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August 10, 2023

MEMORANDUM

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

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

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

Pursuant to R.S. 49:968(D)(1)(b), the Board of Elementary and Secondary Education hereby submits to you this summary report and announces its plan to proceed with rulemaking by finalizing the July 20, 2023, Notice of Intent that was promulgated on pages 1284-1296 of the *Louisiana Register.*

Per the Louisiana Administrative Code, interested parties may make a request to the BESE Executive Director for a public hearing regarding agency Notice(s) of Intent, provided such a request is made within twenty days of publication of the Notice(s) of Intent in the *Louisiana Register*. By the August 9, 2023, deadline, 8 written comments were received by the BESE office expressing support of the revised standards.

No public hearing was held.

The Board has made no change to the proposed Rule.

Subject to legislative oversight by either the House Committee on Education or Senate Committee on Education, the Board anticipates adopting the Notice of Intent as a final Rule in the October 20, 2023, issue of the *Louisiana Register.*

The following documents are attached:

1. a copy of the Notice of Intent; and
2. public comments.

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

SND:ell

Attachment (1)

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

NOTICE OF INTENT

Board of Elementary and Secondary Education

Bulletin 136—The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years—Early Learning and Development Standards
(LAC 28:CLIX.Chapters 1 - 5)

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), amended 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), amended 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), amended 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; jealously) 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), amended 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), amended 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), amended 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), amended 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), amended 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:

Family Impact Statement

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

1. Will the proposed Rule affect the stability of the family? No.

2. Will the proposed Rule affect the authority and rights of parents regarding the education and supervision of their children? No.

3. Will the proposed Rule affect the functioning of the family? No.

4. Will the proposed Rule affect family earnings and family budget? No.

5. Will the proposed Rule affect the behavior and personal responsibility of children? Yes.

6. Is the family or a local government able to perform the function as contained in the proposed Rule? Yes.

Poverty Impact Statement

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

1. Will the proposed Rule affect the household income, assets, and financial authority? No.

2. Will the proposed Rule affect early childhood development and preschool through postsecondary education development? Yes.

3. Will the proposed Rule affect employment and workforce development? No.

4. Will the proposed Rule affect taxes and tax credits? No.

5. Will the proposed Rule affect child and dependent care, housing, health care, nutrition, transportation, and utilities assistance? No.

Small Business Analysis

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

Provider Impact Statement

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

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

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

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

Public Comments

Interested persons may submit written comments via the U.S. Mail until noon, 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

FISCAL AND ECONOMIC IMPACT STATEMENT FOR ADMINISTRATIVE RULES

RULE TITLE: Bulletin 136—The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years—Early Learning and Development Standards

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

Beth Scioneaux	Patrice Thomas
Deputy Superintendent	Deputy Fiscal Officer
2307#058	Legislative Fiscal Office

NOTICE OF INTENT

Board of Elementary and Secondary Education

Bulletin 140—Louisiana Early Childhood Care and Education Network
(LAC 28:CLXVII.103, 503, 509, 511, 513, and 519)

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:CLXVII in *Bulletin 140—Louisiana Early Childhood Care and Education Network.* The aforementioned revisions provide the inclusion in definitions of family child care home with current academic approval for early childhood care and education programs and sites. Further revisions update observation requirements, child-to-teacher ratios, and technical edits.

Title 28
EDUCATION
Part CLXVII. Bulletin 140—Louisiana Early Childhood Care and Education Network
Chapter 1. General Provisions
§103. Definitions

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Early Childhood Care and Education Program (Program)—an early learning center-based, school-based organization, or family child care home with current academic approval, that is providing early childhood care and education to children ages birth to five years who have not yet entered kindergarten.

Early Childhood Care and Education Site (Site)—a distinct early learning center-based, school-based location, or family child care home with current academic approval, that is providing early childhood care and education to children ages birth to five years who have not yet entered kindergarten.

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LA 4 Program—the Cecil J. Picard LA 4 Early Childhood Program that provides funding for PreK classrooms for four-year-old children who are eligible to enter kindergarten the following school year.

LDOE—Louisiana Department of Education, may also be referenced as LDE or department.

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Publicly-Funded Early Childhood Care and Education Program—an early learning center-based, school-based organization, or family child care home with current academic approval, that is providing early childhood care and education to children ages birth to five years who have not yet entered kindergarten with funds from either CCAP, Early Head Start, Head Start, NSECD, LA 4 Program, 8(g) block grant, title 1 of ESSA or IDEA part B, other local, state, or federal funds, or that is authorized to receive CCAP, or that participates in the quality start child care rating system.

Publicly-Funded Early Childhood Care and Education Site—a distinct early learning center-based, school-based location, or family child care home with current academic approval, that is providing early childhood care and education to children ages birth to five years who have not yet entered kindergarten in a full-day setting with funds from either CCAP, Early Head Start, Head Start, NSECD, LA 4 Program, 8(g) block grant, title 1 of ESSA or IDEA part B, other local, state, or federal funds, or that is authorized to receive CCAP, or that participates in the quality start child care rating system.

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AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.23 and R.S. 17:407.21 et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:2580 (December 2015), amended LR 42:1871 (November 2016), LR 44:1438 (August 2018), LR 49:

Chapter 5. Early Childhood Care and Education Accountability System
§503. Coordinated Observation Plan and Observation Requirements

A. Coordinated observation is the local process by which each community network ensures that every classroom, including virtual classrooms, in a publicly-funded site in the community network receives two *CLASS*® observations each school year.

B. - B.2.b. ...

c. *CLASS*® observations for pre-K classrooms must include all three Pre-K-3rd *CLASS*® domains, which are emotional support, classroom organization, and instructional support, and all dimensions contained within.

3. - 4.b....

c. a classroom that has all pre-K children or a classroom that has a mix of toddler and Pre-K children in which the majority or at least half are pre-K children shall be observed with the Pre-K-3rd *CLASS*®;

d. a classroom that has a mix of pre-K and kindergarten age children shall be observed using the Pre-K-3rd *CLASS*® when either the majority of the class is pre-K or if the classroom receives early childhood funding;