for Life Learning Center

(Because Learning will be Fun for Life, with the Right Foundation)

November 2, 2022

Board of Elementary and Secondary Education
ATTN: Shan Davis
1201 North Third Street, Suite 5-190
Baton Rouge, LA 70802

Dear Ms. Davis,

I am the owner of Fun for Life Learning Center, a childcare center located in Orleans Parish and am writing to share my support for the revisions to the Early Learning and Development Standards, published as Notice of Intent in the October 2022 Louisiana Register.

As someone who works with young children each day, I see how children with loving and trusting relationships early in life learn to develop healthy relationships when they are older. The new Early Learning and Development Standards support children in becoming caring and trustworthy community members, and I am proud to support the revisions to the standards

Thank you for your leadership and consideration.

Sincerely,

Robin LaBranch

Robin LaBranch

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NOV 09 2022
Board of Elementary
and Secondary Education

2529 Dreux Avenue, New Orleans, Louisiana 70122
Phone: 504-373-6534 • Fax: 504-304-6534 • e-mail: funforlifelearningcenter@gmail.com

6054 Hayne Blvd.
New Orleans, Louisiana 70126
Tel: (504)246-7995 Office
Fax: (504)246-7996 Fax

November 2, 2022

Board of Elementary and Secondary Education
ATTN: Shan Davis
1201 North Third Street, Suite 5-190
Baton Rouge, LA 70802

Dear Ms. Davis,

I am the Executive Director of The Preschool Learning Center, Inc., a child care center located in Orleans Parish and I'm writing to share my support for the revisions to the Early Learning and Development Standards, published as Notice of Intent in the October 2022 Louisiana Register.

As someone who works with young children each day, I see how children with loving and trusting relationships early in life learn to develop healthy relationships when they are older. The new Early Learning and Development Standards support children in becoming caring and trustworthy community members, and I am proud to support the revisions to the standards

These standards help our early care and education professionals guide young children as they learn valuable life skills, like paying attention in class, being a good student, making friends, and interacting and communicating with people.

Thank you for your leadership.

Sincerely,

L. Smothers

Ms. Smothers

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NOV 09 2022
Board of Elementary
and Secondary Education

November 04, 2022
From: Paige Lowry-Founder/President
Organization: Louisiana Education Alliance
Paige Lowry.Lea@outlook.com Address: 4488 N. Flannery Rd. Baton Rouge, LA 70814

To: Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, Louisiana 70802

Delivered to: Shan N. Davis,
Executive Director, Board of Elementary and SecondaryEducation Suite 5-190, 1201 North Third Street, Baton Rouge, LA 70802

Re: NOTICES OF INTENT Bulletin 136 The Louisiana Standards for Early Childhood Care and Education Programs Serving
Children Birth-Five Years (LAC 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901,1101, and 1103) Public Comment

Written Public Comment:
Dear members of the Louisiana State Board of Elementary and Secondary Education I am writing you to make my concerns noted around the Louisiana Early Learning and Development Standards for Children Birth to Five Years currently receiving written public comment as required by the Louisiana Register. I also am requesting BESE to provide a public hearing to provide the opportunity for oral comments around these standards. The public and organizations testified on August 23, 2022 at the Academic Goals and Instructional Improvement Committee, where the board voted to accept these standards, asking for more time to comment and review these standards. This is my official request to to BESE to provide a public hearing to provide the opportunity for oral comments from the public on the Louisiana Early Learning and Development Standards for Children Birth to Five Years.

Best Regards,
Paige Lowry

Paige Lowry

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NOV 09 2022
Board of Elementary and Secondary Education

488 Howard Brown Road
West Monroe, LA 71292

Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, Louisiana 70802

November 7, 2022

To Whom It May Concern:

I am writing to voice my concerns about the Louisiana Early Learning and Development Standards for Children Birth to Five Years currently receiving written public comment as required by the Louisiana Register. Also, I am asking BESE to provide a public hearing to give an opportunity for **oral comments surrounding these standards**. As I understand, the public and various organizations testified on August 23, 2022 at the Academic Goals and Instructional Improvement Committee, where the Board voted to accept the standards and asked for additional time to comment and review these standards.

This is my official request to BESE to provide a public hearing for oral comments from the public on the Louisiana Early Learning and Development Standards for Children Birth to Five Years.

Sincerely,

Nancy T. Parks
Nparks51@live.com
3187912490

Nancy T. Parks

Nancy T. Parks

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NOV 09 2022
Board of Elementary and Secondary Education

November 9, 2022

To: Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, LA 70802

Deliver To: Shan N. Davis
Executive Director, Board of Elementary and Secondary Education
Suite 5-190 1201 North Third Street
Baton Rouge, LA 70802

Re: NOTICE OF INTENT Bulletin 136 The Louisiana Standards for Early Childhood Care and Education Programs Serving
Children Birth-Five Years LLAC 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901, 1101, and 1103)
Public Comment

Dear members of the Louisiana State Board of Elementary and Secondary Education,

I would like to request a public hearing on the Early Learning and Development Standards for Children Birth to 5 years. The public was largely unaware of these standards coming up for consideration as we were all following the legislative session very closely. Several Representatives have spoken with concern for these standards and the public would like additional time to review and comment before they are implemented.

Thank you,

Tori Hymel

tori.smart21@gmail.com

33650 Beverly Drive

Denham Springs, LA 70706

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NOV 09 2022
Board of Elementary
and Secondary Education

LOUISIANA HOUSE OF REPRESENTATIVES

35055 LA Highway 16 Suite 2A
Denham Springs, LA 70706
Email: hodgesv@legis.la.gov
Phone: 225.791.2199
Fax: 225.791.9203

Appropriations interim member
Civil Law & Procedure
Comite Diversion Task Force-Chr.
House & Governmental Affairs
House Select Committee on Homeland Security
Labor & Industrial Relations- Vice Chr.

VALARIE HODGES
State Representative ~ District 64

November 9, 2022

To: Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, LA 70802

Deliver To: Shan N. Davis
Executive Director, Board of Elementary and Secondary Education
Suite 5-190 1201 North Third Street
Baton Rouge, LA 70802

Re: NOTICE OF INTENT Bulletin 136 The Louisiana Standards for Early Childhood Care and Education Programs Serving
Children Birth-Five Years LLAC 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901, 1101, and 1103)
Public Comment

Dear members of the Louisiana State Board of Elementary and Secondary Education,

I am requesting a public hearing to provide additional opportunity for public input in regards to the Louisiana Early Learning and Development Standards for Children Birth to Five Years. Due to the timing of these standards coming before BESE during our previous legislative session and the intense focus from the public on the legislative session, I believe the public was largely unaware that these standards were presented for consideration by BESE and open for comment. As our children and their education are of utmost importance to the parents and people of Louisiana, it is my duty to speak on their behalf and request that the Louisiana Board of Elementary and Secondary Education heed the public voice to open public comment once again on this issue.

Thank you for your leadership in Louisiana and your dedication to providing the best possible education for the students across our state.

Sincerely,

Valarie Hodges
State Representative District 64

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NOV 09 2022
Board of Elementary and Secondary Education

November 6, 2022

Carole Hornsby Haynes, Ph.D.
P.O. Box 925
Lake Dallas, Texas 75065
469-867-3086
chaynes@drcarolehhaynes.com; chaynes777@gmail.com

To: Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, Louisiana 70802

Delivered to: Shan N. Davis, Executive Director, Board of Elementary and SecondaryEducation Suite 5-190, 1201 North Third Street, Baton Rouge, LA 70802

Re: NOTICES OF INTENT Bulletin 136 The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years (LAC 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901,1101, and 1103) Public Comment

Dear Board Members:

Louisiana State Advocates requested my expert review of the Early Childhood Education Standards after their own review of the proposed changes which were scheduled for adoption at the August 23, 2022 Board Meeting. Below are my expert findings.

Education standards are intended to be comprehensive road maps for what is to be included in the local education process. A comparison of the 2022 draft standards with the 2013 Louisiana Early Learning and Development Standards shows a 77% reduction in content. The draft standards are not a comprehensive road map but rather a skeletal outline. The draft standards are so vague and so limited that the door is opened for any manner of personal interpretation and implementation of content by teachers/caregivers.

In addition to my concern discussed above, also of high concern is that the new standards will implement culturally responsive teaching.

As noted on page 8 of the July 13, 2022 power point presentation, the draft standards will use "culturally responsive" teaching that is "inclusive of children's individualized needs." Culturally Responsive Teaching fuses politics into the curriculum whether it be math, English, science, history, or art. Culturally Responsive Teaching, also known as Culturally Relevant Pedagogy, was coined in 1994 by self-proclaimed Critical Race Theorist, Gloria Ladson-Billings.

An example of this is the photo of a gay pride flag on the back of a rubber duck in a toddler's story book from Priddy Books, St. Martin's Press. Although the flag will not have any significance for the young child at this point in time, the child will begin to remember the flag in future pictures. Gradually the door is opened for discussions about transgenderism. This is an example of how the idea of LGBTQ+ is being normalized among young children.

"Inclusivity of individualized needs" is indicated as a priority in the draft standards. This is a vague term that opens the door for class discussions on topics such as transgenderism and diversity, equity, and inclusion (DEI) – code for the tenets of Critical Race Theory.

Embedded political issues in 0-5 lessons prepare young children for more advanced culturally responsive curricula in K-12. An example of this is the *Wit & Wisdom English Language Arts K-8* that is already in some

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- Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior; and
- Define reproduction and explain that all living things may have the capacity to reproduce.

In Social Studies, Standard 2, p. 17, "Children demonstrate an awareness of culture as its relates to self, family, and community," there are several new indicators.

- Identify the distinct characteristics of themselves and others;
- Communicate information about their family and community;
- Identify and/or ask questions about the distinct characteristics of groups of people and cultures;
- Describe familiar elements of one's family, community, and traditions; and
- Distinguish the distinct characteristics of groups of people and cultures.

In Creative Arts, Standard 3, p. 19, "Children engage in multiple and varied forms of dramatic play," there are new indicators that concern me.

- "Use props and pretend to be someone other than themselves.

This sounds harmless enough; however, the vagueness of the indicator can provide a pathway for a politicized lesson.

- Participate in dramatic play to express thoughts, feelings and creativity.

Young children have wonderfully wild and interesting imaginations and love to play act. Why would a play focus on thoughts and feelings? This seems to reinforce the fact that public education officially is no longer about academic learning but rather how one feels about something – social and emotional learning. The consequences of this change in educational purpose are evident in the continued decrease in the academic achievement levels of American students.

By aligning with the National Sex Education Standards, Louisiana schools will be fusing the tenets of Marxist Critical Race Theory and Queer Gender Theory into the daily lessons of impressionable young children. This is not conjecture, but what is clearly stated in the NSES document.

One of the NSES purposes is to

- "Ground the educational experience in social justice and equity, honoring the diversity of students (racial, ethnic, gender, orientation, ability, socio-economic, as well as academic) and promote awareness, understanding, and appreciation of diversity and inclusion." (p. 9)

The updated NSES has been

- "infused with principles of reproductive justice, racial justice, racial, social justice, and equity…."takes an intersectional approach"….. and "uses less cis and heteronormative language that reflects a broader range of relationships and identities." (p.10)

The updated NSES includes new topics:

- "continual evolution in language related to gender, gender identity, gender expression, sexual orientation, and sexual identity; and

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NOV 09 2022
Board of Elementary
and Secondary Education

- "inclusion of power and privilege, conscious and unconscious bias, intersectionality, and covert and overt discrimination, and the principles of reproductive justice, racial justice, social justice, and equity." (p.10)

Sincerely,

Carole Hornsby Haynes, Ph.D.
Education Policy Analyst / Curriculum and Instruction Specialist

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NOV 09 2022
Board of Elementary
and Secondary Education

November 07, 2022
From: Tiffany Hatten-Founder/President
Organization: Parent's Choice LA
Parentschoicela@gmail.com
P.O. Box 247
Calhoun, LA 71225

To: Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, Louisiana 70802

Delivered to: Shan N. Davis,
Executive Director, Board of Elementary and SecondaryEducation Suite 5-190, 1201 North Third Street, Baton Rouge, LA 70802

Re: NOTICES OF INTENT Bulletin 136 The Louisiana Standards for Early Childhood Care and Education Programs Serving
Children Birth-Five Years (LAC 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901,1101, and 1103) Public Comment

Written Public Comment:
Dear members of the Louisiana State Board of Elementary and Secondary Education, I am writing to you today regarding the Louisiana Early Learning and Development Standards for Children Birth to Five Years currently receiving written public comment as required by the Louisiana Register.

I also request BESE to provide the public an opportunity for in person comments around these standards. The board voted to accept these standards August 23, 2022 at the Academic Goals and Instructional Improvement Committee.

This is my formal written request to BESE to give the public opportunity for further oral comments regarding these Louisiana Early Learning and Development Standards for Children Birth to Five Years.

Bless,
Tiffany Hatten

THatten

RECEIVED
NOV 09 2022
Board of Elementary and Secondary Education

November 07, 2022
From: Liliena Gibson
lilienamay@gmail.com
206 White Column Drive
West Monroe, La 71291

To: Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, Louisiana 70802

Delivered to: Shan N. Davis,
Executive Director, Board of Elementary and SecondaryEducation Suite 5-190, 1201 North Third Street, Baton Rouge, LA 70802

Re: NOTICES OF INTENT Bulletin 136 The Louisiana Standards for Early Childhood Care and Education Programs Serving
Children Birth-Five Years (LAC 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901,1101, and 1103) Public Comment

Written Public Comment:
Dear members of the Louisiana State Board of Elementary and Secondary Education, I request BESE to allow for the opportunity for oral comments regarding the Louisiana Early Learning and Development Standards for Children Birth to Five Years currently receiving written public comment as required by the Louisiana Register. The board voted to accept these standards August 23, 2022 at the Academic Goals and Instructional Improvement Committee.

Please accept this as my official written request to BESE to give the public the opportunity for additional oral comments for these Louisiana Early Learning and Development Standards for Children Birth to Five Years.

Many Thanks,
Liliena Gibson

RECEIVED
NOV 09 2022
Board of Elementary
and Secondary Education

November 8, 2022

From: Rebecca Lawrence

Concerned Grand Parent

rhl1949@gmail.com

To: Members of the Louisiana State Board of Elementary and Secondary Education

1201 North 3rd Street

Baton Rouge, Louisiana 70802

Delivered to: Shan N. Davis,

Executive Director, Board of Elementary and Secondary Education Suite 5-190, 1201 North Third Street, Baton Rouge, La. 70802

Re: NOTICES OF INTENT Bulletin 136 The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years (LAC 28:CLIX, 101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901, 1101, and 1103) Public Comment

Written Public Comment:

Dear Members of the Louisiana State Board of Elementary and Secondary Education,

As a Grand Parent of small children I am concerned about the Louisiana Early Childhood Care and Education Programs serving Birth- Five Years currently receiving written comment as required by the Louisiana Register. My request to BESE would be to allow a public hearing to be held in order to hear oral comments and a review of concerns about the standards criteria in this program. I would also request this meeting be scheduled and publicized at least 14 days prior to the meeting to allow the public time to plan to attend.

Respectfully, Rebecca Lawrence

Rebecca Lawrence

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NOV 09 2022

Board of Elementary and Secondary Education

Brenda O'Brock
248 Lake Point Drive
Shreveport, Louisiana 71109
(318) 469-0957
brenda.obrock@reagan.com

November 7, 2022

Shan Davis, Executive Director, BESE
1201 North Third Street - Suite 5-190
Baron Rouge, Louisiana 70802

Re: Children need to be under the auspices of their parents

Forced Early Childhood Curriculum Standards is Unconstitutional

Dear Ms. Davis:

Early Childhood Education would be doing the wrong thing at the wrong time and is in direct violation of the design of children! Children need to be under the auspices of their parents. Neglecting to acknowledge this fact would only lead to more dysfunction and setbacks, especially at early stages of life.

Our government has demonstrated in the past that it **can't do ALL** things well. Look at our state and how education is not a hallmark of academics. Do you plan to FAIL CHILDREN SOONER by Early Childhood Education? Will there be experts attending these babies and children or will you be hiring minimum wage youth to supervise these children? Please consider other government programs and how they are an abject failure. Government Health Care has failed us during this epidemic of Covid with heads like Fauci changing his mind on the topic of vaccine and masks. Top down education suffers in the same way!

Forced academic instruction for preschoolers is a big mistake as every child has their own learning pace and parents are their childrens' best nurturers and teachers. Children need to be home with their parents in the early stages of life and government needs to shrink back from this overreach.

Sincerely,

Brenda O'Brock

RECEIVED
NOV 09 2022
Board of Elementary
and Secondary Education

p.s. please respond to me by U.S. mail as well.

LACAG

Louisiana Citizen Advocacy Group

November 04, 2022

To: Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, Louisiana 70802

Re: NOTICES OF INTENT Bulletin 136 The Louisiana Standards for Early Childhood Care and Education Programs Serving
Children Birth-Five Years (LAC 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901,1101, and 1103)

Dear Members:

I am writing you to make my concerns noted about the Louisiana Early Learning and Development Standards for Children Birth to Five Years currently receiving written public comment as required by the Louisiana Register. I am respectfully requesting that BESE provide a public hearing to allow citizens to express comments regarding these standards.

Thank you for your public service.

Sincerely,

J Christopher Alexander
LACAG

RECEIVED
NOV 09 2022
Board of Elementary
and Secondary Education

`November 4, 2022

FROM: Charles A. Owen

SUBJECT: Request for Public Hearing

TO: Shan N. Davis, Executive Director, Board of Elementary and Secondary Education
Box 94064, Capitol Station
Baton Rouge, LA 70804-9064

Please accept this letter as my request for a Public Hearing related to the Board of Elementary and Secondary Education proposal to amend LAC 28:CLIX, as prescribed in Bulletin 136 – The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years,

I understand and do not doubt the need to replace and provide Early Learning and Development Standards (ELDS), but I believe the public needs to be provided a more thorough and intricate review of the background, intent and expected outcomes of the to-be-adopted standards. Further, I think the public needs to be able to provide more in-depth analysis of the benefits and potential pitfalls to the adoption of the standards under review.

It is my hope that this letter, delivered as per requirements stipulated in public bulletins, meets requirements for requesting a public hearing. I am the point of contact for this request. I can be reached at caodeploy@yahoo.com if anyone has any questions about this Request.

4 Nov 2022

Charles A. Owen
2105 Nolan Trace
Leesville, LA 71446

RECEIVED
NOV 09 2022
Board of Elementary
and Secondary Education

Bonnie J Pharr
8986 Marlow Dr.
Shreveport, La. 71118
(318)773-3200
bsvdbigracptl@gmail.com

November 7, 2022

Shan Davis, Exec. Director, La BESE
1201 N. 3rd St. Ste 5-190
Baton Rouge, La. 70802

RE: 1. Stop using Children to change the law
2. For sound emotional growth, Children should be left in the care and admonition of their biological parents until age of 6 yrs. (and some children beyond this age for not all are same pace learners), this by the end of the month before school begins, as of today that would be July 31, 2022.
3. Forced Early Childhood Curriculum Standards IS UNCONSTITUTIONAL!! YOU ARE UNDER OBLIGATION AND COMMANDED TO FOLLOW OUR LAWS!

Dear Shan Davis:

Age 6 is early enough for children to be exposed to public settings! They are not equipped to handle this kind of activity. We are expecting far too much from them at this age! EARLY ages is what has put them under far too much strain and stress expecting them to respond and act far beyond their designed capabilities! Children need close family nurturing and support. Our public schools were instituted to be EDUCATIONAL, teaching them basic fundamental functional knowledge: READING (OUR CHRISTIAN BIBLE WAS USED AS OUR FIRST READER), ENGLISH, WRITING, ARITHMETIC, SCIENCE, AMERICAN AND WORLD HISTORY, GEOGRAPHY.

We demand that all sex oriented education be eliminated immediately! All sex BOOKS, subjects and conversation be eliminated on school campuses and public school transportation!

If you analyze the negative affects of our public school education for the past 70 years, it it clear that what has been forced upon us and our children in education and social arena has put us in the negative results category! We never had these problems until the negative changes were implemented.

We do NOT want nor will we tolerate any more destructive governmental programs forced upon us or our children! Neither will we tolerate our elected EMPLOYEES disdain for their employer, the tax payer (the one who pays all expenses!)

Your unconstitutional overreach of our public school educational institutions has ended!

I request that your response to my correspondence be by U S Mail within 10 days.

RECEIVED
NOV 09 2022
Board of Elementary and Secondary Education

Sincerely,

Bonnie J Pharr

November 04, 2022

To: Members of the Louisiana State Board of Elementary and Secondary Education
1201 North 3rd Street
Baton Rouge, Louisiana 70802

Re: NOTICES OF INTENT Bulletin 136 The Louisiana Standards for Early Childhood Care and Education Programs Serving
Children Birth-Five Years (LAC 28:CLIX.101, 103, 105, 107, 109, 111, 113, 201, 301, 303, 305, 307, 401, 403, 405, 407, 409, 411, 501, 503, 505, 507, 509, 701, 703, 706, 707, 709, 711, 901,1101, and 1103)

Dear Members:

I am writing you to make my concerns noted about the Louisiana Early Learning and Development Standards for Children Birth to Five Years currently receiving written public comment as required by the Louisiana Register. I am respectfully requesting that BESE provide a public hearing to allow citizens to express comments regarding these standards.

Thank you for your public service.

Sincerely,

Catherine Alexander
1380 Steele Blvd
Baton Rouge, LA 70806

RECEIVED
NOV 10 2022
Board of Elementary
and Secondary Education

ELDS Written Comments
Received by November 28, 2022

LINK | RESTAURANT GROUP

RECEIVED
NOV 28 2022
Board of Elementary and Secondary Education

November 22, 2022

Board of Elementary and Secondary Education
ATTN: Shan Davis
1201 North Third Street, Suite 5-190
Baton Rouge, LA 70802

Dear Ms. Davis,

I am writing in support of the revisions to the Early Learning and Development Standards and urge the Louisiana Board of Elementary and Secondary Education to move forward with implementing the revised standards. This approval is critically important...it will have a positive impact helping early childhood educators reinforce the development of good life skills and prepare children to be kindergarten ready. These early years build the foundation for success in K-12, where the future workers and leaders of Louisiana will be developed.

Before I continue, let me tell you about me personally. I'm the senior partner of Link Restaurant Group in New Orleans. We own and operate Herbsaint, Peche, Cochon, Gianna, Butcher, La Boulangerie, and Calcasieu private dining. All are in New Orleans where we currently employ 480 team members. I also own businesses in Lafayette and in the Florida Parishes. Over the course of my career, I've been fortunate to own many businesses, having employed 1,000s of people. The huge majority of those were Louisiana citizens.

During that career, I have seen too many job applicants that lack the basic life skills necessary to be successful, including good communication, the ability to cooperate, and the ability to overcome challenges. Too often this is a result of not having been provided a sound educational support system. And educational support must begin at birth. As we know from the science, in the first 1,000 days of life these little people develop 90% of their brain function. They are sponges for new knowledge and skill development. This is a critical time for a strong, supportive, caring educational environment.

The revised standards, published as a Notice of Intent in the October 2022 Louisiana Register, will ensure that these children learn the basic, most valuable skills that will not only help them in school but well beyond into a successful career in today's competitive workforce.

And we're not just talking about economic development. These standards anchor our kids with skills that will keep them in school and out of the criminal justice system. Basic human relationship skills, like paying attention, interacting, communicating, and making friends must be formulated both at home and at school. These standards provide a framework for our early education teachers to guide in cultivating these critical life skills.

I close by addressing the elephant in these hearings. Many of those opposed to these standards are mixing politics, race and religion to create a conspiracy theory that does not exist. Nor do these standards in any way diminish the roll of the parent in development of their child. In fact, they are supportive. I want everyone to be heard, but at the end of the day, we need BESE to be a strong steward of education standards that provide a classroom environment that will allow our children to thrive.

Thank you again for approving the revised standards and all that you do for children in our state.

Sincerely,

Bill Hammack
Senior Partner
Link Restaurant Group

NEW ORLEANS
CHAMBER
Board of Directors

Mindy Nunez Airhart
Chairwoman

Sandra Lombana Lindquist
President & CEO

Todd Matherne
Vice Chairman

Roderic F. Teamer, Sr.
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Secretary

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Josh Chenier
Amy Collins
Russell Deaver
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Elizabeth Ellison-Frost
Jennifer Esler
Chris Ferris
Michele Fontenot
Mamie Gasperecz
Debra Gould
Shawntele Green
Michael Griffin
Valerie Grubb
Christy C. Harowski
Eric Jones
Terry Jones
Theresa Jones
John Kilgore
Anthony LaMothe
Teresa Lawrence
Conner LeBlanc
Walt Leger, III
Luz Lobos
Matt Lundy
Kenny Malter
Dana Enclarde
Megan McNeill
Tina Meilleur
Laura Mellum
Pamela Meyer
Phala Mire
Kevin Monroe
Tonia Moore
Keith Naccari
Alisha Owens
Ashley Page
Angelina Parker
Krista Pouncy-Dyson
Nelson Rains
Suchitra Satpathi
Michael Sawaya
Mikel Schaefer
Nyka Scott
Rebecca Sha
Ron Stone
Anna Sumas
Dana Venezia
Jennie Westerman Diemont
DeWayne L. Williams
LaDana S. Williams
Jonathan A. Wilson

November 28, 2022

RECEIVED
NOV 28 2022
Board of Elementary and Secondary Education

Board of Elementary and Secondary Education
ATTN: Shan Davis
1201 North Third Street, Suite 5-190
Baton Rouge, LA 70802

Dear Ms. Davis,

I am writing in support of the approved revisions to Louisiana&# 39; s Early Learning Development Standards (ELDS) on behalf of the New Orleans Chamber of Commerce.

The revised standards, published as a Notice of Intent in the October 2022 Louisiana Register, will help young children learn valuable skills that will help them in school and well beyond into the workforce.

Many business executives across the country have noted that too many employees and job applicants lack the life skills necessary to be successful, such as good communication, the ability to cooperate, and how to overcome challenges.

The foundation of an adult's ability to perform these crucial skills are built in early childhood, and business leaders recognize the vital role of early childhood programs in supporting these skills.

Our organization proudly supports the revised standards; our children's future depends on them.

Thank you for all that you do for children in our state.

Sincerely,

Sandra Lindquist
President & CEO
New Orleans Chamber
1515 Poydras Suite 1010
New Orleans, La 70112
(504) 799-9314
www.NewOrleansChamber.org

November 28, 2022

Board of Elementary and Secondary Education
ATTN: Shan Davis
1201 North Third Street, Suite 5-190
Baton Rouge, LA 70802

Via Email

RECEIVED
NOV 28 2022
Board of Elementary and Secondary Education

Dear Ms. Davis:

I am writing in support of the approved revisions to Louisiana's Early Learning Development Standards (ELDS) on behalf of the Committee of 100 for Economic Development, Inc.

The revised standards, published as a Notice of Intent in the October 2022 Louisiana Register, will help young children learn valuable skills that will help them in school and later in the workforce.

Many business executives across the country have noted that too many employees and job applicants lack the life skills necessary to be successful, such as good communication, the ability to cooperate, and how to overcome challenges. Furthermore, the foundation of an adult's ability to perform these crucial skills are built in early childhood, and business leaders recognize the vital role of early childhood programs in supporting these skills.

Our organization proudly supports the revised standards; our children's success in the future depends on them. Thank you for all that you do for children in our state.

Sincerely,

Michael J. Olivier
CEO

www.c100la.org
P.O. Box 1546 • Baton Rouge, LA 70821
Office (225) 382-3750 • Fax (225) 336-5220

COUNCIL FOR A BETTER LOUISIANA

P.O. Box 4308
Baton Rouge, Louisiana 70821
(225) 344-CABL (344-2225) Fax (225) 338-9470
Web Site: www.cabl.org
E-mail: info@cabl.org

November 28, 2022

RECEIVED
NOV 28 2022
Board of Elementary and Secondary Education

Board of Elementary & Secondary Education
Attention: Shan Davis
1201 N. Third Street, Suite 5-190
Baton Rouge, LA 70802

Dear Ms. Davis,

I am writing on behalf of the Council for A Better Louisiana to express our support for the revisions to Louisiana's Early Learning Development Standards.

CABL strongly supported these standards before BESE in August and we continue to believe they represent a strong step forward for the young children of Louisiana. This new update streamlines our current standards while maintaining a focus on critical learning and developmental milestones including:

- Language and literacy
- Social skills and communication
- Problem-solving and creative thinking
- Physical coordination and healthy behavior

We recognize that there has been some concern about the term "social and emotional development" that is referenced in the standards. It is our belief and understanding that social and emotional learning focuses on the life skills that every child should have. Things like being responsible, making good choices, gaining self-confidence, getting along with others, and taking responsibility for one's action. We know that children who receive this type of instruction at home and in other settings do better in school, are more easily able to make friends, and have improved interactions and communications with other people.

One of the major problems businesses face in Louisiana is that, in many cases, they must hire people who do not have fully-developed life skills. As a result, these employees have a more difficult time communicating with colleagues, cooperating with others, and overcoming routine challenges. These are foundational skills that are best developed in the earliest years with parents and other caregivers and we must continue to champion that in Louisiana.

As always, we appreciate the work you do and your consideration of CABL's input.

Best regards,

Barry Erwin
President

LOUISIANA HOUSE OF REPRESENTATIVES

302 School Street
Houma, LA 70360
Office: 985.858.2967
Fax: 985.858.2968
Email: amedeeb@legis.la.gov

COMMITTEES:
Civil Law and Procedure
Education
Labor and Industrial Relations
Atchafalaya Basin Program
Oversight Committee

BERYL A. AMÉDEE
State Representative ~ District 51

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NOV 28 2022
Board of Elementary
and Secondary Education

Mrs. Shan N. Davis, Executive Director
Board of Elementary and Secondary Education
Box 94064, Capitol Station
Baton Rouge, LA 70804

November 28, 2022

RE: Louisiana Early Learning and Development Standards for Children Birth to Five Years

Dear Mrs. Davis:

Since the August BESE meeting where I shared some preliminary concerns about the (then) proposed Early Childhood Education Curriculum Standards, I have taken the opportunity to study them further. At that meeting, I shared that I consider these standards rather generic and boring when compared to the ones they are replacing, and unfriendly to the concept of "family." I believe I also labeled them "a step in the wrong direction." Further review has reaffirmed my preliminary findings and I now have even greater concerns.

The new content standards are so broadly written that they leave the door wide open for social emotional learning (SEL) concepts. SEL sounds generally pleasant. Who wouldn't want children to be socially well-adjusted and have healthy relationships? But that is nether the goal nor the result of SEL. SEL changes the primary focus of what will be required of staff in ways that further alienate families, diminish academics, and align our standards with the United Nations' Sustainable Development Goals (UN SDGs), which are political and un-American.

While I understand how all of our curriculum standards are routinely reviewed and updated after several years, I do not understand the necessity for such a drastic revision that these new standards provide. Some of the best and most important aspects of the outgoing Early Learning & Development Standards (ELDS) have been replaced or completely deleted.

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NOV 28 2022

Board of Elementary
and Secondary Education

For example, this statement from the "Guiding Principals" was repealed outright:

"Families are the primary caregivers and educators of their young children.

Families should be aware of programmatic goals and experiences that should be provided for children and expectations for children's performance by the end of the preschool years. Professionals and families should work collaboratively to ensure that children are provided optimal learning experiences. Programs must provide families with the information they may need to support children's learning and development."

The former standards express the need to include family in a variety of ways, particularly in the section on "Cognitive Development and General Knowledge: Strategies for Social Studies" and include "Appendix C: The Importance of Engaging Families." In contrast, the new standards make no mention of engaging families and when there is mention of family, it is in the context of having children describe elements of or communicate information about their families. This is unacceptable, unless the goal is to further expand the gulf between parents and the public education establishment.

Another point I mentioned back in August was a lack of any reference to money as a learning tool in the new standards. Why is there no expectation that we will teach very young children about money? Will this delay their ability to understand fractions later? Why are we leaving out concepts of buying and selling? Does this indicate some underlying political opposition to capitalism on the part of the drafters?

Lastly, the former glossary or definition of terms which was good, was repealed in the new standards and apparently not replaced. I am disappointed that the new standards are so bland that a glossary of terms was not even deemed necessary.

In closing, I recommend doing away with the new standards and going back to the ELDS unless and until they can be replaced by standards that are truly an improvement.

Best regards,

Beryl A. Amedee

Beryl A. Amedee
State Representative

November 28, 2022

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NOV 28 2022
Board of Elementary
and Secondary Education

Attention: BESE Board Members:

Dear Members:

I, and many others, are opposed to adoption of the Early Childhood Development Standards. The proposed standards eliminate 75% of the detailed 2013 standards which were compiled by high qualified educators and administrators after painstaking effort. The 2013 standards amply covered, in detail, both the necessary core subject matter and the very best approach to the emotional and social development of our youngest learners. The 2013 standards also emphasized that parents, not education bureacrats, are the primary authority over the values and beliefs taught to their children.

The proposed standards are far too general, give far too much power to the education bureacracy, and allow too much freedom to inject, through Leftist interpretation, broad political viewpoints into the curriculum. This is not the purpose of education, yet it is occurring with alarming frequency.

I do not trust the current standards or those who will be interpreting and implementing them.

Please return this issue to the Department of Education for further review, and open the issue up for public comment on the portal system as was done with great success for the Social Studies Standards.

Sincerely,

Katie Alexander
1380 Steele Boulevard
Baton Rouge, La 70806
Katie@jcalaw.us
225 408-9498

RECEIVED
NOV 28 2022
Board of Elementary
and Secondary Education

To: The Louisiana Board of Elementary and Secondary Education
1201 North Third St. Baton Rouge, LA

From: Donna Katherine Gordy 225-245-1036
d.kat1g@gmail.com
3423 Riverrock Ct. Baton Rouge, LA 70820

As an Aunt of two young and impressionable children, between the ages of 3-5, I am vehemently opposed to the early Childhood standards. I must commend you on the use of voting for portals used for public input. Our standards have been touted nationally in large because of this and have ended up quite good. They would not have been so great without the extension that led to public comments. We must have a portal for public comment like that of the Social Studies standards.
Thank you,
Donna Katherine Gordy

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NOV 28 2022

Board of Elementary
and Secondary Education

To the BESE Board:

It has come to my attention your standards proposed for early childhood education. There are many things in this curriculum that I firmly oppose. As an active and aware citizen of the state of Louisiana, I demand that BESE allow public access to your portal for Early Childhood Education, and allow citizen comment on items in opposition.

Elizabeth Jeannene Kogler
Madisonville, La

Elizabeth J Kogler

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NOV 28 2022

Board of Elementary
and Secondary Education

November 27, 2022

Board of Elementary and Secondary Education

To Whom It May Concern:

Allow me to introduce my self. My name is Cris Fontenot and I am currently in a runoff for School Board Member in Madisonville, LA District 9. As a concern citizens and a voice for our children, our parents, our teachers, I am vehemently opposed to the early Childhood standards and we must have a portal for public comment like they one done with the Social Studies Standards. During this process, voting for portals used for public input was very effective. Because of it, our standards have been touted nationally in large part because of that. They ended up being very good. They would not have been that good without the extension that let to public comments.

I thank you in advance for your consideration and look forward to a great outcome of due process.

Sincerely,

Cris Fontenot

Cris Fontenot
628 Autumn Gardens Dr.
Madisonville, LA 70447
(504) 289-5458
Cris.fontenot@gmail.com

To the members of the BESE board,

This is a request for a portal for public comment on the issue of early childhood standards in Louisiana schools. This is an issue that is of concern to many parents and grandparents and there needs to be a way for parents to express their opinions. This was done with the social studies standards. I am asking that you do the same for the early childhood standards.

Thank you,

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NOV 28 2022
Board of Elementary and Secondary Education

Juanita Jacob
2883 E. Lakeshore Dr.
Baton Rouge LA

225 907-6836
juanitasjacob@gmail.com

Gmail

Cinda Vanmerrienboer <cindavan@gmail.com>

Fwd: BESE Hearing

Connie Sampognaro <csampognaro1@yahoo.com>
To: cindavan@gmail.com <cindavan@gmail.com>

Mon, Nov 28, 8:21 AM

Sent from my iPhone

Begin forwarded message:

RECEIVED
NOV 28 2022
Board of Elementary and Secondary Education

From: Connie Sampognaro <csampognaro1@yahoo.com>
Date: November 27, 2022 at 4:35:05 PM CST
To: ashley.ellis@la.gov
Subject: BESE Hearing

Dear Board of Education and Secondary Education,

The public is seeking for the Early Childhood Development Standards to be put in a portal for additional public comment, same as how the Social Studies Standards were done. There are concerns around these standards that we would like the State Education Department to address with the input of stakeholders such as the general public.

We have requested additional public comment time in the August meeting were the BESE board made a vote to except these standards as they are and denied the publics request. We also participate in the Louisiana Register portion of this process to provide the public hearing as scheduled on November 28.

We would like to encourage you to attend in order to hear what the public has to say since you are apart of the elected body that represents the public.

Thank you -
Connie Sampognaro
Sent from my iPhone

RECEIVED
NOV 28 2022
Board of Elementary and Secondary Education

November 28, 2002

Dear BESE,

Re: Early Childhood Standards

I am writing this letter in vehement opposition to the Early Childhood standards. I am requesting a portal for public comment as BESE did with the Social Studies standards. This is a simple request and one that should be a standard operating procedure for all educational standards that impact our children.

I would like to point out the wisdom BESE used in portals for PUBLIC INPUT. As you are aware Louisiana standards have been touted nationally, in large part, as a result of just that.

That extension provided relevant feedback. Any proposed rule or regulation under consideration by a government body should afford public comment to keep the public informed. Public Commenting is an important opportunity to make your constituents' voices heard. It is essential to providing input in the development of effective rules and regulations that serve the community.

I would like to point out, "BESE believes that every child is valued, every child will learn, and that the future of the state and its quality of life depend on an educated citizenry. BESE is committed to making informed policy decisions that will result in improved academic achievement and educational opportunities for all students."

I thank you in advance for your time and consideration.

Respectfully,

Joan E. Forcier Miller
17573 Wildwood Drive
Bogalusa, LA 70427
985-516-9012
millerjoannie@gmailc.om

JFM / BESE 22 Letter Early Childhood Standards

RECEIVED

NOV 28 2022

Board of Elementary and Secondary Education

November 28, 2002

Dear BESE,

Re: Early Childhood Standards

I am writing this letter to request that BESE re-open the Early Childhood standards to public comment. I remain deeply concerned that BESE has ignored legislative, public, and advocacy concerns that were expressed via appropriate channels prior to the publishing of the NOI. Once the NOI is complete, the standard will become precedent. There can be no compelling reason for ignoring the oversight of the legislature or for blindly following the advice of one advocacy group over another. The language of the current standard contains precepts that will bind local bodies, restraining them from making full and complete decisions that are theirs and theirs alone. This is not "local choice" but rather local restraint. Louisiana must stop giving lip service to the idea that we are a state that honors local government. BESE can begin by returning to it's foundational precepts, the very reason a citizen oversight board was established. There is nothing ignoble about giving the public an opportunity to weigh in, rather it provides the public the opportunity to fully engage, to alleviate all concerns, to ameliorate the tensions and provide unity. This is and should always be the highest standard.

As the president of the statewide education advocacy group, Louisiana Save Our Schools, I have been part of the process and seen the success of this very path. Not by guiding, as those on the inside have done, but by encouraging the citizens of Louisiana to speak, whether eloquent or not. This is when education becomes a priority, this is when engagement of all stakeholders ceases to be just a golden calf, and becomes a true and achievable goal. The voice of the people must matter to this body. I ask BESE, on behalf of all stakeholders, not just those at the table, to reopen public comment, to put aside the desire to just get it done, and the constraint of local choice and allow for public comment. Please do not regulate what does not need to be regulated. Do not set precedent, where it should not be set. Please allow the local systems to make their own choices and decisions, thank you.

Respectfully,

Jennifer Carignan

Jennifer Carignan
719 S Taylor St. Covington,
LA 70433 240.893.9501
c3jn@msn.com

HEALTH FREEDOM LOUISIANA

HealthFreedomLA.org

Health Freedom Louisiana
3301 17th Street #7443
Metairie, LA 70010
info@healthfreedomla.org

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NOV 28 2022

Board of Elementary
and Secondary Education

November 27, 2022

To: BESE
Re: Early Childhood Standards

As currently drafted, I am adamantly opposed to the early childhood standards.

As done in the past with much success for the social studies standards, I am requesting the use of a public comment portal. Parents and the public at large must be given the opportunity to survey the proposed standards and offer input.

Sincerely,

Jill Hines

Jill Hines
Co-Director
904-318-6018

Louisiana Board of Elementary and Secondary Education
1201 North Third Street
Baton Rouge, Louisiana 70802

11/27/2022
Hand delivered on 11/28/2022 before 1:00 pm.

Date Stamped by BESE

RECEIVED
NOV 28 2022
Board of Elementary and Secondary Education

This letter is to address the BESE bulletin 136 - The Louisiana Standards for Early Childhood Care and Education Program Serving Children Birth - Five Years.

I understand you will "consider" all written and oral comments on the matter. Yet, only written comments received by BESE, date-stamped by BESE will be included in the report and submitted to the Louisiana legislative oversight committees. I pray this typed, signed comment will suffice.

My husband and I are very concerned with the gross governmental overreach in our educational system. We strongly oppose any sort of CRT or SEL in Louisiana. It's one of the reasons we pulled our younger children out of the system. We expect the LDE / BESE to stay in the lane of education, English, Arithmetic, History and Science. The agenda of CRT / SEL is an invasion of our children's mindset and we ask for you to consider the citizens of Louisiana's privacy and concerns. We also ask that BESE provide a portal for public comments on the matter, similar to the Social Studies Standards.

Respectfully,

Nelson and Ashley Rivero
P.O Box 522
Youngsville, LA 70592

FOR BESE RE PORTALS

From: LYNN GRAHAM graham6215@gmail.com
To: Katie Alexander katie@jcalaw.us
Date: Mon, Nov 28, 2022, 11:26 AM

I am adamantly opposed to instituting the Early Childhood standards without the public having the ability to voice their comments! You did allow the public to use Portals for input regarding the Social Studies standards and it was a great success.

I implore you to do the same for the Early Childhood Standards. For that matter, I also implore you to use the Public Portals for any future Standards that may need to be revised.

Thank you for your consideration.
Lynn Coxe Graham
6215 Esplanade Ave, Baton Rouge, LA 70806
225.925.0133, home
225.921.4242, cell

RECEIVED
NOV 28 2022
Board of Elementary and Secondary Education

Lynn Coxe Graham
LYNN COXE GRAHAM REAL ESTATE
Commercial & Residential
6215 Esplanade Avenue
Baton Rouge, Louisiana 70806
225.921.4242
Graham6215@gmail.com

RECEIVED
NOV 28 2022
Board of Elementary and Secondary Education

November 27, 2022

Louisiana Board of Elementary & Secondary Education
1201 North Third Street
Baton Rouge, Louisiana 70802

Subject: Bulletin 136--- The Louisiana Standards for Early Childhood Care & Education Programs Serving Children Birth-Five Years

BESE,

I am strongly OPPOSED to the Early Childhood Standards. All schools in the United States, including those in East Baton Rouge Parish, MUST have a portal for *PUBLIC COMMENT!* There should be no deviation from the Public Input Standard!

I thank you for your consideration & wisdom in voting for Public Input Portals for The Louisiana Standards for Early Childhood Care & Education Programs Serving Children Birth-Five Years.....just as you did for Social Studies Standards!

Thank you for your time.....

Dru Brock Lea
Dru Brock Lea
14700 Wisteria Lakes Drive
Baton Rouge, La. 70818
225-931-7738
dbrocklea@gmail.com

Nov. 27, 2022

Dear Louisiana Board of Elementary and Secondary Education Board Members,

I am writing to you as a concerned citizen and parent. It has come to my attention that the Early Childhood Standards are undergoing drastic changes. I am vehemently opposed to these radical proposals!

I am requesting that this board open a portal for public comment as was provided for the Social Studies Standards recently. Thank you.

Sincerely,

RECEIVED
NOV 28 2022
Board of Elementary and Secondary Education

Kim Smith
14563 Hatcher Rd.
Clinton, LA.
70722

225-476-7386
tjaw@tutanota.com

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NOV 28 2022
Board of Elementary and Secondary Education

BESE Board Members.

I'm Respectfully Requesting ~~an~~ a portal to open for public comment as it happened for Social Studies Standards. I am referring to the Subject matter for the Base meeting Scheduled for 28th Nov 2022. & 0-5 Educational Standard.

Signed Bert Callard

11 27 22

363 E. St. Francis St
Brusly La 70719

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NOV 28 2022

Board of Elementary
and Secondary Education

Nov. 27, 2022

Dear Members of BESE

Please allow a portal for public comment concerning early childhood education standards. Because of the success of the social studies public portal, we believe that BESE should consider the same citizen imput for early childhood curriculum.

Sincerely,
Adele Shafferman

Adele Shafferman
346 Corinne Circle
Shreveport, LA 71106
adeleshafferman@yahoo.com
(318) 861-2871

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NOV 28 2022
Board of Elementary and Secondary Education

Brenda O'Brock
248 Lake Point Drive
Shreveport, Louisiana 71109
+(318) 469-0957
brenda.obrock@reagan.com

November 7, 2022

Shan Davis, Executive Director, BESE
1201 North Third Street - Suite 5-190
Baron Rouge, Louisiana 70802

Re: Children need to be under the auspices of their parents

Forced Early Childhood Curriculum Standards is Unconstitutional

Dear Ms. Davis:

Early Childhood Education would be doing the wrong thing at the wrong time and is in direct violation of the design of children! Children need to be under the auspices of their parents. Neglecting to acknowledge this fact would only lead to more dysfunction and setbacks, especially at early stages of life.

Our government has demonstrated in the past that it **can't do ALL** things well. Look at our state and how education is not a hallmark of academics. Do you plan to FAIL CHILDREN SOONER by Early Childhood Education? Will there be experts attending these babies and children or will you be hiring minimum wage youth to supervise these children? Please consider other government programs and how they are an abject failure. Government Health Care has failed us during this epidemic of Covid with heads like Fauci changing his mind on the topic of vaccine and masks. Top down education suffers in the same way!

Forced academic instruction for preschoolers is a big mistake as every child has their own learning pace and parents are their childrens' best nurturers and teachers. Children need to be home with their parents in the early stages of life and government needs to shrink back from this overreach.

Sincerely,

Brenda O'Brock

p.s. please respond to me by U.S. mail as well.

RECEIVED
NOV 28 2022
Board of Elementary
and Secondary Education

To BESE:

I am writing to request that you provide hearings on early childhood standards such as those provided for social studies standards.

Jeanette Dawson
714 Highland Knoll Ct
Baton Rouge, LA 70810

Dawson_j@bellsouth.net

225 266-9259

Jeanette Dawson

RECEIVED
NOV 28 2022
Board of Elementary
and Secondary Education

Esteemed members of BESE,

I am vehemently opposed to the early Childhood standards and I feel we must have a portal for public comment like there was for Social Studies standards.

There was wisdom in utilizing voting portals for PUBLIC INPUT.
Louisiana standards have been lauded nationally in large part because of that. They ended up being quite good and would not have been nearly that good without the extension that led to public comments.

We demand a venue for public comment just as we had for social studies standards.

Si vis pacem,
para bellum,
M H H Presedo
225-802-7030

Nov 28, 2022

Dear BESE Members:

I am requesting that a portal for public comments regarding early childhood education standards be established.

The portal for social studies was such success we feel that the BESE should consider the same citizen input for early childhood curriculum.

Thank you for always putting the children's needs first.

RECEIVED
NOV 28 2022
Board of Elementary and Secondary Education

Sincerely,

Donna J Bonnoitt
Donna J Bonnoitt
111 Cherry Laurel Dr
Covington, LA 70433
hatcreekdesigns2@aol.com
985-630-5928

RECEIVED

NOV 28 2022

Board of Elementary
and Secondary Education

Dear BESE:

I am writing this letter to vehemently opposed to the early Childhood standards and ask for a portal for public comments like you did with Social Studies standards.

It is wise to use voting portals for PUBLIC INPUT, because our standards have been touted nationally in large part because of Public Input.

Thank you for your time.

Sincerely,

GwenBizette
360 S Ardenwood Dr
Baton Rouge, La 70806
225-921-2654

Gwen Bizette

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NOV 28 2022
Board of Elementary
and Secondary Education

Please allow public input in the formulation of early Childhood standards. The use of the portal for public comment when formulating the Social Studies standards led to our Social Studies standards being noted nationally.

We need to use this valuable tool again for early Childhood standards.

Mary Montgomery

Mary Montgomery

4635 Tupello St
Baton Rouge, LA
2225.931.0017

SABRINA L. SCOTT
104 SUMMERTYME DRIVE
YOUNGSVILLE, LA 70592
985-237-2059
SCOTT_HAVEN@YAHOO.COM

RECEIVED
NOV 28 2022
Board of Elementary
and Secondary Education

November 27, 2022

To: Louisiana Board of Elementary and Secondary Education Board Members (BESE)

Re: Opposition to Louisiana Standards for Early Childhood Care and Education (ECCE) Program

The purpose of this letter is to bring to the Boards attention, that I vehemently oppose the Louisiana Standards for Early Childhood Care Program that was recommended by the Early Childhood Care and Education (ECCE) Advisory Council and the Louisiana Department of Education (LDE).

It has become quite apparent, over the past few years, that our children are under assault from multiple governmental agencies, including the Louisiana Department of Education, and the BESE Board. The Louisiana Children's Code CHC 101 – Preamble recognizes the parental rights as the paramount authority in the raising of their children with the values they so choose. There is a conspiracy at hand, to usurp parental rights, in order to indoctrinate and taint the minds and well-being of our children. We will not stand for these indoctrination programs any longer. I urge every member of this board, and the advisory council, to reverse course, and recognize these trespasses and acknowledge the parental authority as the Supreme authority over their own children.

I urge you to provide for public comment, as was done for the Social Studies Standards, through the Portal system.

Sincerely,

Sabrina L Scott

Mrs. Christy Haik
1377 Steele Blvd.
Baton Rouge, La. 70806
11/27/2022

RECEIVED
NOV 28 2022
Board of Elementary and Secondary Education

BESE Board
1201 N. 3rd St. 5-190
Baton Rouge, La.70802

Dear BESE Board Members,
I am writing to respectfully request that you open a portal for the public to be able to enter commentary on the Early Learning standards, just as was done for the Social Studies standards a few short months ago. As you know, this enabled the general public to submit input on what was to be adopted by the Board and implemented in our schools' curricula. This lead to the institution of very favorable standards that have even been touted on the national stage.
I am very much opposed to the proposed Social Emotional Learning standards being introduced for consideration, as are SO many.

Thank you for your time and consideration.

God bless,

Christy Haik

Christy Haik

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NOV 28 2022

Board of Elementary
and Secondary Education

J. Christopher Alexander
1380 Steele Boulevard
Baton Rouge, La 70896
(225) 333-6343

November 28, 2022

Re: Early Childhood Development Standards

Dear BESE Members:

I am writing to express opposition to adoption of the proposed pending early childhood development standards, and to request that BESE provide for public comment through the portal system. The public benefited greatly through the portal in its ability to provide input regarding the social studies standards, and the public likewise needs to be able to provide comments regarding the early childhood standards through the portal system as well.

Regarding the early childhood standards themselves, I oppose them because they shift primary authority away from parents to school administrators in the formation of children, and because they create opportunities for the inculcation of politics in education, which is not the purpose of education, particuarly in the earliest years of development. Children should be exposed to the core subject matter that will allow them to develop, as well as basic respect for other people. Administrators should not in any way be invited or encouraged to influence children in a particular worldview or ideology. This is the job of parents, and should remain that way. These standards are a recipe for political indoctrination, and should not stand.

I cannot emphasize enough the importance of allowing unrestricted public input in this matter through the portal system so that all citizens who desire to do so may express their opinions on this most important topic.

Sincerely,

J. Christopher Alexander, Sr.

Catherine N. Alexander

Baton Rouge, La

RECEIVED
NOV 28 2022
Board of Elementary and Secondary Education

BESE
Baton Rouge, Louisiana

November 27, 2022

RE: Early Childhood Standards

BESE Board Members,

I am writing to express **my strongest opposition to the proposed Early Childhood Standards**. It is vitally important to have a public comment portal for Louisiana citizens.

Your previous decision to provide a public portal for Social Studies Standards was wise and had a very positive outcome. Our nationally lauded Social Studies Standards were the result of a rigorous process that could not have been achieved without public comment participation.

Please allow parents, grandparents and concerned citizens to have a voice in these important Standards through a public portal format. **Pubic input is imperative for the well-being of Louisiana's children.**

Respectfully,
Cathy Costanza
18639 Perkins Rd - 1
Prairieville, Louisiana 70769

[225] 955-0777
ccostanza@bellsouth.net

Cathy Costanza

November 27, 2022

Dear Louisiana Board of Elementary and Secondary Education members,

I am writing to you as a concerned citizen and parent. My husband and I are very concerned with the governmental overreach in our educational system. We strongly oppose any form of CRT or SEL in Louisiana. This is one of the reasons we pulled our children out of the system. It is a disgrace that so many families are having to pay for private school in order to protect our children from this agenda. This puts a financial hardship on the families of our state. We ask that the LDE/BESE to stay in the lane of education which is English, Arithmetic, History and Science. The agenda of CRT/SEL is an invasion of our children's mindset and we ask for you to consider the citizens of Louisiana's privacy and concerns. We also ask the BESE provide a portal for public comments on the matter, similar to the Social Studies Standards.

RECEIVED

NOV 28 2022

Board of Elementary
and Secondary Education

Respectfully,

London Montgomery

London Montgomery
2044 Columbine Street
Baton Rouge, LA 70808
November 27, 2022

November 27, 2022

Louisiana State Board of Elementary and Secondary Education
1201 North Third Street
Baton Rouge, LA 70802

To Whom It May Concern,

I am writing as I am vehemently opposed to the early childhood standards and would like to express my grave concern. There needs to be allowance public comment on this matter. The allowance for public comment regarding the Social Studies Standards resulted in favorable outcomes. Please allow a portal for public comment!

Sincerely,

Paige Patterson

Paige Patterson
11724 Silo Drive
Baton Rouge, LA 70810
patterson@cox.net

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NOV 28 2022
Board of Elementary
and Secondary Education

RECEIVED

NOV 28 2022

Board of Elementary
and Secondary Education

November 28, 2022

Louisiana State Board of Elementary and Secondary Education
1201 North Third Street
Baton Rouge, LA 70802

Subject: Request for Public Comment on Early Childhood Standards

Dear Members of BESE,

I am opposed to the Early Childhood Standards, and I request that you provide a portal for public comment similar to what was done for the Social Studies Standards. As a result of allowing the public to comment on the Social Studies Standards, Louisiana has been held up as a nationwide example of excellence in regards to our approved Social Studies Standards.

I ask that the public be given the same opportunity to help shape the Early Childhood Standards.

Thank you,

Terri Hagan

Terri Hagan
18951 Santa Maria Dr
Baton Rouge, LA 70809
318.401.1991 thagan1025@cox.net

CANDY CARROLL PEAVY
942 Ontario Street ~ Shreveport, LA 71106 ~ (318) 458-1543
~ ccpeavy50@att.net ~

RECEIVED
NOV 28 2022
Board of Elementary
and Secondary Education

November 27, 2022

BESE
1201 N. 3rd St.
Baton Rouge, LA 70802

Dear Board Members:

I am strongly opposed to the Early Childhood standards. We MUST have a portal for public comment similar to what was established for the Social Studies standards. We will only stand to benefit by allowing public input on these standards.

Yours truly,

Candy Peavy

Candy Peavy

RECEIVED

NOV 28 2022

Board of Elementary
and Secondary Education

FROM: Paige Lowry
RE: Louisiana Early learning and Development Standards for Children Birth to Five Years.

November 28, 2022

Dear BESE board members,

We, the public, are seeking for the ELDS to be put in a portal for additional public comment, same as how the Social Studies Standards were done.
There are concerns around these standards and the public would like additional comments heard by the public.
We were denied this once already by BESE members at the August 2022 meeting.

Thank you for your consideration,

Paige Lowry

PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/22

NAME: Paige Lowry
(PLEASE PRINT)

REPRESENTING: Louisiana Education Alliance
(ORGANIZATION/AGENCY/SELF)

MEETING: Public Hearing ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER:
(Example: 4.2.)

CHECK ONE BOX IN THIS COLUMN
- ☐ SUPPORT RECOMMENDATION
- ☑ OPPOSE RECOMMENDATION
- ☐ INFORMATION ONLY/OTHER

CHECK ONE BOX IN THIS COLUMN
- ☑ WISH TO SPEAK
- ☐ DO NOT WISH TO SPEAK

Public comments are limited to no more than three (3) minutes per individual and five (5) minutes per designated spokesperson of a group/organization. The chair may increase or decrease the time allotted to speakers, within time constraints.

PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11 28 22

NAME: Bert Callais
(PLEASE PRINT)

REPRESENTING: Self + grandchildren
(ORGANIZATION/AGENCY/SELF)

MEETING: 136 Standard for Early Childhood
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: 136
(Example: 4.2.)

CHECK ONE BOX IN THIS COLUMN
- ☐ SUPPORT RECOMMENDATION
- ☑ OPPOSE RECOMMENDATION
- ☐ INFORMATION ONLY/OTHER

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/22

NAME: Vickie Krutzer
(PLEASE PRINT)

REPRESENTING: Former School Board member
(ORGANIZATION/AGENCY/SELF)

MEETING: Public Hearing, ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: 1
(Example: 4.2.)

CHECK ONE BOX IN THIS COLUMN
- ☐ SUPPORT RECOMMENDATION
- ☒ OPPOSE RECOMMENDATION
- ☐

CHECK ONE BOX IN THIS COLUMN
- ☒ WISH TO SPEAK
- ☐ DO NOT WISH TO SPEAK

PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11.29.22

NAME: KATIE ALEXANDER
(PLEASE PRINT)

REPRESENTING: LACAE
(ORGANIZATION/AGENCY/SELF)

MEETING: ECE STANDARDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: 136
(Example: 4.2.)

CHECK ONE BOX IN THIS COLUMN
- ☐ SUPPORT RECOMMENDATION
- ☑ OPPOSE RECOMMENDATION

CHECK ONE BOX IN THIS COLUMN
- ☑ WISH TO SPEAK
- ☐ DO NOT WISH TO SPEAK

PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/22

NAME: Connie Sampognaro
(PLEASE PRINT)

REPRESENTING: Self
(ORGANIZATION/AGENCY/SELF)

MEETING: Hearing
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: Early Ed. Stds
(Example: 4.2.)

CHECK ONE BOX IN THIS COLUMN
- [ ] SUPPORT RECOMMENDATION
- [ ] OPPOSE RECOMMENDATION
- [x] INFORMATION ONLY/OTHER

CHECK ONE BOX IN THIS COLUMN
- [x] WISH TO SPEAK
- [ ] DO NOT WISH TO SPEAK

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/2022

NAME: Beryl Amedée
(PLEASE PRINT)

REPRESENTING: House Dist. 51
(ORGANIZATION/AGENCY/SELF)

MEETING: Bulletin 136 Public Hearing
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: 1
(Example: 4.2.)

CHECK ONE BOX IN THIS COLUMN
- [ ] SUPPORT RECOMMENDATION
- [x] OPPOSE RECOMMENDATION
- [ ] INFORMATION ONLY/OTHER

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/29/22

NAME: Kaitlyn Joshua
(PLEASE PRINT)

REPRESENTING: Power Coalition for Equity and Justice
(ORGANIZATION/AGENCY/SELF)

MEETING: BESE Bulletin 136
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: Early Learning Standards 136
(Example: 4.2.)

CHECK ONE BOX IN THIS COLUMN
- [x] SUPPORT RECOMMENDATION
- [ ] OPPOSE RECOMMENDATION
- [ ] INFORMATION ONLY/OTHER

CHECK ONE BOX IN THIS COLUMN
- [x] WISH TO SPEAK
- [ ] DO NOT WISH TO SPEAK

Public comments are limited to no more than three (3) minutes per individual and five (5) minutes

PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/2022

NAME: Brandy Pou
(PLEASE PRINT)

REPRESENTING: Unmask our Kids, LA.
(ORGANIZATION/AGENCY/SELF)

MEETING: Early Education Hearing
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER:
(Example: 4.2.)

CHECK ONE BOX IN THIS COLUMN
- [ ] SUPPORT RECOMMENDATION
- [ ] OPPOSE RECOMMENDATION
- [x] INFORMATION ONLY/OTHER

CHECK ONE BOX IN THIS COLUMN
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Public comments are limited to no more than three (3) minutes per individual and five (5) minutes

PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/22

NAME: Lynette M. Rivers
(PLEASE PRINT)

REPRESENTING: Kid's Kingdom Academy and Daycare, LLC
(ORGANIZATION/AGENCY/SELF)

MEETING: Public Hearing For Bulletin 136 ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: 1
(Example: 4.2.)

CHECK ONE BOX IN THIS COLUMN
- [x] SUPPORT RECOMMENDATION
- [ ] OPPOSE RECOMMENDATION
- [ ] INFORMATION ONLY/OTHER

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/22

NAME: Jillian Delos Reyes
(PLEASE PRINT)

REPRESENTING: United Way of Southeast LA
(ORGANIZATION/AGENCY/SELF)

MEETING: DESE Academy
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: Bulletin 136 ELDS
(Example: 4.2.)

CHECK ONE BOX IN THIS COLUMN
- [x] SUPPORT RECOMMENDATION
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- [ ] INFORMATION ONLY/OTHER

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28

NAME: Hamilton Simons-Jones
(PLEASE PRINT)

REPRESENTING: Self
(ORGANIZATION/AGENCY/SELF)

MEETING: ELDS Public Hearing
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER:
(Example: 4.2.)

CHECK ONE BOX IN THIS COLUMN
- [x] SUPPORT RECOMMENDATION
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- [ ] INFORMATION ONLY/OTHER

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/22

NAME: Dr. Angela Keyes
(PLEASE PRINT)

REPRESENTING: Tulane School of Medicine
(ORGANIZATION/AGENCY/SELF)

MEETING: Public Hearing for Bulletin 136, ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: 1
(Example: 4.2.)

CHECK ONE BOX IN THIS COLUMN
- [x] SUPPORT RECOMMENDATION
- [ ] OPPOSE RECOMMENDATION
- [ ] INFORMATION ONLY/OTHER

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- [x] WISH TO SPEAK
- [ ] DO NOT WISH TO SPEAK

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/22

NAME: Rochelle Wilcox
(PLEASE PRINT)

REPRESENTING: Wilcox Academy / 4OR Providers by providers
(ORGANIZATION/AGENCY/SELF)

MEETING: ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: Item 1
(Example: 4.2.)

CHECK ONE BOX IN THIS COLUMN
- [x] SUPPORT RECOMMENDATION
- [ ] OPPOSE RECOMMENDATION
- [ ] INFORMATION ONLY/OTHER

CHECK ONE BOX IN THIS COLUMN
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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/2022

NAME: Celeste Carter
(PLEASE PRINT)

REPRESENTING: Self
(ORGANIZATION/AGENCY/SELF)

MEETING: ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: number1
(Example: 4.2.)

CHECK ONE BOX IN THIS COLUMN
- [x] SUPPORT RECOMMENDATION
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- [ ] INFORMATION ONLY/OTHER

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/2022

NAME: Sonjia Joseph
(PLEASE PRINT)

REPRESENTING: Clara's Little Lambs
(ORGANIZATION/AGENCY/SELF)

MEETING: Besse
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER:
(Example: 4.2.)

CHECK ONE BOX IN THIS COLUMN
- [x] SUPPORT RECOMMENDATION
- [ ] OPPOSE RECOMMENDATION
- [ ] INFORMATION ONLY/OTHER

CHECK ONE BOX IN THIS COLUMN
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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11-28,22

NAME: Monique Rouege
(PLEASE PRINT)

REPRESENTING: Carlie Care Kids
(ORGANIZATION/AGENCY/SELF)

MEETING:
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: 7 (133)
(Example: 4.2.)

CHECK ONE BOX IN THIS COLUMN
- [x] SUPPORT RECOMMENDATION
- [ ] OPPOSE RECOMMENDATION
- [ ] INFORMATION ONLY/OTHER

CHECK ONE BOX IN THIS COLUMN
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- [ ] DO NOT WISH TO SPEAK

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/2022

NAME: Megan Garretson
(PLEASE PRINT)

REPRESENTING: Young Scholars Academy
(ORGANIZATION/AGENCY/SELF)

MEETING: Public Hearing for Bulletin 136, ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: 1
(Example: 4.2.)

CHECK ONE BOX IN THIS COLUMN
- [x] SUPPORT RECOMMENDATION
- [ ] OPPOSE RECOMMENDATION
- [ ] INFORMATION ONLY/OTHER

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/2022

NAME: Kristi Givens
(PLEASE PRINT)

REPRESENTING: Kids of Excellence
(ORGANIZATION/AGENCY/SELF)

MEETING: ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: 1
(Example: 4.2.)

CHECK ONE BOX IN THIS COLUMN
- [x] SUPPORT RECOMMENDATION
- [ ] OPPOSE RECOMMENDATION
- [ ] INFORMATION ONLY/OTHER

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/22

NAME: Toni Ledet, Ph.D
(PLEASE PRINT)

REPRESENTING:
(ORGANIZATION/AGENCY/SELF)

MEETING: ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: 1
(Example: 4.2.)

CHECK ONE BOX IN THIS COLUMN
- [x] SUPPORT RECOMMENDATION
- [ ] OPPOSE RECOMMENDATION
- [ ] INFORMATION ONLY/OTHER

CHECK ONE BOX IN THIS COLUMN
- [x] WISH TO SPEAK
- [ ] DO NOT WISH TO SPEAK

Public comments are limited to no more than three (3) minutes per individual and five (5) minutes

PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/22

NAME: Scott Tippett
(PLEASE PRINT)

REPRESENTING: Save the Children Action Network
(ORGANIZATION/AGENCY/SELF)

MEETING: ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: Bulletin 136 / Item #1
(Example: 4.2.)

CHECK ONE BOX IN THIS COLUMN
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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 28 NOV 2022

NAME: SUSAN EAST NELSON
(PLEASE PRINT)

REPRESENTING: LA Partnership for Children & Families
(ORGANIZATION/AGENCY/SELF)

MEETING: ELDS Public Comment
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: Item #1
(Example: 4.2.)

CHECK ONE BOX IN THIS COLUMN	CHECK ONE BOX IN THIS COLUMN
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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/22

NAME: Jessica Hurst
(PLEASE PRINT)

REPRESENTING: SELA Advocate
(ORGANIZATION/AGENCY/SELF)

MEETING: ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER:
(Example: 4.2.)

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11-28-22

NAME: Jan Moller
(PLEASE PRINT)

REPRESENTING: Louisiana Budget Project
(ORGANIZATION/AGENCY/SELF)

MEETING: ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: 1
(Example: 4.2.)

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/2022

NAME: Kimble Wallace
(PLEASE PRINT)

REPRESENTING: LPIC / FCC
(ORGANIZATION/AGENCY/SELF)

MEETING:
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: Bulletin 136
(Example: 4.2.)

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/2022

NAME: Mary Leach Werner
(PLEASE PRINT)

REPRESENTING: Louisiana Policy Institute for Children
(ORGANIZATION/AGENCY/SELF)

MEETING: ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: 1
(Example: 4.2.)

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/22

NAME: Barbara Freiberg
(PLEASE PRINT)

REPRESENTING: Self
(ORGANIZATION/AGENCY/SELF)

MEETING: ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: 1
(Example: 4.2.)

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/22

NAME: Courtney Rogers
(PLEASE PRINT)

REPRESENTING: Agenda for Children
(ORGANIZATION/AGENCY/SELF)

MEETING: Public Hearing Bulletin #136
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: 1
(Example: 4.2.)

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/22

NAME: Angelle Babin
(PLEASE PRINT)

REPRESENTING: St Charles Parish Public Schools
(ORGANIZATION/AGENCY/SELF)

MEETING: Public Hearing, Bulletin 136
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: 1
(Example: 4.2.)

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11. 28. 2022

NAME: Dr. Libbie Sonnier
(PLEASE PRINT)

REPRESENTING: Louisiana Policy Institute for Children
(ORGANIZATION/AGENCY/SELF)

MEETING: Public Hearing for Bulletin 136, ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: 1
(Example: 4.2.)

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11-28-22

NAME: Tonnisha Ellis
(PLEASE PRINT)

REPRESENTING: BR Area Chamber
(ORGANIZATION/AGENCY/SELF)

MEETING: Bulletin 136
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER:
(Example: 4.2.)

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/2022

NAME: Andy Bishop
(PLEASE PRINT)

REPRESENTING: CCAL
(ORGANIZATION/AGENCY/SELF)

MEETING: Bise hearing
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER:
(Example: 4.2.)

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/2022

NAME: Lisa G. Brochard
(PLEASE PRINT)

REPRESENTING: Self.
(ORGANIZATION/AGENCY/SELF)

MEETING: ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: Item I
(Example: 4.2.)

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/2022

NAME: Derrick Toups
(PLEASE PRINT)

REPRESENTING: Early Learning Development Standards Review Committee
(ORGANIZATION/AGENCY/SELF)

MEETING: Public Hearing – Bulletin 136
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: 1
(Example: 4.2.)

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11.28.2022

NAME: Charmaine Cacciopi
(PLEASE PRINT)

REPRESENTING: United Way of Southeast Louisiana
(ORGANIZATION/AGENCY/SELF)

MEETING: Public Hearing for Bulletin 136, ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: 1
(Example: 4.2.)

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/2022

NAME: Rear Admiral John Thorn
(PLEASE PRINT)

REPRESENTING: Mission: Readiness
(ORGANIZATION/AGENCY/SELF)

MEETING: Public Hearing for bulletin 136, ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: 1
(Example: 4.2.)

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: Nov 28, 2022

NAME: Tom Cortonza
(PLEASE PRINT)

REPRESENTING: Citizens for Educational Choice
(ORGANIZATION/AGENCY/SELF)

MEETING: Public Hearing 136, ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: #1
(Example: 4.2.)

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/2022

NAME: Dr. Ashley Lucas
(PLEASE PRINT)

REPRESENTING: LA AAP pediatrician
(ORGANIZATION/AGENCY/SELF)

MEETING: BESE
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: 1
(Example: 4.2.)

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11.28.2022

NAME: Frankie Robertson
(PLEASE PRINT)

REPRESENTING: Self | Parent
(ORGANIZATION/AGENCY/SELF)

MEETING: Public Hearing for Bulletin 136, ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: 1
(Example: 4.2.)

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/22

NAME: Kristie Bardell
(PLEASE PRINT)

REPRESENTING: Children's Coalition for Northeast La.
(ORGANIZATION/AGENCY/SELF)

MEETING: Public Hearing for Bulletin 136, ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: 1
(Example: 4.2.)

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/22

NAME: DeJunne Clark Jackson
(PLEASE PRINT)

REPRESENTING: The Center for Literacy & Learning
(ORGANIZATION/AGENCY/SELF)

MEETING: Public Hearing for Bulletin 136, ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: 1
(Example: 4.2.)

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/18/22

NAME: Alvin Lloyd
(PLEASE PRINT)

REPRESENTING: power coalition
(ORGANIZATION/AGENCY/SELF)

MEETING:
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER:
(Example: 4.2.)

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: NOV 28

NAME: Ella Perkins
(PLEASE PRINT)

REPRESENTING: Self Power Coalition
(ORGANIZATION/AGENCY/SELF)

MEETING: ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: #1
(Example: 4.2.)

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/08/22

NAME: Charles Robertson
(PLEASE PRINT)

REPRESENTING: Power Coalition
(ORGANIZATION/AGENCY/SELF)

MEETING: ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: #1
(Example: 4.2.)

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/22

NAME: Clarence White, Jr.
(PLEASE PRINT)

REPRESENTING: Power Coalition
(ORGANIZATION/AGENCY/SELF)

MEETING: ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: #1
(Example: 4.2.)

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/2022

NAME: Shelia Taylor
(PLEASE PRINT)

REPRESENTING: Power Coalition
(ORGANIZATION/AGENCY/SELF)

MEETING: ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: #1
(Example: 4.2.)

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/22

NAME: Kenneth Franklin
(PLEASE PRINT)

REPRESENTING: Power Coalition
(ORGANIZATION/AGENCY/SELF)

MEETING: ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: #1
(Example: 4.2.)

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/22

NAME: Lindsey Vicknair
(PLEASE PRINT)

REPRESENTING: The Center for Literacy & Learning
(ORGANIZATION/AGENCY/SELF)

MEETING: Public Hearing for Bulletin 136, ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: 1
(Example: 4.2.)

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/22

NAME: Janee' R. Butler
(PLEASE PRINT)

REPRESENTING: The Center for Literacy & Learning
(ORGANIZATION/AGENCY/SELF)

MEETING: Public Hearing for Bulletin 136, ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: 1
(Example: 4.2.)

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11-28-22

NAME: Loretta Hall
(PLEASE PRINT)

REPRESENTING: FOC/
(ORGANIZATION/AGENCY/SELF)

MEETING: Bulletin 137
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: 1
(Example: 4.2.)

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/22

NAME: Danielle Fontenot
(PLEASE PRINT)

REPRESENTING: The Center for Literacy & Learning
(ORGANIZATION/AGENCY/SELF)

MEETING: Public Hearing for Bulletin 136, ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: 1
(Example: 4.2.)

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/2022

NAME: Yuki Banks
(PLEASE PRINT)

REPRESENTING: Power Coalition
(ORGANIZATION/AGENCY/SELF)

MEETING:
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER:
(Example: 4.2.)

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/2022

NAME: Desting Hamilton
(PLEASE PRINT)

REPRESENTING: Power Coalition
(ORGANIZATION/AGENCY/SELF)

MEETING:
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER:
(Example: 4.2.)

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/2022

NAME: Rita Wilfred
(PLEASE PRINT)

REPRESENTING: Woodmere Learning Center
(ORGANIZATION/AGENCY/SELF)

MEETING:
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: 137
(Example: 4.2.)

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Public comments are limited to no more than three (3) minutes per individual and five (5) minutes per designated spokesperson of a group/organization. The chair may increase or decrease the time allotted to speakers, within time constraints.

PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/22

NAME: Christopher Edward
(PLEASE PRINT)

REPRESENTING: Self
(ORGANIZATION/AGENCY/SELF)

MEETING: ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: Number 1
(Example: 4.2.)

CHECK ONE BOX IN THIS COLUMN
- [x] SUPPORT RECOMMENDATION
- [ ] OPPOSE RECOMMENDATION
- [ ] INFORMATION ONLY/OTHER

CHECK ONE BOX IN THIS COLUMN
- [ ] WISH TO SPEAK
- [x] DO NOT WISH TO SPEAK

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PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/22

NAME: Ansel Bradford II ?
(PLEASE PRINT)

REPRESENTING: Power Coalition Organization
(ORGANIZATION/AGENCY/SELF)

MEETING: Public Hearing for Bulletin 136, ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: 1
(Example: 4.2.)

CHECK ONE BOX IN THIS COLUMN
- [x] SUPPORT RECOMMENDATION
- [ ] OPPOSE RECOMMENDATION
- [ ] INFORMATION ONLY/OTHER

CHECK ONE BOX IN THIS COLUMN
- [x] WISH TO SPEAK
- [ ] DO NOT WISH TO SPEAK

PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11-28-22

NAME: Miranda Scott
(PLEASE PRINT)

REPRESENTING: Organization
(ORGANIZATION/AGENCY/SELF)

MEETING: Public Hearing Bulletin 136 ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: 1
(Example: 4.2.)

CHECK ONE BOX IN THIS COLUMN
- [x] SUPPORT RECOMMENDATION
- [ ] OPPOSE RECOMMENDATION
- [ ] INFORMATION ONLY/OTHER

CHECK ONE BOX IN THIS COLUMN
- [ ] WISH TO SPEAK
- [x] DO NOT WISH TO SPEAK

PUBLIC COMMENT CARD
STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

DATE: 11/28/2022

NAME: Jamar Day ?
(PLEASE PRINT)

REPRESENTING: ECE Advocate
(ORGANIZATION/AGENCY/SELF)

MEETING: ELDS
(Example: Educator Effectiveness Committee)

AGENDA ITEM NUMBER: 1
(Example: 4.2.)

CHECK ONE BOX IN THIS COLUMN	**CHECK ONE BOX IN THIS COLUMN**
☑ **SUPPORT RECOMMENDATION**	☑ **WISH TO SPEAK**
☐ **OPPOSE RECOMMENDATION**	☒ **DO NOT WISH TO SPEAK**
☐ **INFORMATION ONLY/OTHER**	

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INDIVIDUALS WHO OFFERED TESTIMONY ARE INDICATED BY *

BESE Public Hearing

Topic – Bulletin 136, The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years

Date - November 28, 2022

PERSONS IN ATTENDANCE

NAME	ADDRESS	PHONE NUMBER	AGENCY/GROUP YOU REPRESENT	SUPPORT	OPPOSE
Libbie Sonnier	P.O. Box 18552 New Orleans, LA 70185	985-687-7494	LPIC	✓	
Tom Costanza	PO Box 65196 70896 Baton Rouge,	504 874-7829	Citizen for Educational Choice	✓	
John "Jake" Thom	1025 Connecticut Ave NW. Washington DC	305-302-5419	Mission; Preparedness	✓	
DERRICK TOUPS	8300 Earhart Blvd. New Orleans, LA 70118	985-860-2234	Agenda for Children	✓	
Lindsey Vicknair	3500 N. Causeway Blvd. Metairie, LA 70002	[redacted] 504-840-9786	The Center for Literacy and Learning	✓	

NAME	ADDRESS	PHONE NUMBER	AGENCY/GROUP YOU REPRESENT	SUPPORT	OPPOSE
DeJunne' Clark Jackson	3500 N. Causeway Blvd Metairie, LA 70002	504-840-9786	The Center for Literacy and Learning	✓	
Janee' R. Butler	↑	↑	The Center for Lit. and Learning	✓	
Kathy Edmonston	43510 W. Pine Crest Gray. LA.	225-328-5832	State Rep		✓
Brandy Pou	10987 Cattail Pt. S'port, LA 71106	318-401.0713	Unmask our Kids. LA		✓
Connie Stringfellow	50 Griggs Rd Calhoun LA 71225	318 366 3717	Self		✓
Charles Owen	2105 Nolan Trail Loeville	3187801727	Dist 30 House of Rep.		

NAME	ADDRESS	PHONE NUMBER	AGENCY/GROUP YOU REPRESENT	SUPPORT	OPPOSE
Beryl Amedee	200 Rhett Place Gray, LA 70359	985-226-7085	House Dist. 51		✓
Elizabeth Borne	p.o. Box 44486 Baton Rouge, La 70804	225-342-7339	House Ed. Cmte staff	n/a	n/a
VISA LOVELLO	"	225-342-7340	"	"	"
Kimble Wallace	3800 North Acadian Thruway Baton Rouge La. 70805	225 505-3048	LPTC/FCC	" ✓	
Lynette M. Rivers	2903 Tulane Ave. NOLA 70119	504-373-5078	Kid's Kingdom Academy and Daycare, Inc	✓	
Rebecca Lawrence	10313 Grace Ln Baton Rouge 70817	504-453-4784	Moms for Liberty		✓

NAME	ADDRESS	PHONE NUMBER	AGENCY/GROUP YOU REPRESENT	SUPPORT	OPPOSE
Mary Leach Werner	PO Box 1018 Lake Charles LA	337-304-1200	LPIC	✓	
Katie Alexander	1380 Steele Blvd Baton Rouge, LA 70806	225-408-9498	LACAG		✓
Bert Callais	363 E St. Francis St BRUSly	225 776 3004	Grandparent.		✓
Shelia Taylor	5222 Hollywood St APT 180	(229) 456-7673		✓	
Megan Garretson		225 505 9218	Young Scholars Academy	✓	
Susan East Nelson	13609 LANDMARK BR LA 70810	225-229-2498	Louisiana Partnership for Children & Families	✓	

NAME	ADDRESS	PHONE NUMBER	AGENCY/GROUP YOU REPRESENT	SUPPORT	OPPOSE
Jan Moller	418 Marion Dr Baton Rouge LA 70806	225-819-7715	Louisiana Budget Project	✓	
Kenneth Franklin	1429 E. Washington B.R, LA 70802	225 747-0440	Power Coalition	✓	
Tom Ledet	308 Cathy Ave Metairie, LA	504-236-4410	EarlySteps	✓	
CHARLES ROBERTSON	224 ELLWOOD ST BATON ROUGE LA 70802				
CLARENCE White	503 Lettsdale B.R. 70802				
Cindy Bishop	POBX 80053 BR 70890	225 9355435	CCAL	✓	

INDIVIDUALS WHO OFFERED TESTIMONY ARE INDICATED BY *

BESE Public Hearing

Topic – Bulletin 136, The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years

Date - November 28, 2022

PERSONS IN ATTENDANCE

NAME	ADDRESS	PHONE NUMBER	AGENCY/GROUP YOU REPRESENT	SUPPORT	OPPOSE
Kristie Bardell	117 Hall Street Monroe, La 71203	3183238775	Children's Coalition for Northeast La		
Rita Wilfred	2066 Paxton St. Harvey, LA 70058	504-284-0873	Woodmere Learning Center	Yes	

INDIVIDUALS WHO OFFERED TESTIMONY ARE INDICATED BY *

BESE Public Hearing

Topic – Bulletin 136, The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years

Date - November 28, 2022

PERSONS IN ATTENDANCE

NAME	ADDRESS	PHONE NUMBER	AGENCY/GROUP YOU REPRESENT	SUPPORT	OPPOSE
Vickie Krutzer	3078 River Oaks Dr. Monroe LA. 71201	318-348-2227	Educator, Tax Payer - Former School Board Member		✓ SEL
Lisa Brockhard	12802 Pirates Alley B.R. LA 70818	225-921-4917	Self	✓	
Loretta Hall	9769 Patio Ct BR-LA 70815	225.939.2184	Hands on Educational Tutoring FCC	✓	
Debra Terrell	2356 Drusilla Lane B.R, LA 70809	225-216-7478	FHFGBR/Early Steps	✓	
Natalie Sumner	12354 Oak Brook Dr. Geismar, LA 70734	225-290-4989	Save the Children action network	✓	

NAME	ADDRESS	PHONE NUMBER	AGENCY/GROUP YOU REPRESENT	SUPPORT	OPPOSE
Scott Tippelt	1846 Pericles St Baton Rouge LA 70808	225 244 9532	Save the Children Action Network	✓	
Tonnisha Ellis		225-381-7132	BR Area Chamber	✓	
Courtney Rogers		504-442-4683	Agenda For Children	✓	
Jessica Hurst	7495 E. Driftwood Dr Ventress LA 70783	225. 223. 7596	Family Advocate	✓	
Celeste Carter	317 th St Gretna LA 70053	504 450 9006	Parent	✓	
Jamar Day	150 Q St NE Washington DC	678-571-1125	Self	✓	

NAME	ADDRESS	PHONE NUMBER	AGENCY/GROUP YOU REPRESENT	SUPPORT	OPPOSE
Christopher Edwards	5536 Hooper Road	225-281-8095	Power Coalition		
Angela Keyes	~~[illegible] Street 70068~~ 1440 Canal Str. NOLA 70112	504-988-2775	Tulane SOM	✓	
Ella Perkins	1763 Louisiana Ave B.R. La	225-226-6873	Power Coalition		
Alvin Lloyd	4838 Underwood Ave	225-281 4551	power coalition	✓	
Jillian Delos Reyes	1315 annette St NOLA 70116	703 992 5196	United Way of Southeast Louisiana	✓	
Hanitta Simsey	2555 Verbena St. NOLA 70122	504-799-9041	Resource Full Consulting		

NAME	ADDRESS	PHONE NUMBER	AGENCY/GROUP YOU REPRESENT	SUPPORT	OPPOSE
Ansel Bradford II	4821 Innisworld road	(225)436-4712	Power Coalition	Yes	
Destiny Hamilton	8949 Metairie Dr	225 368-5295	Power Coalition	yes	
Yuki' Banks	8949 Metairie Dr, B.R. LA, 70810	225-828-2068	Power Coalition	Yes	
Kristi Givens	258 Golden Wood Dr. Slidell La. 70461	504-884-0425	Kid of Excellence	Yes	
Sonjia Joseph	2721 Wabash St.	504-384-8470	Clara's Little Lambs	Yes	
Monique Rouge	501 Gretna	504-391-3446	Charlie Care Kids	Yes	

NAME	ADDRESS	PHONE NUMBER	AGENCY/GROUP YOU REPRESENT	SUPPORT	OPPOSE
Miranda Scott	3600 Gen. Meyer Ave N.O. LA. 70114	504 364-0423	CuddlyBear CDC	yes	
Rochelle Wilcox	1678 N. Broad St New orleans	504-948-1827	Wilcox Academy	YES	
Danielle Fontenot	540 Lakeland BR LA	985-788-7259	The Center	yes	