

FISCAL AND ECONOMIC IMPACT STATEMENT
FOR ADMINISTRATIVE RULES

Person
Preparing
Statement:

Ashley Townsend

Dept.:

LA Department of Education
Board of Elementary &
Secondary Education

Phone:

(225) 342-3446

Office:

Policy

Return
Address:

P. O. Box 94064
Baton Rouge, LA

Rule
Title:

Part CLIX. *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, 705, 707, 709, 711, 901,
1101, and 1103).

Date Rule
Takes Effect:

Upon final adoption by BESE

SUMMARY

In accordance with Section 961 of Title 49 of the Louisiana Revised Statutes, there is hereby submitted a fiscal and economic impact statement on the rule proposed for adoption, repeal or amendment. THE FOLLOWING STATEMENTS SUMMARIZE ATTACHED WORKSHEETS, I THROUGH IV AND WILL BE PUBLISHED IN THE LOUISIANA REGISTER WITH THE PROPOSED AGENCY RULE.

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

The proposed rule change will result in an increase in costs within the Louisiana Department of Education (LDE) to comply with the updated requirements. 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 LDE staff using existing resources. Additional resources may be developed using Child Care and Development Fund (CCDF) or American Rescue Plan Act (ARPA) dollars.

The proposed rule change updates 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, families, 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 rule change will not have an effect on revenue collections of state or local governmental units.

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

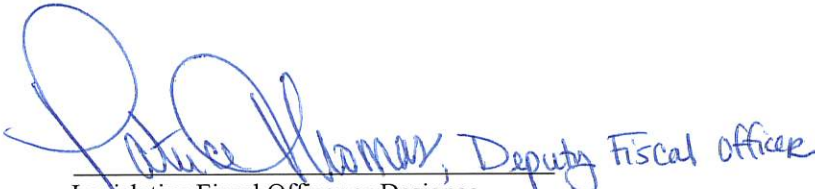
The proposed rule change may require child care providers to participate in further training; however, LDE covers much of the cost of these trainings through Child Care Resource and Referral Agencies and/or through online trainings developed and provided by LDE.

IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)

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



Signature of Agency Head or Designee



Legislative Fiscal Officer or Designee

Beth Scioneaux, Deputy Superintendent for Management and Finance

Typed Name and Title of Agency Head or Designee

7.10.23

Date of Signature

7/10/2023

Date of Signature

FISCAL AND ECONOMIC IMPACT STATEMENT
FOR ADMINISTRATIVE RULES

The following information is required in order to assist the Legislative Fiscal Office in its review of the fiscal and economic impact statement and to assist the appropriate legislative oversight subcommittee in its deliberation on the proposed rule.

- A. Provide a brief summary of the content of the rule (if proposed for adoption, or repeal) or a brief summary of the change in the rule (if proposed for amendment). Attach a copy of the notice of intent and a copy of the rule proposed for initial adoption or repeal (or, in the case of a rule change, copies of both the current and proposed rules with amended portions indicated).

The proposed rule change updates 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, families, 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.

- B. Summarize the circumstances that require this action. If the Action is required by federal regulation, attach a copy of the applicable regulation.

In January 2021, BESE approved the LDE plan to review the ELDS. The standards review committee members worked to review and revise the document in response to industry best practices, research, public comment portal, BESE directive, and legislative resolution over a period of two years. The revised ELDS make a stronger connection to kindergarten readiness expectations and ensure a scaffolded alignment of developmentally appropriate expectations across age bands. Additional changes were made at the indicator level to ensure a stronger integration of language that supports diverse learners.

- C. Compliance with Act 11 of the 1986 First Extraordinary Session.

1. Will the proposed rule change result in any increase in the expenditure of funds? If so, specify amount and source of funding.

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.

2. If the answer to (1) above is yes, has the Legislature specifically appropriated the funds necessary for the associated expenditure increase?

- (a) X Yes. If yes, attach documentation.
(b) NO. If no, provide justification as to why this rule change should be published at this time.

CCDF and ARPA funding is appropriated by the Legislature through the General Appropriations Bill.

FISCAL AND ECONOMIC IMPACT STATEMENT
WORKSHEET

I. A. COSTS OR SAVINGS TO STATE AGENCIES RESULTING FROM THE ACTION PROPOSED

1. What is the anticipated increase (decrease) in costs to implement the proposed action?

COSTS	FY 24	FY 25	FY 26
Personal Services	SEE BELOW	SEE BELOW	SEE BELOW
Operating Expenses	SEE BELOW	SEE BELOW	SEE BELOW
Professional Services	SEE BELOW	SEE BELOW	SEE BELOW
Other Charges	SEE BELOW	SEE BELOW	SEE BELOW
Equipment	0	0	0
Major Repairs & Constr.	0	0	0
TOTAL	SEE BELOW	SEE BELOW	SEE BELOW
POSITIONS (#)	0	0	0

2. Provide a narrative explanation of the costs or savings shown in "A. 1.", including the increase or reduction in workload or additional paperwork (number of new forms, additional documentation, etc.) anticipated as a result of the implementation of the proposed action. Describe all data, assumptions, and methods used in calculating these costs.

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 LDE staff using existing resources. Additional resources may be developed using Child Care and Development Fund (CCDF) or American Rescue Plan Act (ARPA) dollars, as needed.

The proposed rule change updates 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, families, 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

3. Sources of funding for implementing the proposed rule or rule change.

SOURCE	FY 24	FY 25	FY 26
State General Fund	0	0	0
Agency Self-Generated	0	0	0
Dedicated	0	0	0
Federal Funds	SEE BELOW	SEE BELOW	SEE BELOW
Other (Specify)	0	0	0
TOTAL	SEE BELOW	SEE BELOW	SEE BELOW

4. Does your agency currently have sufficient funds to implement the proposed action? If not, how and when do you anticipate obtaining such funds?

Additional resources may be developed using Child Care and Development Fund (CCDF) or American Rescue Plan Act (ARPA) dollars, as needed.

B. COST OR SAVINGS TO LOCAL GOVERNMENTAL UNITS RESULTING FROM THE ACTION PROPOSED.

1. Provide an estimate of the anticipated impact of the proposed action on local governmental units, including adjustments in workload and paperwork requirements. Describe all data, assumptions and methods used in calculating this impact.

The proposed rule change will not impact sources of funding of local governmental units.

2. Indicate the sources of funding of the local governmental unit, which will be affected by these costs or savings.

Not applicable.

FISCAL AND ECONOMIC IMPACT STATEMENT
WORKSHEET

II. EFFECT ON REVENUE COLLECTIONS OF STATE AND LOCAL GOVERNMENTAL UNITS

A. What increase (decrease) in revenues can be anticipated from the proposed action?

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

REVENUE INCREASE/DECREASE	FY 24	FY 25	FY 26
State General Fund	0	0	0
Agency Self-Generated	0	0	0
Dedicated Funds*	0	0	0
Federal Funds	0	0	0
Local Funds	0	0	0
TOTAL	0	0	0

*Specify the particular fund being impacted.

B. Provide a narrative explanation of each increase or decrease in revenues shown in "A." Describe all data, assumptions, and methods used in calculating these increases or decreases.

Not applicable.

**FISCAL AND ECONOMIC IMPACT STATEMENT
WORKSHEET**

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

- A. What persons, small businesses, or non-governmental groups would be directly affected by the proposed action? For each, provide an estimate and a narrative description of any effect on costs, including workload adjustments and additional paperwork (number of new forms, additional documentation, etc.), they may have to incur as a result of the proposed action.

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

- B. Also provide an estimate and a narrative description of any impact on receipts and/or income resulting from this rule or rule change to these groups.

Not applicable.

IV. EFFECTS ON COMPETITION AND EMPLOYMENT

Identify and provide estimates of the impact of the proposed action on competition and employment in the public and private sectors. Include a summary of any data, assumptions and methods used in making these estimates.

No effect on competition and employment is anticipated as a result of the proposed rule change.

NOTICE OF INTENT

Board of Elementary and Secondary Education

Part CLIX.

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, 705, 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 begin 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 and 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(A)(10).

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

Chapter 3. Learning and Development

§301. Approaches to Learning

A. Initiative and Curiosity. Standard 1: Children engage in multiple and varied play-based experiences.

1. Infants, Birth-11 months:

a. 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).

b. Demonstrate interest in others (e.g., turn head toward familiar voice).

- c. Meet one's own needs using simple behaviors (e.g., feed oneself finger foods).
- d. Select a particular material, toy, or place of interest to explore on their own.
- 2. Young Toddlers, 9-18 months:
 - a. 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).
 - b. Demonstrate interest in their surroundings.
 - c. Attempt to help with simple tasks and activities.
 - d. Express choices and preferences.
- 3. Older Toddlers, 16-36 months:
 - a. 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).
 - b. Seek information about familiar objects, people, and experiences.
 - c. Demonstrate increasing interest and independence in completing simple tasks.
 - d. Insist on preferences and express dislikes.
- 4. Three Year Olds, 36-48 months:
 - a. Explore unfamiliar objects, materials, and experiences. Combine materials in new and unique ways (e.g., put blocks together to create a road for cars).
 - b. Seek information about unfamiliar objects, people, and experiences.
 - c. Complete a variety of simple tasks independently.
- 5. Four Year Olds, 48-60 months:
 - a. Seek out and engage with unfamiliar objects, materials, and experiences.
 - b. Seek information and contribute to discussions about a variety of new topics, ideas, and activities.
 - c. Complete multi-step tasks independently.

B. Attention, Engagement, and Persistence. Standard 2: Children engage in activities and tasks with attention, focus, and persistence.

- 1. Infants, Birth-11 months:
 - a. Establish eye contact with a familiar person. Attend to new objects and familiar adults in the environment.
 - b. Intentionally take action to make things happen (e.g., shake rattle to make noise).
- 2. Young Toddlers, 9-18 months:
 - a. Focus attention on people, objects, and activities of interest.
 - b. Repeat self-selected tasks over and over again.
 - c. Complete self-selected tasks and then spontaneously express pleasure at accomplishments (e.g., smile; clap).
- 3. Older Toddlers, 16-36 months:
 - a. Focus attention to complete a short, simple task with adult support.
 - b. Complete activities of choice from start to finish with adult support.
 - c. Remain actively engaged in activities of interest and protest if interrupted.
- 4. Three Year Olds, 36-48 months:
 - a. Maintain focus on activities of interest despite distractions.
 - b. Continue working on self-selected activities despite setbacks (e.g., try again after the block tower falls down).
 - c. 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).
- 5. Four Year Olds, 48-60 months:
 - a. Maintain focus on adult-directed activities with adult support.
 - b. Persist with a challenging task despite interruptions and disruptions.
 - c. 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.

- 1. Infants, Birth-11 months:
 - a. Interact with objects in a variety of ways and notice the effects of their own actions.
 - b. Attend to objects and/or activities in the environment.
 - c. Solve simple problems and accomplish tasks using gestures, movement, and/or vocalizations (e.g., roll over to reach a toy; cry to express needs).
- 2. Young Toddlers, 9-18 months:
 - a. Repeat behaviors to obtain desired results.
 - b. Observe the ways in which others interact with objects and materials.

- c. Try out one or two strategies to accomplish tasks and solve problems with adult support.
- 3. Older Toddlers, 16-36 months:
 - a. 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).
 - b. Observe and imitate actions of others when attempting to accomplish tasks or solve problems.
 - c. Try out a variety of strategies to accomplish tasks and/or solve problems, often by trial and error.
- 4. Three Year Olds, 36-48 months:
 - a. Make predictions based on past experiences.
 - b. Recall and use previously successful strategies to complete tasks.
 - c. Purposefully use a variety of strategies, changing the approach as needed, to accomplish tasks or solve problems.
- 5. Four Year Olds, 48-60 months:
 - a. Make predictions and explain reasoning.
 - b. Apply prior knowledge and experiences to complete new tasks and solve new problems.
 - c. Communicate the steps used to solve problems and/or accomplish tasks.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2451 (September 2013), LR 49:

§303. Social and Emotional Development

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

- a. Interact briefly with other children using gesturing.
 - b. Demonstrate awareness of conflict (e.g., cry; turn away).
3. Older Toddlers, 16-36 months:
- a. Play alongside other children (parallel play) for short periods of time with adult support.
 - b. Take turns when playing with other children with adult guidance and support.
 - c. Interact more frequently with a familiar child.
 - d. Seek assistance from adults to resolve conflicts with other children.
4. Three Year Olds, 36-48 months:
- a. Interact or play cooperatively with other children.
 - b. Demonstrate prosocial behaviors (e.g., taking turns, sharing) when playing with other children with some prompting from adults.
 - c. Demonstrate preference to play with one or more specific children.
 - d. Initiate an activity or join other children in an activity that is already in progress.
 - e. Suggest solutions to conflicts with adult guidance and support.
5. Four Year Olds, 48-60 months:
- a. Interact or play cooperatively with a small group of children for a sustained period of time.
 - b. Demonstrate prosocial behavior (e.g., taking turns, sharing) when playing with other children with few reminders.
 - c. Demonstrate preference to routinely play with one or more specific children.
 - d. Initiate, join in, and sustain positive interactions with a small group of children.
 - e. 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.
1. Infants, Birth-11 months:
- a. Explore one's own body parts (e.g., study hands; play with feet).
 - b. Respond to one's own image in a mirror.
 - c. React when name is called (e.g., smile; coo).
 - d. Express preferences for objects, activities, and people.
 - e. Demonstrate awareness of basic routines (e.g., move arms and legs rapidly at sight of bottle).
 - f. Express pleasure at things one has done (e.g., wiggle; coo; laugh).
2. Young Toddlers, 9-18 months:
- a. Point to one's own body parts when prompted.
 - b. Recognize oneself in a mirror.
 - c. Respond when name is called.
 - d. Express preferences for objects, activities, and people using gestures, signs, or words.
 - e. Indicate familiarity with routines or activities (e.g., attempt to hold a spoon; hold arms out to be picked up).
 - f. Demonstrate a sense of satisfaction when accomplishing simple tasks.
 - g. Express pride over accomplishments.
3. Older Toddlers, 16-36 months:
- a. Identify/name body parts independently.
 - b. Identify oneself in photographs.
 - c. Use different words (e.g., I, me, mine) when referring to oneself, including first name.
 - d. Indicate preferences when asked (e.g., food; toys; activities).
 - e. Identify self as a unique member of a family (e.g., identify self and other family members in family photo).
 - f. Demonstrate confidence in one's own abilities and express satisfaction when demonstrating them to others.
 - g. Call attention to new skills or abilities.
4. Three Year Olds, 36-48 months:
- a. Use one's own first and last name.
 - b. Describe oneself using personal characteristics.
 - c. Express likes and dislikes, and make choices based on personal preferences.
 - d. Share information about family members and traditions (e.g., describe family events, celebrations, and/or important people in their lives).
 - e. Demonstrate confidence in one's own abilities and accomplish routine and familiar tasks independently.
 - f. Express positive feelings about self when prompted.
5. Four Year Olds, 48-60 months:

- a. Differentiate between self and others based on personal characteristics and/or interests.
- b. Identify self as a unique member of different groups (e.g., family; preschool class).
- c. Demonstrate confidence in one's own abilities, taking on new and challenging activities, and declining help when offered.
- d. 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.

1. Infants, Birth-11 months:
 - a. Express simple emotions (e.g., contentment; distress) using sounds, facial expressions, and/or body movements.
 - b. React to an adult's expression of feelings (e.g., facial expression; tone of voice).
 - c. React to others' expressions of emotions (e.g., cries when another child cries).
 - d. Express and act on impulses (e.g., cry when hungry; explore how hair feels by pulling it).
 - e. React to stressful situations by shifting attention or turning away.
 - f. Accept comfort when held, rocked, or talked to by a familiar adult.
2. Young Toddlers, 9-18 months:
 - a. Express a range of basic emotions (e.g., happiness; sadness; fear; anger) using sounds, facial expressions, gestures and/or actions.
 - b. Imitate adult expressions of feelings using facial expressions, sounds, gestures, and/or actions.
 - c. Respond to others' expressions of emotions with adult support.
 - d. Accept some redirection from adults.
 - e. Participate in simple routines and accept transitions with adult support.
 - f. Notice how others respond to one's own behaviors.
 - g. Use simple behaviors to soothe oneself when upset.
3. Older Toddlers, 16-36 months:
 - a. Express a range of emotions (e.g., pride; embarrassment) using gestures, actions, and/or words.
 - b. Recognize feelings when named by an adult.
 - c. Respond in caring ways to others' expressions of emotions (e.g., take a blanket to a crying child).
 - d. Frequently respond positively to choices and limits set by an adult.
 - e. Participate in routines, accept transitions, and follow simple guidelines for behavior with adult support.
 - f. Experiment with effects of one's own actions on objects and people.
 - g. Imitate strategies to manage emotions and behavior with adult direction.
 - h. Demonstrate the ability to wait for a short period of time to get what one wants with guidance and support.
4. Three Year Olds, 36-48 months:
 - a. Express complex emotions (e.g., gratitude; jealousy) using actions and/or words.
 - b. Accurately identify one's own basic feelings (e.g., happy; mad; sad).
 - c. Accurately identify basic emotions in others and respond with care and concern.
 - d. Participate in routines, manage transitions, and follow adult guidelines for behavior with frequent reminders.
 - e. Demonstrate understanding of how one's own actions and behavior affect others.
 - f. Use a variety of strategies (e.g., deep breathing; use of words) to manage emotions and behavior with adult support.
 - g. Demonstrate the ability to wait to get something one wants (delayed gratification).
5. Four Year Olds, 48-60 months:
 - a. Express strong emotions in a manner that is safe for self and others with occasional adult support.
 - b. Accurately label one's own feelings and identify them in various situations.
 - c. 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.").
 - d. Participate in routines, manage transitions, and follow adult guidelines for behavior with less frequent reminders, adapting to changes in each as needed.
 - e. Predict consequences of one's own and others' actions and behavior with adult support.
 - f. Manage emotions and behavior with occasional verbal, visual, and/or auditory reminders.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2454 (September 2013), LR 49:

§305. Language and Early Literacy Development

A. Language Development, Receptive Communication. Standard 1: Children attend to, understand, and respond to verbal and non-verbal communication and language from others.

1. Infants, Birth-11 months:
 - a. Recognize more than one tone of voice in adults and respond with body movement and sounds.

- b. Demonstrate interest in voices, and focus on speech, sounds, and other communication directed at them.
 - c. Respond or show excitement upon hearing familiar words.
 - d. Respond to simple requests accompanied by gestures or tone of voice.
2. Young Toddlers, 9-18 months:
- a. Respond to facial expressions, tone of voice, and some words that communicate basic emotions.
 - b. Respond to speech and other communication directed at them.
 - c. Respond appropriately to familiar words, signs, and/or songs.
 - d. Follow simple directions, especially if accompanied by gestures.
3. Older Toddlers, 16-36 months:
- a. Respond to facial expressions, tone of voice, and words that communicate a variety of emotions.
 - b. Respond to simple statements, questions, and other communication.
 - c. Demonstrate understanding of descriptive words through conversations and actions.
 - d. Follow one or two-step directions with few gestures.
4. Three Year Olds, 36-48 months:
- a. Respond to statements, questions, and other communication.
 - b. 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.
 - c. 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).
5. Four Year Olds, 48-60 months:
- a. Respond to complex statements, questions, and other communication that include multiple phrases and ideas.
 - b. 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.
 - c. Follow detailed directions that involve multiple steps (e.g., "Get the sponge, dampen it with water, and clean your table top.").

B. Language Development, Expressive Communication. Standard 2: Communicate with others to express self.

1. Infants, Birth-11 months:
- a. Experiment with making sounds. Engage in babbling.
 - b. Communicate needs and wants, interest, or dislike through vocalizations, gestures, and facial expressions.
2. Young Toddlers, 9-18 months:
- a. Communicate through word-like sounds, some words, and some simple phrases.
 - b. Express needs and wants and refer to familiar people and objects using verbal and non-verbal communication.
 - c. Respond to simple statements and questions about pictures, people, and things that are present.
 - d. Use some pronouns.
3. Older Toddlers, 16-36 months:
- a. Communicate through simple phrases and/or short sentences, but may omit some words or use some words incorrectly (e.g., "Mommy goed to store").
 - b. Communicate requests and describe familiar people and objects using verbal and non-verbal communication.
 - c. Answer and ask simple questions about things and activities at the time they are happening.
 - d. 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.
 - e. Speak in a way that is understood by most familiar people.
 - f. Use the plural forms of some nouns, not always correctly. Use the past tense of some verbs. Use simple adjectives in statements.
4. Three Year Olds, 36-48 months:
- a. Communicate using simple sentences.
 - b. Communicate ideas, describe activities, and negotiate social interactions using verbal communication.
 - c. Answer and ask questions about a variety of familiar topics, activities, and/or concepts.
 - d. 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 meaning of unknown words by asking questions or using contextual clues, with modeling and support.
 - e. Speak in a way that is understood by unfamiliar listeners but may make some pronunciation errors.
 - f. Use common prepositions, correct subject-verb agreement, pronouns, and possessives.
5. Four Year Olds, 48-60 months:
- a. Communicate using longer sentences, including the use of descriptive details and vocabulary and/or combining two or three phrases.

- b. 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.
- c. Answer and ask complex questions to learn more about topics of interest, understand tasks, and solve problems, with explanation or follow-up questions.
- d. 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.
- e. Speak in a way that is understood by unfamiliar listeners, with few pronunciation errors.
- f. 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.

C. Language Development, Social and Conversational Rules. Standard 3: Children use social and conversational rules when communicating with others.

1. Infants, Birth-11 months:
 - a. Initiate interactions with another person using movement and/or behavior.
 - b. Briefly pay attention to the same object at which the caregiver is looking. Engage in turn-taking during social and vocal play with adults and other children.
2. Young Toddlers, 9-18 months:
 - a. Initiate interactions with others using gestures and/or vocalizations.
 - b. 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).
 - c. “Jabber” and vocalize sounds in a way that is similar to the rhythm and flow of conversations around them.
3. Older Toddlers, 16-36 months:
 - a. Ask questions or use verbal or non-verbal cues to initiate communication with others.
 - b. Participate in short conversations, with some turn-taking exchanges.
 - c. Listen attentively during brief group conversations and respond to questions or requests made to the group.
 - d. Communicate in short sentences that follow the word order of their home language.
4. Three Year Olds, 36-48 months:
 - a. Sometimes initiate communication with peers by asking questions or using verbal or non-verbal cues.
 - b. Participate in conversations that include multiple turn-taking exchanges, particularly related to topics of interest.
 - c. Use appropriate volume and intonation when communicating, with modeling and support.
 - d. 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.
 - e. Communicate in sentences and use more conventional grammar in their home language (plurals, tenses, prepositions). Make grammatical errors that follow their home language rules.
5. Four Year Olds, 48-60 months:
 - a. Initiate communication with peers by asking questions or using verbal cues.
 - b. Initiate and participate in conversations that involve multiple turn-taking exchanges, with each exchange relating to and building upon the previous.
 - c. Use appropriate volume and intonation to match the situation when communicating.
 - d. 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.
 - e. Speak in full sentences that are grammatically correct within their home language most of the time.

D. Early Literacy, Phonological Awareness. Standard 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.

1. Young Toddlers, 9-18 months:
 - a. Demonstrate interest in familiar rhymes and songs.
2. Older Toddlers, 16-36 months:
 - a. Sing songs and say or repeat familiar rhymes.
 - b. Sing songs with multiple words that start with the same initial sound.
3. Three Year Olds, 36-48 months:
 - a. Repeat rhyming words in familiar songs, finger plays, and rhymes, filling in rhyming words when given the opportunity.
 - b. Shows awareness that some words start with the same initial sound.
 - c. Segment spoken sentences into individual words with guidance and support.
 - d. Identify syllables in spoken words with guidance and support.
 - e. Blend a sequence of spoken syllables to produce words with guidance and support.
5. Four Year Olds, 48-60 months:
 - a. Identify and produce rhyming words.
 - b. Identify the initial sound in a spoken word with guidance and support.

- c. Segment spoken sentences into individual words.
 - d. Identify syllables in spoken words.
 - e. Blend a sequence of spoken syllables to produce words.
 - f. Blend onsets and rimes of single syllable spoken words with guidance and support.
- E. Early Literacy, Print Concepts. Standard 2: Children demonstrate knowledge of books and how print conveys meaning.
- 1. Infants, Birth-11 months:
 - a. Explore books by touch (e.g., patting and/or chewing on board books).
 - b. Demonstrate interest in books by reaching for books and exploring books through touch.
 - 2. Young Toddlers, 9-18 months:
 - a. Hold books, look at pictures, and help turn some pages.
 - b. Request to have books read to them.
 - 3. Older Toddlers, 16-36 months:
 - a. Recognize some familiar symbols and logos in the environment.
 - b. Recognize that print, symbols, and pictures have meaning.
 - c. 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.
 - d. Self-select familiar books and engage in shared reading.
 - 4. Three Year Olds, 36-48 months:
 - a. Recognize and name familiar symbols and logos in the environment (environmental print).
 - b. Distinguish print from pictures and show awareness that print communicates meaning.
 - c. 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.
 - d. Share self-selected familiar books and engage in pretend reading with others.
 - 5. Four Year Olds, 48-60 months:
 - a. Recognize and name pictures, symbols, and logos in the environment (environmental print).
 - b. 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.
 - c. 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.
 - d. Demonstrate interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.
- F. Early Literacy, Alphabet Awareness. Standard 3: Children recognize and identify letters and make letter-sound connection.
- 1. Older Toddlers, 16-36 months:
 - a. Recognize letters of the alphabet as a special category of print, different from pictures and shapes.
 - 2. Three Year Olds, 36-48 months:
 - a. Recognize and name some letters of the alphabet, especially those in their own name, as well as letters that occur frequently in the environment.
 - b. Identify the sound for a few recognized letters.
 - 3. Four Year Olds, 48-60 months:
 - a. 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.
 - b. Identify or produce the sound of many recognized letters.
 - c. Recognize their own name and some common words in print.
- G. Early Literacy, Comprehension. Standard 4: Children show interest in and gain understanding from a variety of early literacy experiences.
- 1. Older Toddlers, 16-36 months:
 - a. Recite some words of a familiar book when read to, especially from books with repeating text.
 - b. Ask or answer simple questions about a familiar story or book, including informational text.
 - c. Recognize when a story or book describes something that is similar to their own experiences.
 - 2. Three Year Olds, 36-48 months:
 - a. Tell make-believe or real-life stories, sometimes in random sequence.
 - b. Retell familiar stories using pictures or props as prompts.
 - c. Ask or answer questions about key details in a familiar story, informational book, or other text.
 - d. Answer questions about how events and information from stories relate to their own experiences.
 - e. Share their own thoughts and reactions to a story or text.

- f. Explore a variety of literacy genres, including stories/make believe, informational text, and poetry.
3. Four Year Olds, 48-60 months:
- a. Tell make-believe or real-life stories using a sequence of at least 2–3 connected events.
 - b. Describe some key details from familiar stories, such as characters, setting, and/or major events.
 - c. 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.
 - d. Recall their own experiences that relate to events and information from stories or informational texts.
 - e. Analyze and reason about stories and other text with guidance and support during shared reading experiences.
 - f. Recognize differences between stories/make believe, information text, and poetry.

H. Early Literacy, Emergent Writing. Standard 5: Children write and draw to express their ideas, using some letters and print conventions.

- 1. Young Toddlers, 9-18 months:
 - a. Make marks or scribbles using a variety of media (e.g., finger paint, chalk).
- 2. Older Toddlers, 16-36 months:
 - a. Draw or scribble with a purpose during play or other activities.
 - b. Make intentional, more controlled scribbles and shapes (e.g., straight or curved lines).
 - c. Draw a picture and describe what it represents.
- 3. Three Year Olds, 36-48 months:
 - a. Show emerging awareness that writing can be used for a variety of purposes.
 - b. 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.
 - c. 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.
- 4. Four Year Olds, 48-60 months:
 - a. Use writing for a variety of purposes to convey meaning.
 - b. Write some letters of meaningful words such as their name, using letters and letter-like forms.
 - c. 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).
 - d. 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(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2454 (September 2013), 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.

- 1. Infants, Birth-11 months:
 - a. Demonstrate interest in quantity during play (e.g., reach for more toys; hold two objects, one in each hand).
 - b. Indicate they want "more" using gestures, sounds, or looks.
- 2. Young Toddlers, 9-18 months:
 - a. Demonstrate interest in simple counting activities.
 - b. Indicate understanding of the concepts of "more," "all," and "none" using gestures, words, or actions.
- 3. Older Toddlers, 16-36 months:
 - a. Rote count to 10 with increasing accuracy.
 - b. Count a small set of objects (2-3) with one-to-one correspondence.
 - c. 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").
 - d. Recognize a few numerals in the everyday environment.
 - e. Identify an object or person as first in a sequence.
- 4. Three Year Olds, 36-48 months:
 - a. Rote count to 10 with accuracy.
 - b. Count up to five objects arranged in a line with one-to-one correspondence.
 - c. Begin to understand that the last number counted represents how many objects are in a group (cardinality).
 - d. Recognize and name the number of items in a small set (up to three) without counting (subitizing).
 - e. Compare two groups of objects and indicate whether the number of objects in each group is the same or different.
 - f. Identify written numerals 0-5 by name and match each to counted objects.

- g. Identify the first and often second object or person in a sequence.
5. Four Year Olds, 48-60 months:
 - a. Rote count to 20 with accuracy. Tell what number (1-10) comes next in order by counting.
 - b. Accurately count up to ten objects in a structured arrangement with one-to-one correspondence.
 - c. Tell how many objects are in a group by giving the last number counted (cardinality).
 - d. Recognize and name the number of items in a small set (up to five) without counting (subitizing).
 - e. 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.
 - f. Identify written numerals 0-10 by name and match each to counted objects.
 - g. Read and write some numerals up to 10.
 - h. 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.
1. Infants, Birth-11 months:
 - a. Demonstrate awareness of repeating sequences in everyday routines.
 2. Young Toddlers, 9-18 months:
 - a. Notice and anticipate simple repeating sequences (e.g., go to table for lunch after washing hands).
 3. Older Toddlers, 16-36 months:
 - a. Recognize and participate in patterns within stories and in songs.
 4. Three Year Olds, 36-48 months:
 - a. Recognize and copy simple repeating patterns in different forms (e.g., red-blue; circle-square).
 - b. Combine and separate small groups of objects and describe the parts. (e.g., I have four cubes. Three are red, and one is blue.).
 5. Four Year Olds, 48-60 months:
 - a. Identify, duplicate, extend, and create simple repeating patterns in different forms (e.g., red-red-blue; circle-square-triangle).
 - b. 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.
1. Young Toddlers, 9-18 months:
 - a. Match two objects based on one observable feature.
 - b. Explore objects of different sizes and weights.
 2. Older Toddlers, 16-36 months:
 - a. Group objects by one physical characteristic (attribute) (e.g., color; size; shape).
 - b. Make simple comparisons between two objects using measurable attributes (e.g., length; height; weight).
 3. Three Year Olds, 36-48 months:
 - a. Sort objects into two or more groups based on one physical characteristic (attribute).
 - b. Describe objects using measurable attributes (e.g., tall/short; big/little; heavy/light).
 4. Four Year Olds, 48-60 months:
 - a. Sort objects by one characteristic (attribute), then re-sort using a different characteristic and explain the reasoning with guidance and support.
 - b. Describe measurable attributes of objects and materials using comparative words (e.g., long; longer; longest).
 - c. Compare and order a small set of objects using measurable terms (e.g., length; weight).
 - d. Describe the purpose of simple measurement tools.
 - e. 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.
1. Infants, Birth-11 months:
 - a. Explore various shapes through play.
 - b. Explore and respond to the movement of objects, people, or self (e.g., navigate obstacles while crawling to destination).
 2. Young Toddlers, 9-18 months:
 - a. Explore the way shapes and objects fit together through play.
 - b. 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).
 3. Older Toddlers, 16-36 months:
 - a. Match basic shapes (e.g., circle; square; typical triangle) of the same size and orientation.

- b. Move their body and objects to follow simple directions related to position (e.g., in; on; under; over; up; down).
- 4. Three Year Olds, 36-48 months:
 - a. Match a wider variety of shapes with different sizes and orientations.
 - b. Recognize basic shapes (e.g., circle; square; typical triangle).
 - c. Build objects by combining basic shapes (e.g., pictures; tangrams; block structures).
 - d. Move their body and objects to follow simple directions related to proximity (e.g., beside; between; next to).
- 5. Four Year Olds, 48-60 months:
 - a. Identify basic shapes (e.g., circle; square; triangle; rectangle) regardless of size and orientation.
 - b. Describe basic two- and three-dimensional shapes (e.g., a square has four sides; the ball rolls).
 - c. Create and build shapes using a variety of materials (e.g., popsicle sticks to create a square).
 - d. 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(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2471 (September 2013), 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.
- 1. Infants, Birth-11 months:
 - a. Demonstrate interest in objects, materials, people, and/or their environment using their senses.
 - 2. Young Toddlers, 9-18 months:
 - a. Observe and explore the immediate environment using their senses.
 - b. Actively experiment with and explore the physical properties of objects and substances.
 - c. Communicate, verbally or non-verbally, what is seen, heard, or felt when exploring the physical and natural world.
 - 3. Older Toddlers, 16-36 months:
 - a. Observe, ask questions, and make predictions about the physical and natural world, using their senses and simple tools.
 - b. Put materials, substances, and/or objects together in new or unexpected ways to see what will happen.
 - c. Share ideas and thoughts related to interactions with and observations made about the physical and natural world.
 - 4. Three Year Olds, 36-48 months:
 - a. Investigate, observe, ask questions, make predictions, make comparisons, and gather information about the physical and natural world using their senses and simple tools.
 - b. Participate in simple scientific investigations.
 - c. Describe and record findings from investigations they have conducted with prompting and support (e.g., verbally or non-verbally; drawings).
 - 5. Four Year Olds, 48-60 months:
 - a. 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.
 - b. Conduct scientific investigations and simple experiments.
 - c. 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(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2472 (September 2013) 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.
- 1. Infants, Birth-11 months:
 - a. Demonstrate anticipation of events in daily routines and activities.
 - 2. Young Toddlers, 9-18 months:
 - a. Demonstrate anticipation of events in daily routines and activities using verbal and non-verbal cues.
 - 3. Older Toddlers, 16-36 months:
 - a. Respond (positively or negatively) to changes in routines or schedules.
 - b. Demonstrate a general understanding of the passing of time and the meaning of phrases, such as “not now” and “after lunch”.
 - c. Recognize familiar landmarks, signs, and buildings in one’s neighborhood/community.
 - 4. Three Year Olds, 36-48 months:
 - a. Recall the sequence of daily routines, events, and/or activities that happened at an earlier time.
 - b. Communicate an awareness of time using gestures, words, or phrases (e.g., when I was little; when we lived in our old house).

- c. Communicate, with increasing specificity, the location of objects/areas at school, home, and within the community.
- 5. Four Year Olds, 48-60 months:
 - a. Communicate events, activities, and people from the past.
 - b. Use time related vocabulary (e.g., today; tomorrow; before; after) with increasing accuracy.
 - c. Identify familiar landmarks in their community (e.g., fire station; post office).
 - d. 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.

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

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2472 (September 2013), LR 49:

§507. Creative Arts

A. Music and Movement. Standard 1: Children engage in multiple and varied music and movement experiences.

- 1. Infants, Birth-11 months:
 - a. Attend to, vocalize, and/or move body in response to different types of music and/or rhythmic sounds.
 - b. Make sounds and/or music using their bodies, toys, or small, shaker-type instruments.
- 2. Young Toddlers, 9-18 months:
 - a. Move body in response to the beat and tempo of music and/or rhythmic sounds.
 - b. Imitate sounds and/or music using their bodies and/or small instruments.
- 3. Older Toddlers, 16-36 months:
 - a. Move body to imitate the beat and tempo of music.
 - b. Imitate sounds and/or music using their bodies, instruments, and/or voice.
- 4. Three Year Olds, 36-48 months:
 - a. Move body with creativity to imitate the beat and tempo of music of different genres.
 - b. Create music using their bodies, instruments, and/or voice.
- 5. Four Year Olds, 48-60 months:
 - a. Express thoughts and feelings through dance and movement with increasing spatial awareness.
 - b. 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.

- 1. Infants, Birth-11 months:
 - a. Attend to visual stimuli (e.g., objects with contrasting colors; textured prints).
- 2. Young Toddlers, 9-18 months:
 - a. Respond to visual art by reaching for, pointing at, touching, or vocalizing/verbalizing.
 - b. Explore a variety of materials to create visual art.
- 3. Older Toddlers, 16-36 months:
 - a. Observe and respond to visual art by communicating a preference.
 - b. Explore a variety of materials and tools to create visual art.

4. Three Year Olds, 36-48 months:
 - a. Observe and participate in discussions about various forms of art, including what they notice and what it makes them think about.
 - b. Explore a variety of materials, tools, and techniques to create artistic works.
5. Four Year Olds, 48-60 months:
 - a. 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).
 - b. 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.

1. Infants, Birth-11 months:
 - a. Imitate behaviors, such as sounds, facial expressions, and gestures of others.
 - b. Respond to volume in tones and inflection.
2. Young Toddlers, 9-18 months:
 - a. Role-play familiar behaviors during play (e.g., rock baby doll; talk on phone).
 - b. Experiment with voice inflection during play.
3. Older Toddlers, 16-36 months:
 - a. Engage in dramatic play that expands beyond personal experiences (e.g., firefighter rescuing people).
 - b. Imitate and repeat voice inflections, such as character or animal sounds.
 - c. Use props and pretend to be someone other than themselves.
4. Three Year Olds, 36-48 months:
 - a. Engage in dramatic play that includes both real-life and fantasy experiences.
 - b. Create various voice inflections and facial expressions in play.
 - c. Engage in play experiences that involve roles with the use of props and costumes.
5. Four Year Olds, 48-60 months:
 - a. Participate in dramatic play to express thoughts, feelings, and creativity.
 - b. Represent a character by using voice inflections and facial expressions.
 - c. 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(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2472 (September 2013), LR 49:

§509. Physical Development and Well-Being

A. Gross Motor. Standard 1: Children demonstrate large muscle control and coordination.

1. Infants, Birth-11 months:
 - a. Explore the environment with increasing body awareness using senses and movement.
 - b. Demonstrate strength and control of head, trunk, arms, and legs while exploring new body positions and movements (e.g., sitting; crawling; kicking).
 - c. Demonstrate strength and control of one's body while exploring objects in their environment. (e.g., reaching; rolling over).
 - d. Engage in play to develop strength and stamina by continuing purposeful movements over short periods of time (e.g., reaching; pushing; rolling over).
2. Young Toddlers, 9-18 months:
 - a. Coordinate senses with movement to show where their body is in relation to other objects and people in the environment.
 - b. Move in a variety of ways and directions with increasing coordination and balance.
 - c. Maintain control of one's body in various positions while exploring and examining materials, activities, and spaces.
 - d. Engage in physical play activities for periods of time to develop strength and stamina.
3. Older Toddlers, 16-36 months:
 - a. Demonstrate body and spatial awareness to guide movement around objects and people.
 - b. Use large muscle movements (locomotor skills) with increasing control, coordination, and balance (e.g., moving from sitting to standing; jumping).
 - c. Use a variety of large muscle movements (non-locomotor) during play (e.g., hands in the air; turn around; stand on one foot).
 - d. Engage in physical play activities for moderate periods of time to develop strength and stamina.
4. Three Year Olds, 36-48 months:
 - a. Demonstrate body and spatial awareness in physical play activities (e.g., moves around cones).
 - b. Use large muscle movements (locomotor skills) with control, coordination, and balance (e.g., running; hopping; climbing stairs).

c. Use large muscle movements (non-locomotor) with control, balance, and coordination during active play (e.g., bending; stretching; twisting).

d. Demonstrate strength and stamina that allows for participation in physical play activities for moderate periods of time.

5. Four Year Olds, 48-60 months:

a. Demonstrate increasing awareness of body and space in relation to other people and objects in physical play activities.

b. Coordinate movements of the whole body (locomotor skills) with control and balance to perform more complex tasks.

c. Demonstrate coordination when using objects during active play (e.g., throwing; catching; kicking balls).

d. 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.

1. Infants, Birth-11 months:

a. Use whole hand and fingers to explore objects (e.g., touch; grasp; pick up; bang; transfer).

b. Coordinate eye and hand movements when grasping or picking up objects.

2. Young Toddlers, 9-18 months:

a. Demonstrate control and coordination of hand and fingers (small muscles) to manipulate objects.

b. Coordinate eye and hand movements to explore objects and participate in play activities (e.g., fill containers; stack blocks).

3. Older Toddlers, 16-36 months:

a. Demonstrate increasing control and coordination of hand and fingers (small muscles) while engaged in intentional activities.

b. Coordinate eye and hand movements while performing simple tasks (e.g., using utensils for eating; putting simple puzzles together; stringing large beads).

4. Three Year Olds, 36-48 months:

a. Demonstrate increasing control and coordination of hands, fingers, and wrists (small muscles) to manipulate objects and tools with a purpose.

b. Demonstrate eye-hand coordination to manipulate smaller objects (e.g., large buttons; zippers; scissors) with increasing control.

5. Four Year Olds, 48-60 months:

a. Coordinate the use of hands, fingers, and wrists to manipulate objects and perform activities and tasks with precision.

b. 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.

1. Infants, Birth-11 months:

a. Engage in active movement (e.g., tummy time; holding head up; kicking legs; waving; rolling over).

2. Young Toddlers, 9-18 months:

a. Engage in active play indoors or outdoors with adult support.

b. Participate in some basic safety practices (e.g., fire/tornado drills).

3. Older Toddlers, 16-36 months:

a. Actively engage in physical activities indoors or outdoors (e.g., dance; hide and seek; climb on equipment).

b. Follow safety rules with adult support.

4. Three Year Olds, 36-48 months:

a. Actively engage in a variety of games, as well as structured and unstructured indoor or outdoor physical activities.

b. Recognize some foods (real or pictures) that are healthy and other foods that are less healthy for the body.

c. Identify safety rules and follow them with guidance from adults.

5. Four Year Olds, 48-60 months:

a. Initiate and engage in a variety of physical activities (e.g., games; exercises) that enhance physical fitness.

b. Identify different foods that are healthy and indicate why a particular food is healthy or unhealthy.

c. 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).

d. 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:

COMPARISON DOCUMENT

Title 28

EDUCATION

Part CLIX: Bulletin 136, *The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years* *Louisiana Early Learning and Development Standards for Children Birth to Five Years*

Chapter 1. General Provisions

§101. Introduction

A. ~~The experiences and skills that children develop during the early years are critically important to their success later in school. What children learn during the first few years of life helps to lay the foundation for their future growth and development. 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.~~

B. ~~In order for children to reach their full potential during those early years, it is important that the adults around them provide an environment and experiences that promote growth and learning. This document, Louisiana's birth to five early learning and development standards (ELDS), is designed to help early childhood do just that by describing the particular skills and abilities that children need to develop to be successful, and by providing ideas for fostering their development.~~

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. About this Document Definitions

A. – C.2.

Repealed.

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 begin 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 and 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(A)(10).

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

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

§111. Overview of the Early Learning and Development Standard

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), 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 39:2445 (September 2013), 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 39:2445 (September 2013), LR 49:

Chapter 3. ~~Cognitive Development and General Knowledge~~ Learning and Development

§301. ~~Creative Thinking and Expression~~ Approaches to Learning

A. Initiative and Curiosity. Standard 1: Children engage in multiple and varied play-based experiences.

1. Infants, Birth-11 months:

- a. 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).
- b. Demonstrate interest in others (e.g., turn head toward familiar voice).
- c. Meet one's own needs using simple behaviors (e.g., feed oneself finger foods).
- d. Select a particular material, toy, or place of interest to explore on their own.

2. Young Toddlers, 9-18 months:

- a. 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).
- b. Demonstrate interest in their surroundings.
- c. Attempt to help with simple tasks and activities.
- d. Express choices and preferences.

3. Older Toddlers, 16-36 months:

- a. 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).
- b. Seek information about familiar objects, people, and experiences.
- c. Demonstrate increasing interest and independence in completing simple tasks.
- d. Insist on preferences and express dislikes.

4. Three Year Olds, 36-48 months:

- a. Explore unfamiliar objects, materials, and experiences. Combine materials in new and unique ways (e.g., put blocks together to create a road for cars).
- b. Seek information about unfamiliar objects, people, and experiences.
- c. Complete a variety of simple tasks independently.

5. Four Year Olds, 48-60 months:

- a. Seek out and engage with unfamiliar objects, materials, and experiences.
- b. Seek information and contribute to discussions about a variety of new topics, ideas, and activities.
- c. Complete multi-step tasks independently.

B. Attention, Engagement, and Persistence. Standard 2: Children engage in activities and tasks with attention, focus, and persistence.

1. Infants, Birth-11 months:

- a. Establish eye contact with a familiar person. Attend to new objects and familiar adults in the environment.
- b. Intentionally take action to make things happen (e.g., shake rattle to make noise).

2. Young Toddlers, 9-18 months:

- a. Focus attention on people, objects, and activities of interest.
- b. Repeat self-selected tasks over and over again.
- c. Complete self-selected tasks and then spontaneously express pleasure at accomplishments (e.g., smile; clap).

3. Older Toddlers, 16-36 months:

- a. Focus attention to complete a short, simple task with adult support.
- b. Complete activities of choice from start to finish with adult support.
- c. Remain actively engaged in activities of interest and protest if interrupted.

4. Three Year Olds, 36-48 months:

- a. Maintain focus on activities of interest despite distractions.
- b. Continue working on self-selected activities despite setbacks (e.g., try again after the block tower falls down).

c. 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).

5. Four Year Olds, 48-60 months:

a. Maintain focus on adult-directed activities with adult support.

b. Persist with a challenging task despite interruptions and disruptions.

c. 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.

1. Infants, Birth-11 months:

a. Interact with objects in a variety of ways and notice the effects of their own actions.

b. Attend to objects and/or activities in the environment.

c. Solve simple problems and accomplish tasks using gestures, movement, and/or vocalizations (e.g., roll over to reach a toy; cry to express needs).

2. Young Toddlers, 9-18 months:

a. Repeat behaviors to obtain desired results.

b. Observe the ways in which others interact with objects and materials.

c. Try out one or two strategies to accomplish tasks and solve problems with adult support.

3. Older Toddlers, 16-36 months:

a. 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).

b. Observe and imitate actions of others when attempting to accomplish tasks or solve problems.

c. Try out a variety of strategies to accomplish tasks and/or solve problems, often by trial and error.

4. Three Year Olds, 36-48 months:

a. Make predictions based on past experiences.

b. Recall and use previously successful strategies to complete tasks.

c. Purposefully use a variety of strategies, changing the approach as needed, to accomplish tasks or solve problems.

5. Four Year Olds, 48-60 months:

a. Make predictions and explain reasoning.

b. Apply prior knowledge and experiences to complete new tasks and solve new problems.

c. Communicate the steps used to solve problems and/or accomplish tasks.

A. Introduction

1. Creative arts development promotes creativity, individual expression, self-esteem, imagination, and appreciation of cultural diversity. Through music, movement, visual arts, and dramatic arts, young children are encouraged to explore and express themselves creatively. Creative expression is important for many reasons, but partially because it supports children's cognitive growth, problem solving skills, and growing insight into the world around them. Creative arts provides children with an opportunity to explore and express him/herself in ways that stimulate brain growth and experience in many expressions of human intelligence. Such opportunities help children to develop their talents and recognize their own uniqueness.

B. Encouraging Creativity

1. From a very young age, children respond to color, sound, and movement. Bright colors, interesting textures or a variety of sounds help to stimulate an infant's natural interest and curiosity. Providing a variety of sights, sounds, smells, tastes, and textures for young children to explore helps nurture the development of creativity.

2. As children grow, they begin to use their imagination and think more creatively. The preschool years can be one of the most creative times in a child's life as they look for ways to express their thoughts, ideas and feelings through music, drama, and visual art.

3. It is important for teachers and parents to understand that children's creativity depends a great deal on the environment in which they live and play, as well as the adults with whom they interact. Creativity requires a certain amount of freedom and risk taking; therefore, it is important that adults create an atmosphere that encourages children and allows the occasional mistake. Teachers should offer creative activities that emphasize the experience rather than the outcome. These experiences should be concrete, hands-on learning activities, offered in a risk-free environment where all children are encouraged to express themselves freely.

4. Stages of Art Development

a. Scribbling Stage (3 to 4 years of age)

—— i. Children use crayons, markers, and paint in zigzag fashion and circular motions.

—— ii. Later, the scribbles become more controlled.

—— iii. Their work is exploratory.

—— iv. Color is unrealistic.

—— v. The child begins to draw symbols like circles, crosses, and lines.

b. Preschematic Stage (4 to 7 years of age)

—— i. Age 4

- (a). The child begins to show definite forms in representing a person, making a circle for the head and two vertical lines for legs.
- (b). Sometimes there is a mouth, arms, hands, feet, or shoes.
- (c). Objects are drawn at random, and they are not in sequence or proportion.
- (d). At this stage, form is more important than color.
- (e). As children progress through this stage, size becomes more proportional, and they gain more brush control as their paintings begin to look more like illustrations.

ii. Age 7

- (a). The child has established a mental picture of an object that is repeated with each painted repetition of the object.
 - (i). For example, each time the child paints a house, it will look very much like all the other houses he/she has painted.
- c. Schematic Stage (6 to 9 years of age)

- i. At this stage, sky lines (usually blue) and base lines (usually green) appear on the top and bottom of drawings. Items drawn between these lines usually are proportional, and they are on the base line as appropriate.

NOTE: source, *The Portfolio and Its Use: A Road Map for Assessment* by Sharon MacDonald

C. Standard 1— 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 children in the classroom.

Subdomain: Creative Thinking and Expression (CC)				
Standard CC 1: 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 children in the classroom.				
Infants (Birth to 11 months)	Young Toddlers (9-18 months)	Older Toddlers (16-36 months)	Three Year Olds (36-48 months)	Four Year Olds (48-60 months)
CC 1 Indicators				
—Show interest and respond to different voices and sounds. (0.1) —Listen and respond to music by moving their bodies. (0.2)	—Imitate sounds and movements to favorite songs or music. (1.1) —Make sounds using musical toys and other objects (e.g. push toys, toys that make sounds or music, wooden blocks, etc.). (1.2) —Move their bodies in simple ways (e.g., sway, clap hands) and use objects to produce sounds and/or music. (1.3)	—Move and dance to favorite songs and music. (2.1) —Participate in familiar songs and finger plays. (2.2) —Use sounds/words or their bodies (clapping), instruments and other objects to imitate the beat and/or rhythm from music with help from adults. (2.3) —Respond to changes in tone and melody. (2.4) —Move their bodies creatively. (2.5) —Use objects and/or their voice to produce sounds and/or music that is unique or creative. (2.6)	—Listen and respond to different types of music (jazz, classical, country lullaby, etc.) through movement. (3.1) —Participate in songs and finger plays. (3.2) —Use instruments, sounds/words, and/or their bodies to imitate or produce their own beat and/or rhythm. (3.3) —Identify changes in tempo when listening to music. (3.4) —Replicate changes in tempo. (3.5) —Use instruments, props, and body to respond creatively to music. (3.6)	—Express thoughts and feelings through movement and musical activities. (4.1) —Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2) —Use instruments, other objects and/ or their bodies to imitate and produce more complex beat and rhythm patterns. (4.3) —Describe changes in tone, melody, rhythm, and tempo. (4.4) —Use instruments, props, and body creatively to express self through music and movement. (4.5)

D. – F. 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 39:2451 (September 2013), LR 49:

§303. Mathematics Social and Emotional Development

A. Relationships with Adults. Standard 1: Children engage in and maintain positive relationships and interactions with adults.

- 1. Infants, Birth-11 months:
 - a. Notice and respond to familiar adults.
 - b. Respond differently to familiar versus new adults.
 - c. Move or cry to seek attention and comfort from familiar adults.
 - d. Engage in simple back-and-forth interactions with familiar adults (e.g., repeat cooing sound after adult responds).
 - e. Repeat actions that elicit social responses from familiar adults.
- 2. Young Toddlers, 9-18 months:
 - a. Mimic signs of recognition (e.g., smile, wave).
 - b. Seek to be near familiar adults and respond cautiously to new adults.
 - c. Request help from familiar adults to address wants and needs with sounds and body language.
 - d. Initiate back-and-forth play with familiar adults.
 - e. Imitate gestures and sounds of familiar adults during interaction.
- 3. Older Toddlers, 16-36 months:
 - a. Initiate signs of recognition with familiar adults.
 - b. Check in with familiar adults for reassurance when trying new things.
 - c. Request help from familiar adults when encountering difficult tasks or situations.
 - d. Initiate play and interactions with familiar adults.
 - e. Imitate behaviors observed in familiar adults (e.g., pretend to cook or read a book).
- 4. Three Year Olds, 36-48 months:
 - a. Demonstrate recognition of familiar adults using simple actions and/or words.

- b. Separate from familiar adults when in familiar settings.
- c. Request help from adults to meet needs and/or solve problems, then attempt to implement suggestions with adult support.
- d. Interact with both familiar and new adults.
- e. Interact with adults to seek information and to socialize.

5. Four Year Olds, 48-60 months:

- a. Demonstrate recognition of familiar adults using multiple and varied actions and/or words.
- b. Separate from familiar adults in new settings.
- c. Work with adults to generate ideas for accomplishing tasks and/or solving problems, then implement suggestions independently.
- d. Interact with adults new to their environment (e.g., substitute caregiver).
- e. 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.

1. Infants, Birth-11 months:

- a. Notice other infants and children.
- b. Touch, smile, or babble to other infants and children.

2. Young Toddlers, 9-18 months:

- a. Interact briefly with other children using gesturing.
- b. Demonstrate awareness of conflict (e.g., cry; turn away).

3. Older Toddlers, 16-36 months:

- a. Play alongside other children (parallel play) for short periods of time with adult support.
- b. Take turns when playing with other children with adult guidance and support.
- c. Interact more frequently with a familiar child.
- d. Seek assistance from adults to resolve conflicts with other children.

4. Three Year Olds, 36-48 months:

- a. Interact or play cooperatively with other children.
- b. Demonstrate prosocial behaviors (e.g., taking turns, sharing) when playing with other children with some prompting from adults.
- c. Demonstrate preference to play with one or more specific children.
- d. Initiate an activity or join other children in an activity that is already in progress.
- e. Suggest solutions to conflicts with adult guidance and support.

5. Four Year Olds, 48-60 months:

- a. Interact or play cooperatively with a small group of children for a sustained period of time.
- b. Demonstrate prosocial behavior (e.g., taking turns, sharing) when playing with other children with few reminders.
- c. Demonstrate preference to routinely play with one or more specific children.
- d. Initiate, join in, and sustain positive interactions with a small group of children.
- e. 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.

1. Infants, Birth-11 months:

- a. Explore one's own body parts (e.g., study hands; play with feet).
- b. Respond to one's own image in a mirror.
- c. React when name is called (e.g., smile; coo).
- d. Express preferences for objects, activities, and people.
- e. Demonstrate awareness of basic routines (e.g., move arms and legs rapidly at sight of bottle).
- f. Express pleasure at things one has done (e.g., wiggle; coo; laugh).

2. Young Toddlers, 9-18 months:

- a. Point to one's own body parts when prompted.
- b. Recognize oneself in a mirror.
- c. Respond when name is called.
- d. Express preferences for objects, activities, and people using gestures, signs, or words.
- e. Indicate familiarity with routines or activities (e.g., attempt to hold a spoon; hold arms out to be picked up).
- f. Demonstrate a sense of satisfaction when accomplishing simple tasks.
- g. Express pride over accomplishments.

3. Older Toddlers, 16-36 months:

- a. Identify/name body parts independently.
- b. Identify oneself in photographs.
- c. Use different words (e.g., I, me, mine) when referring to oneself, including first name.
- d. Indicate preferences when asked (e.g., food; toys; activities).
- e. Identify self as a unique member of a family (e.g., identify self and other family members in family photo).
- f. Demonstrate confidence in one's own abilities and express satisfaction when demonstrating them to others.
- g. Call attention to new skills or abilities.

4. Three Year Olds, 36-48 months:

- a. Use one's own first and last name.
- b. Describe oneself using personal characteristics.
- c. Express likes and dislikes, and make choices based on personal preferences.
- d. Share information about family members and traditions (e.g., describe family events, celebrations, and/or important people in their lives).
- e. Demonstrate confidence in one's own abilities and accomplish routine and familiar tasks independently.
- f. Express positive feelings about self when prompted.

5. Four Year Olds, 48-60 months:

- a. Differentiate between self and others based on personal characteristics and/or interests.
- b. Identify self as a unique member of different groups (e.g., family; preschool class).
- c. Demonstrate confidence in one's own abilities, taking on new and challenging activities, and declining help when offered.
- d. 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.

1. Infants, Birth-11 months:

- a. Express simple emotions (e.g., contentment; distress) using sounds, facial expressions, and/or body movements.
- b. React to an adult's expression of feelings (e.g., facial expression; tone of voice).
- c. React to others' expressions of emotions (e.g., cries when another child cries).
- d. Express and act on impulses (e.g., cry when hungry; explore how hair feels by pulling it).
- e. React to stressful situations by shifting attention or turning away.
- f. Accept comfort when held, rocked, or talked to by a familiar adult.

2. Young Toddlers, 9-18 months:

- a. Express a range of basic emotions (e.g., happiness; sadness; fear; anger) using sounds, facial expressions, gestures and/or actions.
- b. Imitate adult expressions of feelings using facial expressions, sounds, gestures, and/or actions.
- c. Respond to others' expressions of emotions with adult support.
- d. Accept some redirection from adults.
- e. Participate in simple routines and accept transitions with adult support.
- f. Notice how others respond to one's own behaviors.
- g. Use simple behaviors to soothe oneself when upset.

3. Older Toddlers, 16-36 months:

- a. Express a range of emotions (e.g., pride; embarrassment) using gestures, actions, and/or words.
- b. Recognize feelings when named by an adult.
- c. Respond in caring ways to others' expressions of emotions (e.g., take a blanket to a crying child).
- d. Frequently respond positively to choices and limits set by an adult.
- e. Participate in routines, accept transitions, and follow simple guidelines for behavior with adult support.
- f. Experiment with effects of one's own actions on objects and people.
- g. Imitate strategies to manage emotions and behavior with adult direction.
- h. Demonstrate the ability to wait for a short period of time to get what one wants with guidance and support.

4. Three Year Olds, 36-48 months:

- a. Express complex emotions (e.g., gratitude; jealousy) using actions and/or words.
- b. Accurately identify one's own basic feelings (e.g., happy; mad; sad).
- c. Accurately identify basic emotions in others and respond with care and concern.
- d. Participate in routines, manage transitions, and follow adult guidelines for behavior with frequent reminders.
- e. Demonstrate understanding of how one's own actions and behavior affect others.

- f. Use a variety of strategies (e.g., deep breathing; use of words) to manage emotions and behavior with adult support.
 - g. Demonstrate the ability to wait to get something one wants (delayed gratification).
5. Four Year Olds, 48-60 months:
- a. Express strong emotions in a manner that is safe for self and others with occasional adult support.
 - b. Accurately label one's own feelings and identify them in various situations.
 - c. 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.").
 - d. Participate in routines, manage transitions, and follow adult guidelines for behavior with less frequent reminders, adapting to changes in each as needed.
 - e. Predict consequences of one's own and others' actions and behavior with adult support.
 - f. Manage emotions and behavior with occasional verbal, visual, and/or auditory reminders.

A. Introduction

1. The preschool years are a wonderful time for children to become interested in mathematics. Mathematics helps children make sense of the world around them and helps them find meaning in the physical world. Through mathematics, children learn to understand their world in terms of numbers and shapes. They learn to reason, to connect ideas, and to think logically.
2. Young children develop mathematical concepts through meaningful and concrete experiences that are broader in scope than numerals and counting. In a developmentally appropriate play-based environment, teachers and caregivers can build on children's everyday activities to help children learn mathematical ideas and develop positive attitudes toward mathematics.

B. Building a foundation for mathematics

1. With very young children infants and toddlers teachers can use descriptive language in everyday conversations to help build children's understanding of quantity (e.g., "more," "all gone"). Teachers and caregivers can also play games, sing songs, and read books that use numbers and counting. For older preschoolers, teachers and caregivers might work with children to use mathematics skills, such as measuring and knowledge of shapes, to build something. They might also introduce games and activities that specifically deal with mathematics such as games that require sorting or comparisons.
2. Early childhood teachers must be flexible during daily routines and strive to capture teachable moments using open-ended questioning techniques to help children expand their mathematical thinking. They must also create an environment that encourages mathematical play and exploration. Including materials such as unit blocks, manipulatives, or a props for a dramatic play center where children include counting in their play (such as a store) helps form the foundation that children need to develop mathematical knowledge.

C. Standard 1 understand numbers, ways of representing numbers, and relationships between number and quantities.

Subdomain: Mathematics (CM)					
Standard CM 1: Understand Numbers, Ways of Representing Numbers, and Relationships between Number and Quantities					
Infants (Birth to 11 months)	Young Toddlers (9-18 months)	Older Toddlers (16-36 months)	Three Year Olds (36-48 months)	Four Year Olds (48-60 months)	Kindergarten Math Common Core Standards Alignment
CM 1 Indicators					Counting and Cardinality (K.CC)
— Attend to an adult counting. (0.1) — Respond to adult question of whether or not they want more. (0.2)	— Participate in simple counting activities. (1.1) — Understand the concepts of "more" and "all." (1.2)	— Recite the number list to count to 6. (2.1) — With prompting and support, count up to 3 and then backwards from 3. (2.2) — Tell "how many" after counting a set of three or fewer items (e.g., fingers, blocks, erayons). (2.3) — Understand the concepts of "one" and "two" (e.g., parent says, "take just one cookie"). (2.4) — With prompting and support, counts one to three objects using one-to-one correspondence when doing simple routines. (2.5) — (Identify one or two written numerals when named. (2.6) — Can match one or two written numerals with the correct amount of objects. (2.7) — Understand the concepts of "more," "all" or "none". (2.8) — Visually compare two sets of objects and identify which set has more. (2.9)	— Verbally counts by ones to 10. (3.1) — With prompting and support, count up to 5 and then backwards from 5. (3.2) — Tell "how many" after counting a set of five or fewer items (e.g., fingers, blocks, erayons). (3.3) — Counts one to five objects (actual objects or pictures of objects) with one-to-one correspondence or when doing simple routines. (3.4) — Identify some written numerals but not in sequence. (3.5) — With prompting and support, match four or five numerals with the correct number of objects. (3.6) — Count two sets of objects and identify which set has more/less/fewer. (3.7) — Identify an object or person as first. (3.8)	— Verbally count by ones to 20. (4.1) Count forward from a given number between 1 and 10, and count backward from 5. (4.2) — Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects. (4.3) — Count out a specified number of objects from a set of 10 or fewer objects when asked. (4.4) — Identify written numerals 0-10 in the everyday environment. (4.5) — With prompting and support, match a number of objects with the correct written numeral from 0-10. (4.6) — Compare sets of objects using same/different and more/less/fewer. (4.7) — Identify an object's or person's position as first or last. (4.8)	K.CC.1
					— Count to 100 by ones and by tens.
					K.CC.2
					— Count forward beginning from given number within the known sequence (instead of having to begin at 1).
					K.CC.3
					— Write numbers from 0-20. Represent a number of objects with at written numeral 0-20 (with 0 representing a count of no objects).
					K.CC.4
					— Understand the relationship between numbers and quantities; connect counting to eardinality. — a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. — b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
					K.CC.6

Subdomain: Mathematics (CM)					
Standard CM-1: Understand Numbers, Ways of Representing Numbers, and Relationships between Number and Quantities					
Infants (Birth to 11 months)	Young Toddlers (9-18 months)	Older Toddlers (16-36 months)	Three Year Olds (36-48 months)	Four Year Olds (48-60 months)	Kindergarten Math Common Core Standards Alignment
CM-1 Indicators					Counting and Cardinality (K.CC)
					—Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. K.CC-7 —Compare two numbers between 1 and 10 presented as written numerals.

E. – G. 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 39:2454 (September 2013), LR 49:

§305. Science Language and Early Literacy Development

A. Language Development, Receptive Communication. Standard 1: Children attend to, understand, and respond to verbal and non-verbal communication and language from others.

1. Infants, Birth-11 months:

- a. Recognize more than one tone of voice in adults and respond with body movement and sounds.
- b. Demonstrate interest in voices, and focus on speech, sounds, and other communication directed at them.
- c. Respond or show excitement upon hearing familiar words.
- d. Respond to simple requests accompanied by gestures or tone of voice.

2. Young Toddlers, 9-18 months:

- a. Respond to facial expressions, tone of voice, and some words that communicate basic emotions.
- b. Respond to speech and other communication directed at them.
- c. Respond appropriately to familiar words, signs, and/or songs.
- d. Follow simple directions, especially if accompanied by gestures.

3. Older Toddlers, 16-36 months:

- a. Respond to facial expressions, tone of voice, and words that communicate a variety of emotions.
- b. Respond to simple statements, questions, and other communication.
- c. Demonstrate understanding of descriptive words through conversations and actions.
- d. Follow one or two-step directions with few gestures.

4. Three Year Olds, 36-48 months:

- a. Respond to statements, questions, and other communication.
- b. 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.
- c. 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).

5. Four Year Olds, 48-60 months:

- a. Respond to complex statements, questions, and other communication that include multiple phrases and ideas.
- b. 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.
- c. Follow detailed directions that involve multiple steps (e.g., “Get the sponge, dampen it with water, and clean your table top.”).

B. Language Development, Expressive Communication. Standard 2: Communicate with others to express self.

1. Infants, Birth-11 months:

- a. Experiment with making sounds. Engage in babbling.
- b. Communicate needs and wants, interest, or dislike through vocalizations, gestures, and facial expressions.

2. Young Toddlers, 9-18 months:

- a. Communicate through word-like sounds, some words, and some simple phrases.
- b. Express needs and wants and refer to familiar people and objects using verbal and non-verbal communication.
- c. Respond to simple statements and questions about pictures, people, and things that are present.
- d. Use some pronouns.

3. Older Toddlers, 16-36 months:

- a. Communicate through simple phrases and/or short sentences, but may omit some words or use some words incorrectly (e.g., “Mommy goed to store”).
- b. Communicate requests and describe familiar people and objects using verbal and non-verbal communication.
- c. Answer and ask simple questions about things and activities at the time they are happening.
- d. 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.
- e. Speak in a way that is understood by most familiar people.
- f. Use the plural forms of some nouns, not always correctly. Use the past tense of some verbs. Use simple adjectives in statements.

4. Three Year Olds, 36-48 months:

- a. Communicate using simple sentences.
- b. Communicate ideas, describe activities, and negotiate social interactions using verbal communication.
- c. Answer and ask questions about a variety of familiar topics, activities, and/or concepts.
- d. 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 meaning of unknown words by asking questions or using contextual clues, with modeling and support.
- e. Speak in a way that is understood by unfamiliar listeners but may make some pronunciation errors.
- f. Use common prepositions, correct subject-verb agreement, pronouns, and possessives.

5. Four Year Olds, 48-60 months:

- a. Communicate using longer sentences, including the use of descriptive details and vocabulary and/or combining two or three phrases.
- b. 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.
- c. Answer and ask complex questions to learn more about topics of interest, understand tasks, and solve problems, with explanation or follow-up questions.
- d. 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.
- e. Speak in a way that is understood by unfamiliar listeners, with few pronunciation errors.
- f. 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.

C. Language Development, Social and Conversational Rules. Standard 3: Children use social and conversational rules when communicating with others.

1. Infants, Birth-11 months:

- a. Initiate interactions with another person using movement and/or behavior.
- b. Briefly pay attention to the same object at which the caregiver is looking. Engage in turn-taking during social and vocal play with adults and other children.

2. Young Toddlers, 9-18 months:

- a. Initiate interactions with others using gestures and/or vocalizations.
- b. 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).
- c. “Jabber” and vocalize sounds in a way that is similar to the rhythm and flow of conversations around them.

3. Older Toddlers, 16-36 months:

- a. Ask questions or use verbal or non-verbal cues to initiate communication with others.
- b. Participate in short conversations, with some turn-taking exchanges.
- c. Listen attentively during brief group conversations and respond to questions or requests made to the group.
- d. Communicate in short sentences that follow the word order of their home language.

4. Three Year Olds, 36-48 months:

- a. Sometimes initiate communication with peers by asking questions or using verbal or non-verbal cues.
- b. Participate in conversations that include multiple turn-taking exchanges, particularly related to topics of interest.
- c. Use appropriate volume and intonation when communicating, with modeling and support.
- d. 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.
- e. Communicate in sentences and use more conventional grammar in their home language (plurals, tenses, prepositions). Make grammatical errors that follow their home language rules.

5. Four Year Olds, 48-60 months:

- a. Initiate communication with peers by asking questions or using verbal cues.
- b. Initiate and participate in conversations that involve multiple turn-taking exchanges, with each exchange relating to and building upon the previous.
- c. Use appropriate volume and intonation to match the situation when communicating.

d. 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.

e. Speak in full sentences that are grammatically correct within their home language most of the time.

D. Early Literacy, Phonological Awareness, Standard 1: Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.

1. Young Toddlers, 9-18 months:

a. Demonstrate interest in familiar rhymes and songs.

2. Older Toddlers, 16-36 months:

a. Sing songs and say or repeat familiar rhymes.

b. Sing songs with multiple words that start with the same initial sound.

3. Three Year Olds, 36-48 months:

a. Repeat rhyming words in familiar songs, finger plays, and rhymes, filling in rhyming words when given the opportunity.

b. Shows awareness that some words start with the same initial sound.

c. Segment spoken sentences into individual words with guidance and support.

d. Identify syllables in spoken words with guidance and support.

e. Blend a sequence of spoken syllables to produce words with guidance and support.

5. Four Year Olds, 48-60 months:

a. Identify and produce rhyming words.

b. Identify the initial sound in a spoken word with guidance and support.

c. Segment spoken sentences into individual words.

d. Identify syllables in spoken words.

e. Blend a sequence of spoken syllables to produce words.

f. Blend onsets and rimes of single syllable spoken words with guidance and support.

E. Early Literacy, Print Concepts, Standard 2: Children demonstrate knowledge of books and how print conveys meaning.

1. Infants, Birth-11 months:

a. Explore books by touch (e.g., patting and/or chewing on board books).

b. Demonstrate interest in books by reaching for books and exploring books through touch.

2. Young Toddlers, 9-18 months:

a. Hold books, look at pictures, and help turn some pages.

b. Request to have books read to them.

3. Older Toddlers, 16-36 months:

a. Recognize some familiar symbols and logos in the environment.

b. Recognize that print, symbols, and pictures have meaning.

c. 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.

d. Self-select familiar books and engage in shared reading.

4. Three Year Olds, 36-48 months:

a. Recognize and name familiar symbols and logos in the environment (environmental print).

b. Distinguish print from pictures and show awareness that print communicates meaning.

c. 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.

d. Share self-selected familiar books and engage in pretend reading with others.

5. Four Year Olds, 48-60 months:

a. Recognize and name pictures, symbols, and logos in the environment (environmental print).

b. 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.

c. 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.

d. Demonstrate interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.

F. Early Literacy, Alphabet Awareness, Standard 3: Children recognize and identify letters and make letter-sound connection.

1. Older Toddlers, 16-36 months:

a. Recognize letters of the alphabet as a special category of print, different from pictures and shapes.

2. Three Year Olds, 36-48 months:

a. Recognize and name some letters of the alphabet, especially those in their own name, as well as letters that occur frequently in the environment.

b. Identify the sound for a few recognized letters.

3. Four Year Olds, 48-60 months:

a. 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.

b. Identify or produce the sound of many recognized letters.

c. Recognize their own name and some common words in print.

G. Early Literacy, Comprehension. Standard 4: Children show interest in and gain understanding from a variety of early literacy experiences.

1. Older Toddlers, 16-36 months:

a. Recite some words of a familiar book when read to, especially from books with repeating text.

b. Ask or answer simple questions about a familiar story or book, including informational text.

c. Recognize when a story or book describes something that is similar to their own experiences.

2. Three Year Olds, 36-48 months:

a. Tell make-believe or real-life stories, sometimes in random sequence.

b. Retell familiar stories using pictures or props as prompts.

c. Ask or answer questions about key details in a familiar story, informational book, or other text.

d. Answer questions about how events and information from stories relate to their own experiences.

e. Share their own thoughts and reactions to a story or text.

f. Explore a variety of literacy genres, including stories/make believe, informational text, and poetry.

3. Four Year Olds, 48-60 months:

a. Tell make-believe or real-life stories using a sequence of at least 2-3 connected events.

b. Describe some key details from familiar stories, such as characters, setting, and/or major events.

c. 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.

d. Recall their own experiences that relate to events and information from stories or informational texts.

e. Analyze and reason about stories and other text with guidance and support during shared reading experiences.

f. Recognize differences between stories/make believe, information text, and poetry.

H. Early Literacy, Emergent Writing. Standard 5: Children write and draw to express their ideas, using some letters and print conventions.

1. Young Toddlers, 9-18 months:

a. Make marks or scribbles using a variety of media (e.g., finger paint, chalk).

2. Older Toddlers, 16-36 months:

a. Draw or scribble with a purpose during play or other activities.

b. Make intentional, more controlled scribbles and shapes (e.g., straight or curved lines).

c. Draw a picture and describe what it represents.

3. Three Year Olds, 36-48 months:

a. Show emerging awareness that writing can be used for a variety of purposes.

b. 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.

c. 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.

4. Four Year Olds, 48-60 months:

a. Use writing for a variety of purposes to convey meaning.

b. Write some letters of meaningful words such as their name, using letters and letter-like forms.

c. 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).

d. 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.

A. Introduction

1. ~~Young children are natural scientists. They easily become fascinated by everyday events and experiences. Through varied and repeated opportunities to predict, observe, manipulate, listen, experiment with, reflect, and respond to open-ended questions, young children make inferences and become higher level thinkers.~~

2. ~~Quality early childhood science programs should encourage children to use all of their senses, and help children pay attention to the process they use to explore as well as the specific information they need to know. In addition to science inquiry skills, young children can begin to acquire a foundation of science concepts and knowledge on which they can build a clear~~

understanding of their world. Early childhood teachers should look for opportunities to explore scientific concepts in all areas of the curriculum.

B. Encouraging scientific thinking

1. With very young children, infants and toddlers, relationships and early experiences are at the center of the scientific learning process. Through relationships, active exploration, and experiences, infants and toddlers begin to make discoveries about the world around them. They learn to figure out how things work, imitate others, and try out new behaviors. As infants grow older, they use attachment relationships with caregivers as a secure base for exploration. They also become interested in showing and giving things to adults. At the toddler age, children ask questions and share meaning with their caregivers. To encourage scientific thinking young children also need space and opportunities to explore, as well as materials that encourage learning and discovery. Provide a rich selection of age-appropriate, easily accessible toys and materials provides infants and toddlers with the foundation for learning and discovery.

2. As children move into the preschool years, they take on a more active role in searching out, describing, and explaining events that occur in the physical and natural world. They enjoy trying to see how things work, and when provided with a rich environment that includes a variety of materials, they will begin to ask questions, conduct experiments, and investigate new ideas. This creates opportunities for hypothesizing and predicting, observing, collecting information, and formulating conclusions. Their knowledge and understanding of science grows out of these opportunities to explore and relate new experiences to prior knowledge and personal experiences.

C. Standard 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions):

Subdomain: Science (CS)				
Standard CS.1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions):				
Infants (Birth to 11 months)	Young Toddlers (9-18 months)	Older Toddlers (16-36 months)	Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)
CS.1 Indicators				
— Explore objects, materials, and/or people using all the senses (e.g., picking objects up and putting them in mouth, focusing attention on an object or someone doing something, etc.). (0.1) — Repeat actions that cause changes in objects or people (e.g., shake rattle to make a noise). (0.2) — Occasionally use simple problem-solving strategies to explore objects. (0.3) Shows curiosity in living creatures, objects, and materials they can see, hear or feel. (0.4)	— Use all five senses to observe and explore living things, objects, materials, and changes that take place in the immediate environment. (1.1) — Notice cause and effect relationships (e.g., notice that a toy dropped from a high chair always falls to the floor makes a clanging sound when it hits the floor). (1.2) — Repeat action to cause desired effect (e.g., hit button on a musical toy to make the music play, fill a bucket with sand, knock it over and watch the sand pour out). (1.3) — Try different ways of solving a problem (e.g., pull the string on a toy that is stuck under something use a stick to dislodge a toy that is stuck). (1.4) — Show interest and curiosity in living creatures, objects, and materials, and in changes they can see, hear or feel. (1.5) — Put materials, substances, and/or objects together in new or unexpected ways to see what will happen (e.g., combine paint colors to see what happens, experiment to see what sticks on contact paper collage). (1.6) — Verbally or non-verbally communicate what they see, hear or feel for living creatures, objects, materials or changes that happen in the environment. (1.7)	— Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (2.1) — Talk about what they see, hear, and are able to touch in the environment with adult support. (2.2) — Use simple tools to observe living things, objects and materials (e.g., magnifying glass, sifter). (2.3) — Show an understanding of cause and effect relationships (e.g., pushes a stack of blocks to watch them fall). (2.4) — Try alternative solutions to solve problems (e.g., pull the string on a toy that is stuck under something use a stick to dislodge a toy that is stuck). (2.5) — Ask why and how questions about what they see, hear and feel when observing living creatures, objects and materials. (2.6) — Put materials, substances, and/or objects together in new or unexpected ways to see what will happen (e.g., combine paint colors to see what happens, experiment to see what sticks on contact paper collage). (2.7) — Talk about observations made about living creatures, objects, materials and changes that happen. (2.8)	— Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (3.1) — Describe what they see, hear, and are able to touch in the environment and group materials/objects according to observed features. (3.2) — Use simple tools to investigate and gather information on living things, objects, materials, and changes that take place (e.g., magnifying glass, sifter, magnets). (3.3) — Show an understanding of cause and effect relationships that are observed immediately. (3.4) — With prompting and support, talk about cause and effect relationships that are not immediately observable (e.g., that a plant wilted because it was not watered). (3.5) — Ask why and how questions and offer ideas about living creatures, objects, materials and changes they see, hear and/or feel. (3.6) — Participate in simple scientific investigations. (3.7) — With prompting and support, talk about observations and results of simple experiments verbally and/or through drawings or graphs. (3.8) — With prompting and support, talk about the meaning of words that are related to the scientific process (e.g., "observation," "experiment"). (3.9)	— Use all five senses to observe, collect information, describe observations, classify based on observations, and form conclusions about what is observed. (4.1) — Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2) — Show an understanding of cause and effect relationships and use this understanding to predict what will happen as a result of an action and to solve simple problems. (4.3) — Use prior knowledge and experiences to generate questions, hypothesize, predict, and draw conclusions about living creatures, objects, materials and changes observed in the environment. (4.4) — Conduct simple scientific experiments. (4.5) — Collect, interpret, and communicate data and findings from observations and experiments verbally and/or in written formats. (4.6) — With prompting and support, use scientific vocabulary words to describe steps in the scientific process (e.g., "observation," "experiment," "hypothesis," "conclusion"). (4.7)

D. Standard 2: Acquire scientific knowledge related to physical science (properties of objects and materials):

Subdomain: Science (CS)				
Standard CS.2: Acquire scientific knowledge related to physical science (properties of objects and materials):				
Infants (Birth to 11 months)	Young Toddlers (9-18 months)	Older Toddlers (16-36 months)	Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)
CS.2 Indicators				

<ul style="list-style-type: none"> — Explore objects and materials in the indoor and outdoor environment (e.g., splash water, poke finger in the sand). (0.1) — Show interest and curiosity in objects. (0.2) 	<ul style="list-style-type: none"> — Explore objects and materials in the indoor and outdoor environment (e.g., splash water, poke finger in the sand). (1.1) — Use toys and other objects to make things happen (e.g., kick a ball to knock down some blocks, use a shovel to scoop sand into a bucket). (1.2) — Watch how balls, toys and other objects move. (1.3) 	<ul style="list-style-type: none"> — Talk about observations of objects and materials in the indoor and outdoor environment. (2.1) — Explore changes in objects and materials (e.g., see what happens when water and dirt are combined, observe how food changes when cooked, etc.). (2.2) — Explore tools and simple machines that can be used to move, combine, or change objects and materials (e.g., a hammer, lever, pulley, ramp, etc.). (2.3) — With adult supervision, explore sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound). (2.4) — Explore different ways balls, toys and other objects move. (2.5) 	<ul style="list-style-type: none"> — With prompting and support, observe and describe properties of objects and materials, and how objects and materials can be combined or can change from one form to another (e.g., ice melting to a liquid). (3.1) — Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps, etc.). (3.2) — With prompting and support, observe and talk about sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound, etc.). (3.3) — Watch how balls, toys and other objects move and use different strategies to change their speed of motion. (3.4) 	<ul style="list-style-type: none"> — With prompting and support, observe and describe the properties of objects and materials and how they can be combined or can change from one form to another (solids, liquids, and gases). (4.1) — Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps). (4.2) — Explore and describe sources of energy such as lights, bells and other sources of sound. (4.3) — Experiment with balls, toys and other objects to see which objects move faster, what conditions make them move faster and what makes them move slower. (4.4)
---	--	--	---	--

E.— Standard 3: Acquire scientific knowledge related to life science (properties of living things):

Subdomain: Science (CS)				
Standard CS 3: Acquire scientific knowledge related to life science (properties of living things):				
Infants (Birth to 11 months)	Young Toddlers (9-18 months)	Older Toddlers (16-36 months)	Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)
CS 3 Indicators				
<ul style="list-style-type: none"> — Show interest and curiosity in plants and living creatures. (0.1) — Look at and explore different parts of human body and living creatures. (0.2) 	<ul style="list-style-type: none"> — Explore the characteristics of living creatures (e.g., touches caregiver's face, looks intently at a leaf, or grabs the cat's tail). (1.1) — Notice differences in characteristics of living creatures and plants (e.g., parts of a plant, animals with fur vs. scales, big and small people). (1.2) — Participate in caring for living creatures and/or plants (e.g., feed fish, water plants in the classroom). (1.3) — Notice and explore differences in characteristics of living creatures and plants (e.g., a little plant vs. a big plant, a baby animal vs. a full-grown animal). (1.4) — Show where common parts of an animal or human are when named by adult (e.g., point to the dog's ear, show me your foot). (1.5) 	<ul style="list-style-type: none"> — With prompting and support, explore and talk about common characteristics of living creatures and plants. (2.1) — Compare one living creature or plant with another and talk about the similarities and differences observed. (2.2) — Care for living creatures and/or plants with direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (2.3) — Follow adults' guidance on how to act appropriately when near living things. (2.4) — Talk about how very young plants and living creatures are different from full-grown plants and living creatures. (2.5) — Use simple words to name common plants, animals, and human body parts when asked by an adult. (2.6) 	<ul style="list-style-type: none"> — With prompting and support, explore, observe, and describe a variety of living creatures and plants. (3.1) — Sort living creatures and plants according to at least one characteristic (e.g., size, four-legged animals, hard/soft, etc.). (3.2) — Care for living creatures and/or plants with some direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (3.3) — Follow adults' guidance on how to act appropriately with living creatures (e.g., hold the hamster gently, observe the fish without tapping the fish bowl). (3.4) — Observe very young plants or living creatures over an extended period of time and describe how the plant/living creature changes. (3.5) — Use basic vocabulary for plants, animals, and humans (e.g. some names of parts; characteristics). (3.6) 	<ul style="list-style-type: none"> — Explore, observe, and describe a variety of living creatures and plants. (4.1) — Classify living creatures and plants into categories according to at least one characteristic. (4.2) — Carry out classroom routines to care for living creatures and/or plants with limited direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (4.3) — Describe and follow guidelines for how to interact with living creatures appropriately (e.g., hold the hamster gently, observe the fish without tapping the fish bowl). (4.4) — Describe plants' and living creatures' life cycles. (4.5) — Use basic vocabulary to name and describe plants and living creatures. (4.6) — Use basic vocabulary to describe similarities and differences between living creatures and plants. (4.7)

F.— Standard 4: Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky):

Subdomain: Science (CS)				
Standard CS 4: Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky):				
Infants (Birth to 11 months)	Young Toddlers (9-18 months)	Older Toddlers (16-36 months)	Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)
CS 4 Indicators				
<ul style="list-style-type: none"> — Respond to the current weather conditions. (0.1) 	<ul style="list-style-type: none"> — Notice the current weather conditions. (1.1) — Participate in stories, songs, and finger plays about seasons and the weather. (1.2) — Observe and name objects found in the daytime or nighttime sky (e.g., sun, moon). (1.3) — Participate in stories, songs, and finger plays about day and night. (1.4) 	<ul style="list-style-type: none"> — Talk about the common weather conditions of the current season (e.g., in summer, talk about how hot it is). (2.1) — Point to types of clothing needed for current seasonal weather conditions. (2.2) — Talk about the current weather conditions. (2.3) — Notice features of the sky such as daylight, darkness, sun, moon, etc. (2.4) — Identify the sky's different characteristics during night and day. (2.5) 	<ul style="list-style-type: none"> — Describe common weather conditions of the current season and how they compare to other seasons where they live (e.g., summer is hot, winter is cooler). (3.1) — Name the types of clothing needed for different seasons. (3.2) — Identify the characteristics of current weather conditions. (3.3) — Describe objects found in the day or night time sky. (3.4) — Talk about how the sky changes from night to day. (3.5) 	<ul style="list-style-type: none"> — Compare, and contrast seasonal changes where they live. (4.1) — Describe the types of clothing needed for different seasons. (4.2) — Describe the current weather and how weather conditions can change from day to day. (4.3) — Describe major features of the earth and sky, and how they change from night to day. (4.4)

G.— Strategies for Science

Infants
<ul style="list-style-type: none"> — Give young infants faces to look at, especially the teachers. Infants attend to faces, either real or in picture form, longer than to any other images. — Talk with young infants during caregiving times of feeding, bathing, diapering, and dressing. Explain what will happen, what is happening, and what will happen next. — Provide very young infants a limited variety of soft, washable toys to be looked at and mouthed. Place varying sized objects within view and reach of infant. — Vary the position of young infants so they can see more of their environment. — Add interesting toys of different textures that are responsive to the action of the infant (e.g., soft balls, rattles, cloth toys, squeeze toys, plastic keys, and mobiles). — Talk with infants about what they are experiencing through their senses. Say, "I know that you like the taste of apple sauce." — Notice and comment when children apply knowledge to new situations.
Toddlers
<ul style="list-style-type: none"> — Add materials to environment that are slightly more challenging to toddlers (e.g., puzzles with more pieces or smaller pegs and balls). — Talk to toddlers about how things are alike and different. — Allow toddlers to figure out what to do with new play materials. Take time to watch rather than direct their actions. — Provide equipment and materials that encourage problem solving in both the indoor and outdoor environments (e.g., small wagons for moving things around the playground, riding toys with and without pedals, cardboard boxes for getting into and crawling out of). — Allow toddlers to work on a problem uninterrupted. Watch what they do so you can identify when to step back and let them solve their own problems. Be ready to step in if a child is getting too frustrated. — Begin to talk about solving problems. Have conversations with toddlers about problem solving. For example, if it is raining and the group will not be able to go outside, talk to each other and the group of children about the problem and how to spend the time.
3-Year-Olds
<ul style="list-style-type: none"> — Let children find unique ways to combine toys and materials. For example, they might put small colored blocks in a pot and stir them as they "cook" in home living. Appreciate this creative use of materials as a part of cognitive development. — Encourage children to make predictions by asking, "What would happen if?" questions. — Model problem solving by offering children opportunities to help you solve problems. Talk through the activity by saying, "The playground gate is locked. What should we do?" — Ask open-ended questions that encourage children to predict what will happen. For example, as you hand Lizzie the bottle of liquid soap, ask, "What do you think will happen if you squirt just a little bit of soap into the water?" — Take nature walks to observe changes in the seasons. Talk about the weather conditions daily.
4-Year-Olds
<ul style="list-style-type: none"> — Use appropriate scientific vocabulary (e.g., experiment, hypothesis, predict, etc.). — Cook with children in your classroom, talk about what happens when foods are combined or heat is applied. — Conduct experiments that use solids, liquids and gas (e.g., melting an ice cube and refreezing it or adding powdered drink mix to a glass of water). — Ask open-ended questions when conducting simple experiments where children can predict and analyze outcomes. — Provide soil and seeds so that children can grow their own plants. Ask children to document changes they observe through pictures or graphs. — Use outdoor time to observe the weather conditions (e.g., talk about the clouds moving across the sky on a windy day). — Include live animals and plants in the classroom, along with models, stuffed animals, pictures, and posters.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2454 (September 2013), 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), 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 39:2445 (September 2013), LR 49:

§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 39:2445 (September 2013), LR 49:

§405. Reading

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), 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 39:2445 (September 2013), 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 39:2445 (September 2013), 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 39:2445 (September 2013), LR 49:

Chapter 5. Physical Well-Being and Motor Development Cognitive Development and General Knowledge

§501. Introduction Mathematics

~~A. Health and physical development skills are the foundation for the future health and well-being of all children. This domain fosters children's sound nutritional choices, health/safety practices, and physical activity for optimal learning.~~

A. Knowledge of Numbers. Standard 1: Children demonstrate knowledge of numbers and the relationships between numbers and quantities.

1. Infants, Birth-11 months:

- a. Demonstrate interest in quantity during play (e.g., reach for more toys; hold two objects, one in each hand).
- b. Indicate they want "more" using gestures, sounds, or looks.

2. Young Toddlers, 9-18 months:

- a. Demonstrate interest in simple counting activities.
- b. Indicate understanding of the concepts of "more," "all," and "none" using gestures, words, or actions.

3. Older Toddlers, 16-36 months:

- a. Rote count to 10 with increasing accuracy.
- b. Count a small set of objects (2-3) with one-to-one correspondence.
- c. 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").
- d. Recognize a few numerals in the everyday environment.
- e. Identify an object or person as first in a sequence.

4. Three Year Olds, 36-48 months:

- a. Rote count to 10 with accuracy.
- b. Count up to five objects arranged in a line with one-to-one correspondence.
- c. Begin to understand that the last number counted represents how many objects are in a group (cardinality).
- d. Recognize and name the number of items in a small set (up to three) without counting (subitizing).
- e. Compare two groups of objects and indicate whether the number of objects in each group is the same or different.
- f. Identify written numerals 0-5 by name and match each to counted objects.
- g. Identify the first and often second object or person in a sequence.

5. Four Year Olds, 48-60 months:

- a. Rote count to 20 with accuracy. Tell what number (1-10) comes next in order by counting.
- b. Accurately count up to ten objects in a structured arrangement with one-to-one correspondence.
- c. Tell how many objects are in a group by giving the last number counted (cardinality).
- d. Recognize and name the number of items in a small set (up to five) without counting (subitizing).
- e. 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.
- f. Identify written numerals 0-10 by name and match each to counted objects.
- g. Read and write some numerals up to 10.
- h. 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.

1. Infants, Birth-11 months:

- a. Demonstrate awareness of repeating sequences in everyday routines.

2. Young Toddlers, 9-18 months:

- a. Notice and anticipate simple repeating sequences (e.g., go to table for lunch after washing hands).

3. Older Toddlers, 16-36 months:

- a. Recognize and participate in patterns within stories and in songs.

4. Three Year Olds, 36-48 months:

- a. Recognize and copy simple repeating patterns in different forms (e.g., red-blue; circle-square).
- b. Combine and separate small groups of objects and describe the parts. (e.g., I have four cubes. Three are red, and one is blue).

5. Four Year Olds, 48-60 months:

- a. Identify, duplicate, extend, and create simple repeating patterns in different forms (e.g., red-red-blue: circle-square-triangle).
- b. 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.

1. Young Toddlers, 9-18 months:

- a. Match two objects based on one observable feature.
- b. Explore objects of different sizes and weights.

2. Older Toddlers, 16-36 months:

- a. Group objects by one physical characteristic (attribute) (e.g., color; size; shape).
- b. Make simple comparisons between two objects using measurable attributes (e.g., length; height; weight).

3. Three Year Olds, 36-48 months:

- a. Sort objects into two or more groups based on one physical characteristic (attribute).
- b. Describe objects using measurable attributes (e.g., tall/short; big/little; heavy/light).

4. Four Year Olds, 48-60 months:

- a. Sort objects by one characteristic (attribute), then re-sort using a different characteristic and explain the reasoning with guidance and support.
- b. Describe measurable attributes of objects and materials using comparative words (e.g., long; longer; longest).
- c. Compare and order a small set of objects using measurable terms (e.g., length; weight).
- d. Describe the purpose of simple measurement tools.
- e. 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.

1. Infants, Birth-11 months:

- a. Explore various shapes through play.
- b. Explore and respond to the movement of objects, people, or self (e.g., navigate obstacles while crawling to destination).

2. Young Toddlers, 9-18 months:

- a. Explore the way shapes and objects fit together through play.
- b. 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).

3. Older Toddlers, 16-36 months:

- a. Match basic shapes (e.g., circle; square; typical triangle) of the same size and orientation.
- b. Move their body and objects to follow simple directions related to position (e.g., in; on; under; over; up; down).

4. Three Year Olds, 36-48 months:

- a. Match a wider variety of shapes with different sizes and orientations.
- b. Recognize basic shapes (e.g., circle; square; typical triangle).
- c. Build objects by combining basic shapes (e.g., pictures; tangrams; block structures).
- d. Move their body and objects to follow simple directions related to proximity (e.g., beside; between; next to).

5. Four Year Olds, 48-60 months:

- a. Identify basic shapes (e.g., circle; square; triangle; rectangle) regardless of size and orientation.
- b. Describe basic two- and three-dimensional shapes (e.g., a square has four sides; the ball rolls).
- c. Create and build shapes using a variety of materials (e.g., popsicle sticks to create a square).
- d. 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(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2471 (September 2013), LR 49:

§503. Physical Fitness and Motor Skills 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.

1. Infants, Birth-11 months:

- a. Demonstrate interest in objects, materials, people, and/or their environment using their senses.

2. Young Toddlers, 9-18 months:

- a. Observe and explore the immediate environment using their senses.
- b. Actively experiment with and explore the physical properties of objects and substances.

c. Communicate, verbally or non-verbally, what is seen, heard, or felt when exploring the physical and natural world.

3. Older Toddlers, 16-36 months:

a. Observe, ask questions, and make predictions about the physical and natural world, using their senses and simple tools.

b. Put materials, substances, and/or objects together in new or unexpected ways to see what will happen.

c. Share ideas and thoughts related to interactions with and observations made about the physical and natural world.

4. Three Year Olds, 36-48 months:

a. Investigate, observe, ask questions, make predictions, make comparisons, and gather information about the physical and natural world using their senses and simple tools.

b. Participate in simple scientific investigations.

c. Describe and record findings from investigations they have conducted with prompting and support (e.g., verbally or non-verbally; drawings).

5. Four Year Olds, 48-60 months:

a. 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.

b. Conduct scientific investigations and simple experiments.

c. Describe and generate explanations and/or conclusions about investigations they have conducted with guidance and support (e.g., discussions; drawings; graphs).

A. As children grow and develop, their motor skills begin to improve as connections in the brain grow. Motor skills develop in an orderly, predictable way. They develop from the top of the child to the bottom, and from the center of the body outward. Also, skills become more and more specialized as children grow. Although there is variation in the age at which each child will develop a particular skill, for the most part, the order in which skills develop is predictable. For example, a young child can walk before he can run, and run before he can hop.

B. – C.

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 39:2472 (September 2013) LR 49:

§505. ~~Good Health and Safety Practices~~ Social Studies

A. Time and Place. Standard 1: Children demonstrate an awareness of time (past, present, and future) and place within the community.

1. Infants, Birth-11 months:

a. Demonstrate anticipation of events in daily routines and activities.

2. Young Toddlers, 9-18 months:

a. Demonstrate anticipation of events in daily routines and activities using verbal and non-verbal cues.

3. Older Toddlers, 16-36 months:

a. Respond (positively or negatively) to changes in routines or schedules.

b. Demonstrate a general understanding of the passing of time and the meaning of phrases, such as “not now” and “after lunch”.

c. Recognize familiar landmarks, signs, and buildings in one’s neighborhood/community.

4. Three Year Olds, 36-48 months:

a. Recall the sequence of daily routines, events, and/or activities that happened at an earlier time.

b. Communicate an awareness of time using gestures, words, or phrases (e.g., when I was little; when we lived in our old house).

c. Communicate, with increasing specificity, the location of objects/areas at school, home, and within the community.

5. Four Year Olds, 48-60 months:

a. Communicate events, activities, and people from the past.

b. Use time related vocabulary (e.g., today; tomorrow; before; after) with increasing accuracy.

c. Identify familiar landmarks in their community (e.g., fire station; post office).

d. 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.

1. Infants, Birth-11 months:

a. Demonstrate a preference for familiar versus new individuals.

2. Young Toddlers, 9-18 months:

a. Distinguish between familiar and new individuals.

b. Demonstrate an awareness of the characteristics of themselves and others.

3. Older Toddlers, 16-36 months:

a. Identify known people in pictures.

b. Identify the distinct characteristics of themselves and others.

c. Carry out some routines and responsibilities in the classroom with adult support and guidance.

4. Three Year Olds, 36-48 months:

- a. Communicate information about their family and community.
- b. Identify and/or ask questions about the distinct characteristics of groups of people and cultures.
- c. Carry out routines and responsibilities in the classroom with prompting from adults.

5. Four Year Olds, 48-60 months:

- a. Describe familiar elements of one's family, community, and traditions.
- b. Distinguish the distinct characteristics of groups of people and cultures.
- c. Identify responsibilities of self and others in school, home, and community.

~~A. Early childhood is a good time to begin teaching children good health, nutrition, and safety practices. Studies have shown that children will generally eat the types of food they are provided during childhood for the remainder of their lives. If they learn to eat a variety of fruits and vegetables, they will continue to eat them. In contrast, if they are fed a lot of unhealthy snacks and eat at fast food restaurants, they will continue to do so. Food habits are one of the most important habits a child learns.~~

~~B. Early childhood is also a good time to begin to teach general safety practices to children. Understanding hazards that might be in the environment is something that develops gradually in young children. When children are very young, they need the constant presence and guidance of adults to help ensure their safety. As children grow older, they begin to understand that some situations are dangerous. While they continue to need diligent supervision, they also can begin to learn about danger and how to avoid it. The standards and indicators in this domain are designed to foster children's understanding of how to keep themselves healthy and safe.~~

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 39:2472 (September 2013), LR 49:

§507. Physical Well-Being and Motor Development Standards Creative Arts

A. Music and Movement. Standard 1: Children engage in multiple and varied music and movement experiences.

1. Infants, Birth-11 months:

- a. Attend to, vocalize, and/or move body in response to different types of music and/or rhythmic sounds.
- b. Make sounds and/or music using their bodies, toys, or small, shaker-type instruments.

2. Young Toddlers, 9-18 months:

- a. Move body in response to the beat and tempo of music and/or rhythmic sounds.
- b. Imitate sounds and/or music using their bodies and/or small instruments.

3. Older Toddlers, 16-36 months:

- a. Move body to imitate the beat and tempo of music.
- b. Imitate sounds and/or music using their bodies, instruments, and/or voice.

4. Three Year Olds, 36-48 months:

- a. Move body with creativity to imitate the beat and tempo of music of different genres.
- b. Create music using their bodies, instruments, and/or voice.

5. Four Year Olds, 48-60 months:

- a. Express thoughts and feelings through dance and movement with increasing spatial awareness.
- b. 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.

1. Infants, Birth-11 months:

- a. Attend to visual stimuli (e.g., objects with contrasting colors; textured prints).

2. Young Toddlers, 9-18 months:

- a. Respond to visual art by reaching for, pointing at, touching, or vocalizing/verbalizing.
- b. Explore a variety of materials to create visual art.

3. Older Toddlers, 16-36 months:

- a. Observe and respond to visual art by communicating a preference.
- b. Explore a variety of materials and tools to create visual art.

4. Three Year Olds, 36-48 months:

- a. Observe and participate in discussions about various forms of art, including what they notice and what it makes them think about.
- b. Explore a variety of materials, tools, and techniques to create artistic works.

5. Four Year Olds, 48-60 months:

- a. 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).
- b. 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.

1. Infants, Birth-11 months:

- a. Imitate behaviors, such as sounds, facial expressions, and gestures of others.
- b. Respond to volume in tones and inflection.
- 2. Young Toddlers, 9-18 months:
 - a. Role-play familiar behaviors during play (e.g., rock baby doll; talk on phone).
 - b. Experiment with voice inflection during play.
- 3. Older Toddlers, 16-36 months:
 - a. Engage in dramatic play that expands beyond personal experiences (e.g., firefighter rescuing people).
 - b. Imitate and repeat voice inflections, such as character or animal sounds.
 - c. Use props and pretend to be someone other than themselves.
- 4. Three Year Olds, 36-48 months:
 - a. Engage in dramatic play that includes both real-life and fantasy experiences.
 - b. Create various voice inflections and facial expressions in play.
 - c. Engage in play experiences that involve roles with the use of props and costumes.
- 5. Four Year Olds, 48-60 months:
 - a. Participate in dramatic play to express thoughts, feelings, and creativity.
 - b. Represent a character by using voice inflections and facial expressions.
 - c. Engage in a variety of play experiences that include elements of drama (e.g., roles; dialogue; props).
- A. Develop large muscle control and coordinate movements in their upper and/or lower body.

Subdomain: Motor Skills and Physical Fitness				
Standard PM1: Develop large muscle control and coordinate movements in their upper and/or lower body.				
Infants (Birth to 11 months)	Young Toddlers (9-18 months)	Older Toddlers (16-36 months)	Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)
PM1 Indicators				
— Develop strength and control of head and back progressing to arms and legs. (0.1) — Develop strength and control of head and back progressing to arms and legs when playing with objects. (0.2)	— Control and coordinate movement of arms, legs, and neck. (1.1) — Control and coordinate movement of arms, legs, and neck when using a variety of objects. (1.2)	— Combine and coordinate arm and leg movements when engaged in active play. (2.1) — Combine and coordinate arm and leg movements when engaged in active play with objects and equipment. (2.2)	— Use arms and legs for balance and motor control when walking, jumping, throwing and climbing. (3.1) — Use arms and legs for balance and motor control using objects and equipment for a wide range of physical activities. (3.2)	— Use the whole body for balance and motor control when walking, jumping, throwing and climbing. (4.1) — Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities. (4.2)

B. Standard 2: Develop small muscle control and coordination.

Subdomain: Motor Development and Physical Fitness				
Standard PM2: Develop small muscle control and coordination.				
Infants (Birth to 11 months)	Young Toddlers (9-18 months)	Older Toddlers (16-36 months)	Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)
PM2 Indicators				
— Develop small motor control moving from the chest outward to arms, wrist, and hands. (0.1) — Use hands to accomplish actions with rake grasp and/or palming. (0.2) — Coordinate eye and hand movements when eating, grasping, or picking up objects. (0.3)	— Demonstrate control of wrists, hands, and fingers. (1.1) — Use pincer grasp (their thumb and forefinger) to pick up small objects. (1.2) — Hold an object in one hand and manipulate it with the other hand. (1.3) — Coordinate eye and hand movements to explore objects or complete activities (e.g., transfer object from one hand to the other, stack blocks to build a tower). (1.4)	— Complete tasks that require more refined control of small muscles when using hands to reach, grasp, and release objects. (2.1) — Coordinate eye and hand movements to carry out simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads). (2.2)	— Use hands, fingers, and wrists for a wide variety of tasks and activities. (3.1) — Coordinate eye and hand movements to accomplish simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads, using a crayon). (3.2)	— Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles. (4.1) — Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (e.g., pitchers for pouring or scissors for cutting along a line). (4.2)

C. Standard 3: Participate in a variety of physical activities to enhance strength and stamina.

Subdomain: Motor Skills and Physical Fitness				
Standard PM3: Participate in a variety of physical activities to enhance strength and stamina.				
Infants (Birth to 11 months)	Young Toddlers (9-18 months)	Older Toddlers (16-36 months)	Three-Year-Olds (36-48 months)	Four-Year-Olds (48-60 months)
PM3 Indicators				
— Move body in a variety of ways, (e.g., kicking feet, waving arms, or rolling over). (0.1) — Engage in play that helps to develop strength in arms and legs (e.g., floor games that provide opportunities for reaching, grasping or pushing). (0.2)	— Participate in a variety of indoor and outdoor play activities. (1.1) — Engage in play that helps to develop strength in arms and legs (e.g., filling and dumping a bucket, pushing a baby stroller, playing on outdoor equipment). (1.2)	— Participate in a variety of indoor and outdoor play activities. (2.1) — Engage in regular and sustained play activities that are physically demanding for short periods of time. (2.2)	— Seek out a variety of physical activities such as games and indoor/outdoor play. (3.1) — Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (3.2)	— Initiate and engage in a variety of physical activities including games, exercises, and play that enhance physical fitness. (4.1) — Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (4.2)

D. – F. 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 39:2472 (September 2013), LR 49:

§509. Physical Development and Well-Being

A. Gross Motor. Standard 1: Children demonstrate large muscle control and coordination.

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

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

1. Infants, Birth-11 months:
 - a. Engage in active movement (e.g., tummy time; holding head up; kicking legs; waving; rolling over).

- 2. Young Toddlers, 9-18 months:
 - a. Engage in active play indoors or outdoors with adult support.
 - b. Participate in some basic safety practices (e.g., fire/tornado drills).
- 3. Older Toddlers, 16-36 months:
 - a. Actively engage in physical activities indoors or outdoors (e.g., dance; hide and seek; climb on equipment).
 - b. Follow safety rules with adult support.
- 4. Three Year Olds, 36-48 months:
 - a. Actively engage in a variety of games, as well as structured and unstructured indoor or outdoor physical activities.
 - b. Recognize some foods (real or pictures) that are healthy and other foods that are less healthy for the body.
 - c. Identify safety rules and follow them with guidance from adults.
- 5. Four Year Olds, 48-60 months:
 - a. Initiate and engage in a variety of physical activities (e.g., games; exercises) that enhance physical fitness.
 - b. Identify different foods that are healthy and indicate why a particular food is healthy or unhealthy.
 - c. 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).
 - d. 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 39:2445 (September 2013), 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 39:2445 (September 2013), 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 39:2445 (September 2013), 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 39:2445 (September 2013), 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 39:2445 (September 2013), LR 49:

§711. Social-Emotional 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), 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 39:2445 (September 2013), 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 39:2445 (September 2013), LR 49:

§1103. Strategies to Support English Language Learners (ELL) 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 39:2445 (September 2013), LR 49:

**STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION
FAMILY IMPACT STATEMENT
(LA R.S. 49:953 and 972)**

Person Preparing Statement: Ashley Townsend
Phone: 225-342-3446
Division: Office of Governmental, Administrative, and Public Affairs
Rule Title: Part CLIX: *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, 705, 707, 709, 711, 901, 1101, and 1103).

In accordance with Section 953 and 974 of Title 49 of the Louisiana Revised Statutes, there is hereby submitted a Family Impact Statement on the rule proposed for adoption, repeal or amendment. All Family Impact Statements shall be kept on file in the State Board Office which has adopted, amended, or repealed a rule in accordance with the applicable provisions of the law relating to public records.

PLEASE RESPOND TO THE FOLLOWING:

- I. WILL THE PROPOSED RULE AFFECT THE STABILITY OF THE FAMILY?
- ☒ No
☐ Yes
☐ Lacks sufficient information to determine
2. WILL THE PROPOSED RULE AFFECT THE AUTHORITY AND RIGHTS OF PARENTS REGARDING THE EDUCATION AND SUPERVISION OF THEIR CHILDREN?
- ☒ No
☐ Yes
☐ Lacks sufficient information to determine.
3. WILL THE PROPOSED RULE AFFECT THE FUNCTIONING OF THE FAMILY?
- ☒ No
☐ Yes
☐ Lacks sufficient information to determine
4. WILL THE PROPOSED RULE AFFECT FAMILY EARNINGS AND FAMILY BUDGET?
- ☒ No
☐ Yes
☐ Lacks sufficient information to determine
5. WILL THE PROPOSED RULE AFFECT THE BEHAVIOR AND PERSONAL RESPONSIBILITY OF CHILDREN?
- ☐ No
☒ Yes
☐ Lacks sufficient information to determine
6. IS THE FAMILY OR A LOCAL GOVERNMENT ABLE TO PERFORM THE FUNCTION AS CONTAINED IN THE PROPOSED RULE?
- ☐ No
☒ Yes
☐ Lacks sufficient information to determine

Signature of Contact Person: Ashley Townsend
Date Submitted: 06/16/2023

STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION
POVERTY IMPACT STATEMENT
(LA R.S. 49:973)

Person Preparing Statement: Ashley Townsend

Phone: 225-342-3446

Division: Office of Governmental, Administrative, and Public Affairs

Rule Title: Part CLIX. 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, 705, 707, 709, 711, 901, 1101, and 1103).

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

PLEASE RESPOND TO THE FOLLOWING:

1.

WILL THE PROPOSED RULE AFFECT THE HOUSEHOLD INCOME, ASSETS, AND FINANCIAL SECURITY?

(X)

No

()

Yes

()

Lacks sufficient information to determine
2.

WILL THE PROPOSED RULE AFFECT EARLY CHILDHOOD DEVELOPMENT AND PRESCHOOL THROUGH POSTSECONDARY EDUCATION DEVELOPMENT?

()

No

(X)

Yes

()

Lacks sufficient information to determine
3.

WILL THE PROPOSED RULE AFFECT EMPLOYMENT AND WORKFORCE DEVELOPMENT?

(X)

No

()

Yes

()

Lacks sufficient information to determine
4.

WILL THE PROPOSED RULE AFFECT TAXES AND TAX CREDITS?

(X)

No

()

Yes

()

Lacks sufficient information to determine
5.

WILL THE PROPOSED RULE AFFECT CHILD AND DEPENDENT CARE, HOUSING, HEALTH CARE, NUTRITION, TRANSPORTATION, AND UTILITIES ASSISTANCE?

(X)


No

()

Yes

()

Lacks sufficient information to determine

Signature of Contact Person: 
Date Submitted: 06/16/2023

Small Business Statement

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

Provider Impact Statement

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

1. the 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, August 9, 2023, 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