Rules

RULE

Department of Agriculture and Forestry
Seed Commission

Fees; Penalties; Adjudicatory Hearings
(LAC 7:XIII.113, 115, 143 and 153)

In accordance with the provisions of the Administrative Procedure Act, R.S. 49:950 et seq., the Department of Agriculture and Forestry, Office of the Louisiana Seed Commission, has amended regulations regarding seed license fees, laboratory fees, inspection fees on agricultural seed and penalties.

Louisiana is experiencing an unprecedented shortfall in state finances. The legislature has cut the department's budget; therefore, using other department funds to cover the deficit of the Seed Commission is not a continuing option. The fiscal year begins on the first of July. The department must implement these regulations to insure that programs that begin in July will be adequately funded for the 2003-2004 fiscal year. Adoption of these Rules will take place in accordance with the Administrative Procedure Act.

These Rules are enabled by R.S. 3:1433.

Title 7
AGRICULTURE AND ANIMALS
Part XIII. Seeds
Chapter 1. Louisiana Seed Law

§113. License Fee; Laboratory Fees

A. The annual fee for a seed dealer's license shall be $75.

B. The following laboratory fees shall be applicable to all seed testing conducted by this department:

1. standard germination test only, purity test only or noxious weed examination only: $8 each (except grasses, mixtures and seed containing high inert: $16 each);

2. complete test (purity and germination): $14 each (except grasses, mixtures and seed containing higher inert: $24 each);

3. Accelerated Aging: $12 each;

4. Texas Cool Test: $16 each;

5. Tetrazolium: $20 each; and

6. Examination of 4-pound rice seed sample for presence of red rice: $10;

7. Varietal Purity $12;

8. Priority Sample $25.

AUTHORITY NOTE: Promulgated in accordance with R.S. 3:1433.

HISTORICAL NOTE: Promulgated by the Department of Agriculture, Seed Commission, LR 4:105 (April 1978), amended LR 7:164 (April 1981), amended by the Department of Agriculture and Forestry, Seed Commission, LR 12:825 (December 1986), LR 14:603 (September 1988), LR 29:2632 (December 2003).

§115. Inspection Fees on Agricultural Seed

A. In addition to the requirements of the Act, any person who sells, distributes, or offers or handles for sale agricultural seed within this state for planting purposes shall pay an inspection fee thereon in accordance with the following.

1. All seed dealers shall pay an inspection fee of $0.20 for each 100 pounds of agricultural seed sold, offered for sale, exposed for sale, or otherwise distributed for sale for planting purposes within this state. The inspection fee shall be due on the total pounds of first point of sales distributions in Louisiana by the seller of the seed.

Exception: The payment of an inspection fee is not required for a person who offers for sale, sells, or distributes Louisiana certified tagged seed upon which inspection fees have already been paid.

2. Records must be kept by the seed dealer showing the total pounds of each lot identified as to the kind and variety (when applicable). In addition, for auditing purposes, records must be kept by the seed dealer showing the invoice number for each distribution of seed, identified with the name of the kind and variety (when applicable), the lot number, pounds of seed, and number of containers of seed, and the person, to whom the seed was distributed.

3. Each seed dealer shall file with the department a quarterly report (supplied by the department) covering the following periods: 1st quarter? July, August, September; 2nd quarter? October, November, December; 3rd quarter? January, February, March; 4th quarter? April, May, June. Reports and fees shall be filed with the department no later than 30 days following the end of each quarter. The department may assess a 10 percent additional charge for late reports. If a seed dealer has no sales during the quarterly reporting period the department must be notified accordingly.

AUTHORITY NOTE: Promulgated in accordance with R.S. 3:1433.

HISTORICAL NOTE: Promulgated by the Department of Agriculture and Forestry, Seed Commission, LR 14:603 (September 1988), amended LR 29:2632 (December 2003).

§143. Fees

A. The application fee for certification shall be $23 for each crop, one variety per application, plus $0.90 per acre inspection fee for all crops except sweet potatoes and sugar cane which shall be $1.80 per acre and Turf and Pasture Grass which shall be $25 per acre. The application fee shall be due and payable upon filing of the application for certification.

B. The fee for certification on any application submitted after the deadline shown in §131 shall be $100.

C. A fee of $50 shall be charged for each re-inspection of a field.

D. Fees for issuance of certified seed tags shall be $0.16 for the following classes of seed:

1. breeder (white tag);
2. foundation (white tag);
3. registered (purple tag);
4. certified (blue tag);
5. selected tree seed (green tag); and
6. source identified tree seed (yellow tag).

E. Fees for Sweet Potatoes

1. The fee for greenhouse inspections of virus-tested sweet potato plants and mini-roots shall be $50 per crop year.

2. A fee of $0.05 per 1,000 plants will be collected for each 1,000 sweet potato plants inspected for certification purposes.

F. Fees for Bulk Seed Certification. The fee for issuance of a Bulk Certified Seed Sales Certificate shall be $0.16 per hundred-weight.

G. Fees for Phytosanitary Inspection. A fee of $0.50 per acre shall be charged for phytosanitary inspections. The application fee for phytosanitary inspection shall be due and payable upon filing of the application for certification.

H. Fees for Re-Sampling Certified Seed. A fee of $30 will be charged for each re-sample, which fee shall be due and payable when the request for re-sample is initially made.

I. Fees for Bulk Sampling. A fee of $30 shall be charged for each bulk sample by vacuum probe, which shall be due and payable when request for bulk sample is initially made.

AUTHORITY NOTE: Promulgated in accordance with R.S. 3:1433.

HISTORICAL NOTE: Promulgated by the Department of Agriculture, Seed Commission, LR 8:566 (November 1982), amended LR 10:495 (July, 1984), amended by the Department of Agriculture and Forestry, Seed Commission LR 12:825 (December 1986), amended LR 14:604 (September 1988), LR 16:847 (October 1990), LR 25:1617 (September 1999), LR 26:235 (February 2000), LR 29:2632 (December 2003).

§153. Penalties; Adjudicatory Hearing Required

A. Whenever the chairman of the Seed Commission has reason to believe that there has been a violation of the Seed Law or any of these rules and regulations, he shall notify the person believed to have committed the violation, the notice to be in accordance with the requirements of the Administrative Procedure Act.

B. No penalty shall be imposed on any individual, firm, corporation or other legal entity regulated under the Seed Law until such time as an adjudicatory hearing is conducted, such hearing to be conducted in accordance with the requirements of the Administrative Procedure Act.

C. Whenever the Seed Commission determines that a violation has occurred, the Seed Commission may impose any of the following penalties:

1. withdraw from the offender the right to have seed certified under these procedures;

2. destroy any seed which is not in compliance with the requirements of the Seed Law or the requirements of these regulations; or

3. impose a penalty not to exceed $500 for each offense.

AUTHORITY NOTE: Promulgated in accordance with R.S. 3:1446 and R.S. 3:1433.

HISTORICAL NOTE: Promulgated by the Department of Agriculture, Seed Commission, LR 8:567 (November 1982), amended LR 9:197 (April 1983), amended by the Department of Agriculture and Forestry, Seed Commission LR 12:825 (December 1986), LR 29:2633 (December 2003).

Bob Odom
Commissioner

0312#106

RULE

Department of Economic Development
Office of Business Development

Industrial Ad Valorem Tax Exemption Program
(LAC 13:I.513)

The Department of Economic Development, Office of Business Development, pursuant to the authority of R.S. 51:1786(5) and in accordance with the Administrative Procedure Act, R.S. 49:950 et seq., hereby amends the following Rule of the Industrial Ad Valorem Tax Exemption Program. The purpose of the amendment is to enhance Louisiana's competitiveness in the retention and growth of existing manufacturing operations within our state.

Title 13
ECONOMIC DEVELOPMENT
Part I. Financial Incentive Programs
Chapter 5. Industrial Ad Valorem Tax Exemption Program

§513. Relocations (Rule 7)

A. A manufacturing establishment moved from one location in the state to another place within the state shall be eligible for the unexpired consecutive years, if any, of the tax exemption contract granted the original location. Exemption may be granted at the new location on those costs of necessary replacements which are in excess of the original cost at the prior facility.

B. Capital additions for remodeling an existing manufacturing facility may be exempted. If replacements are made, only the capital expenditures in excess of original cost shall be eligible for tax exemption. A deduction for the original cost of property to be replaced shall not be made if the project will contribute to additional employment in the state of at least 499 new jobs and the capital additions exceed $50,000,000.

C. Exemption may be granted on the cost of rebuilding partially or completely damaged facility, but only on the amount in excess of the original cost.

D. Original costs, deducted from replacements made or rebuilding, shall be clearly identifiable on the records of the manufacturer.

AUTHORITY NOTE: Promulgated in accordance with Article VII, Part 2, Section 21(F) of the Louisiana Constitution of 1974.

HISTORICAL NOTE: Adopted by the State Board of Commerce and Industry, December 9, 1946. amended and promulgated by the Department of Economic Development, Office of Commerce and Industry, LR 20:866 (August 1994), amended by the Department of Economic Development, Office of Business Development, LR 29:2633 (December 2003).

Don J. Hutchinson
Secretary

0312#012

RULE

Department of Economic Development
Office of Business Development
Louisiana Economic Development Corporation

University Foundation Investment Program
(LAC 19:VII.Chapter 27)

The Department of Economic Development, Office of Business Development, Louisiana Economic Development Corporation, pursuant to the authority of R.S. 51:2312 and in accordance with the Administrative Procedure Act, R.S. 49:950 et seq., hereby adopts the following Rules for the University Foundation Investment Program. The purpose of the Rules is to fulfill a need in the university systems of Louisiana to transfer technologies developed in the universities in order to build Louisiana businesses and commercialize these technologies. Universities that form foundations and/or other vehicles to form seed investment funds need commitments of funding or funding to start-up these seed funds. The intent of this program is to provide up front funding for university-formed seed funds that are well thought out, with sound business plans, and privately managed with experienced investors that bring funds in keeping with traditional venture capital fund structures, as well as other private funds from institutional relationships.

Title 19
CORPORATIONS AND BUSINESS
Part VII. Economic Development Corporation
Subpart 2. Louisiana Venture Capital Program
Chapter 27. University Foundation Investment Program

§2701. Purpose

A. The purpose of this program is to promote and enhance Louisiana Department of Economic Development's cluster development, the goals of Vision 20/20, Louisiana's long-term plan for economic development, and related public policy for the university systems of Louisiana to transfer technologies developed in the research universities in order to build Louisiana businesses and commercialize these technologies. Universities that form technology transfer foundations and/or other vehicles to form seed investment funds need commitments of funding or funding to start-up these seed funds. The intent of this program is to provide initial funding for university-formed seed fund investments that include sound business plans and private, independent management that is attractive to experienced institutional and private investors in keeping with traditional venture capital fund structures.

AUTHORITY NOTE: Promulgated in accordance with R.S. 51:2312.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Office of Business Development, Louisiana Economic Development Corporation, LR 29:2634 (December 2003).

§2703. Definitions

Agreement—the funding agreement of contract hereinafter referred to between DED, LEDC, and applicant through which the parties by cooperative endeavor or otherwise, include appropriate documentation necessary to conventionally protect the interest of the LEDC in the funding of the award, and set forth the terms, conditions and performance objectives of the award provided pursuant to these Rules.

Applicant—the University Research and Technology Foundation and its subsidiary entity requesting the funding from the Louisiana University Foundation Investment Program for seed funds that provide early stage funding for the statewide development of University research based companies that seek to commercialize the results of their work through technology transfer in accordance with sound business strategies. In order to be eligible for this program, the applicant must provide a program for engagement of all research universities in the state. The program must indicate that it is seeking inclusion and coordination of effort on a statewide basis and is proceeding in accordance with a sound business plan in a manner consistent with the Rules hereinafter provided.

Award—the funding of the project by the LEDC under this program to eligible applicants.

LED—the Louisiana Department of Economic Development charged by statute with administering the Louisiana University Foundation Investment Program and the relevant LED Cluster and Service Directors and assigned staff shall administer the program provided for by these Rules.

LEDC Board—the Board of Directors of the Louisiana Economic Development Corporation and when referred to herein in terms of approval of an award, shall mean that the award has been approved in accordance with the by-laws and procedures of the Board of Directors whether such approval requires or does not require board approval under those by-laws and procedures.

Secretary—the Secretary of the LED, who is also the President of LEDC.

AUTHORITY NOTE: Promulgated in accordance with R.S. 51:2312.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Office of Business Development, Louisiana Economic Development Corporation, LR 29:2634 (December 2003).

§2705. General Principles

A. The following general principles will direct the administration of the Louisiana Project Equity Fund.

1. Awards are not to be construed as an entitlement for Louisiana University Foundations or their subsidiary entities locating and are subject to the discretion of the LED, the Secretary of the LED and the LEDC.

2. An award must reasonably be expected to be a significant factor in improving or enhancing economic development, including cluster development, whether in a particular circumstance, or overall.

3. Awards must reasonably be demonstrated to result in the enhanced economic well-being of the state and local communities.

4. The anticipated economic benefits to the state will be considered in making the award.

5. Whether or not an award will be made is entirely at the discretion of the LED, its Cluster and Service Directors, the secretary and the LEDC board and shall depend upon the facts and circumstances of each case, funds available, funds already allocated, and other such factors as the board may, in its discretion deem to be pertinent. The grant or rejection of an application for an award shall not establish any precedent and shall not bind the LED, its Cluster Directors, the

secretary, or the LEDC board to any future course of action with respect to any application.

AUTHORITY NOTE: Promulgated in accordance with R.S. 51:2312.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Office of Business Development, Louisiana Economic Development Corporation, LR 29:2634 (December 2003).

§2707. Eligibility

A. In order to be eligible for an award pursuant to this program, the applicant and company must demonstrate to the satisfaction of the board that the award sought must be consistent with the provisions set forth above, and the applicant and company must demonstrate a need for the award consistent with the requirements set forth below. Where it is represented that certain contingent actions will be taken in order to comply with these conditions, then the LEDC may, upon recommendation of the LED and its contract monitor, withhold funding until there is substantial performance of the contingencies.

AUTHORITY NOTE: Promulgated in accordance with R.S. 51:2312.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Office of Business Development, Louisiana Economic Development Corporation, LR 29:2635 (December 2003).

§2709. Qualification for an Award

A. Applications for awards may be made in phases that are representative of the applicant's overall business plan and design. The application shall state whether or not funds are sought for a phase of operation, or whether it represents the total amount sought by the applicant from the fund.

B. Each application must set forth the following:

1. the establishment or plan for establishment of the subsidiary investment entity;

2. the hiring or plan for hiring, including qualifications, of the chief executive officer of the subsidiary entity;

3. the establishment or plan for establishment of an Investment Advisory Board, including qualifications of its members and scope of its authority;

4. the hiring or plan for hiring, including qualifications of an investment fund manager;

5. a preliminary business plan for the subsidiary entity, including therein a plan for statewide inclusion and coordination of the economic development of technology transfer initiatives;

6. the amount of funding being sought by the applicant, and if phased, the total amount of funding that the applicant anticipates will be sought;

7. the goals and objectives of the funding, and the performance measures to be met by the applicant in order to obtain the funding.

C. Depending upon the nature of the funding being sought, applications for funding shall include goals, objectives and performance measures that to the satisfaction of the department and the LEDC, provide for the following:

1. the amount of funding being sought by the applicant;

2. the business plan of the applicant and the relationship between the funding sought and the plan;

3. the minimum and maximum total amount of capital to be raised including the commitment by the state as evidenced by the funding for which the application is being made and a timetable for raising funds and including goals and objectives for funding and milestones for completion of raising capital;

4. the plan for cluster development, proposed markets for the use of the funds sought, the industry and business development sought by the fund and any new areas for development of the funding; specific involvement of the appropriate department cluster directors in the formation of the plan is recommended;

5. the plan for technology commercialization and transfer and/or the commercialization and transfer of other University-based research that will be implemented through use of the funds;

6. the proposed market of the applicant including the types of businesses that the fund will finance, the extent to which the fund intends to specialize in certain industries, or if special circumstances will be addressed;

7. a survey of the possible avenues of rural development; actual and potential uses of the fund in enhancing the quality of life in the areas of the state most affected by poverty;

8. financing instruments that are intended to be utilized for investments, e.g., debentures, notes, preferred stock, royalties, etc., and a plan reflecting flexibility and adjustment to economic opportunity that may arise from the use of the funds;

9. whether applicant anticipates taking in all of the committed capital investment at closing, or whether applicant plans a phase in. If a phase-in is planned, specify the proposed schedule. It is permissible to have different scenarios based on the actual amount of capital raised;

10. applicant's plans for the fund to provide management and/or technical assistance to companies for which the fund provides financing;

11. plans and procedures for monitoring its financing, and enforcing provisions of loan or investment agreements and the handling of problem loans and investments;

12. plans for the management of any idle funds, long-term plans and strategies for providing a tangible return to the investors, and relevant tax and accounting issues for the fund.

AUTHORITY NOTE: Promulgated in accordance with R.S. 51:2312.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Office of Business Development, Louisiana Economic Development Corporation, LR 29:2635 (December 2003).

§2711. LEDC Investment Criteria

A. In considering applicant's application for funding, LEDC may require, but not be limited to the following considerations:

1. that the secretary or his designee sits upon the Foundation's Board of Directors; and that another representative of the department, designated by the LEDC, sit upon the Board of Investment Advisors;

2. that LEDC's funding be accompanied by other investment; and that future funding be conditioned upon the ability of the applicant to attract other investment and that applicant provide a specific business plan and time table for raising those funds;

3. that LEDC's funds shall be considered equity in the fund with any funds that were used for initial expenses to be counted as equity for carry and distribution purposes;

4. that LEDC shall participate in the distributions in its pro-rate share;

5. that if there are any other investors that receive state tax credits, then LEDC's return on investment shall be calculated on an equal basis;

6. that the professional fund manager or the chief executive officer of the applicant provide the LEDC board with semi-annual reports detailing the investments made, return on investment, and the applicant's meeting of the goals and objectives and performance measures under which the application was approved;

7. that LEDC may condition the applicant's use of investment capital as up-front operating funding upon submission of a quarterly accounting for the use of funds and a quarterly budget. Additionally, applicant may be required to submit quarterly and annual financial and narrative reports on the use of monies and all investments made by the fund during the reporting period. The narrative report shall include the number of applications received in addition to other activities. The narrative report shall include a listing of all investors in each business and all subsequent financings. Additionally, the reports shall contain information on the number of jobs created by the portfolio business, the payroll figures, the amount of any state tax incentive or other incentives utilized, and state taxes paid by the businesses;

8. that LEDC may condition applicant's funding as may be appropriate and may require such securitization or other documentation as may be appropriate to the investment goals and objectives and performance measures;

9. that LEDC may condition investment upon performance of such additional requirements as may be negotiated.

AUTHORITY NOTE: Promulgated in accordance with R.S. 51:2312.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Office of Business Development, Louisiana Economic Development Corporation, LR 29:2635 (December 2003).

§2713. Contract between LEDC and Applicant

A. LEDC and applicant shall enter into such terms of agreement as may be customary in the industry for the creation and maintenance of Venture Capital Funding, provided that the agreement shall fully reflect the representations made by applicant as provided in Qualification for Award and Investment Criteria as set forth above.

AUTHORITY NOTE: Promulgated in accordance with R.S. 51:2312.

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Office of Business Development, Louisiana Economic Development Corporation, LR 29:2636 (December 2003).

Don J. Hutchinson
Secretary

0312#010

RULE

Department of Economic Development
Office of Business Development
Louisiana Economic Development Corporation

Louisiana Project Equity Fund
(LAC 13:III.Chapter 15)

The Department of Economic Development, Office of Business Development, Louisiana Economic Development Corporation, pursuant to the authority of R.S. 51:2312 and in accordance with the Administrative Procedure Act, R.S. 49:950 et seq., hereby adopts the following Rules for the Louisiana Project Equity Fund. The purpose of the Rules is to provide loan funding to companies on a project basis for the purchase of capital equipment, and accompanying necessary inventory and/or technology that introduce innovative development or production of products in Louisiana and that serve to enhance industry cluster. These Rules are being adopted in response to a market failure for businesses that have opportunities to perform on contracts with Louisiana companies but cannot receive favorable terms from the private sector financial institutions.

Title 13
ECONOMIC DEVELOPMENT
Part III. Financial Assistance Programs
Chapter 15. Louisiana Project Equity Fund

§1501. Purpose

A. The purpose of this program is to promote and enhance Louisiana Department of Economic Development's cluster development, the goals of Vision 20/20, Louisiana's long-term plan for economic development, and related public policy for the introduction, growth and retention of Louisiana businesses by providing loan funding for defined business projects. The Louisiana Economic Development Corporation ("LEDC") in accordance with R.S. 51:2301 et seq. and R.S. 51:2341 and these Rules may provide loan funding to companies on a project basis for the purchase of capital equipment, and accompanying necessary inventory and/or technology that introduce innovative development or production of products in Louisiana and that serve to enhance industry clusters.

AUTHORITY NOTE: Promulgated in accordance with R.S. 51:2312(B) and (D)(1) and R.S. 51:2341(B).

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Office of Business Development, Louisiana Economic Development Corporation, LR 29:2636 (December 2003).

§1503. Definitions

*Applicant***?** the public entity requesting the loan funding from the Louisiana Project Equity Fund for equipment and other materials to be owned by the public entity during the pendency of the loan and to be utilized by the company for the project.

*Award***?** the funding of the loan from the LEDC under this program to eligible applicants.

*Company***?** a legal entity that is duly authorized to do and doing business in Louisiana in need of loan funding for a project pursuant to these Rules.

LED? the Louisiana Department of Economic Development charged by statute with administering the Project Equity Fund and the LED cluster directors and assigned staff shall administer the fund provided for by these Rules.

LEDC Board? the board of directors of the Louisiana Economic Development Corporation and when referred to herein in terms of approval of an award, shall mean that the award has been approved in accordance with the by-laws and procedures of the board of directors whether such approval requires or does not require board approval under those by-laws and procedures.

Loan Agreement? the loan agreement of contract hereinafter referred to between DED, LEDC, company and applicant through which the parties by cooperative endeavor or otherwise, including attached or referenced promissory notes, securitization, lease or other appropriate documentation necessary to conventionally protect the interest of the LEDC in the funding of the loan, set forth the terms, conditions and performance objectives of the award provided pursuant to these Rules.

Project? the undertaking of the applicant and company for which a loan pursuant to these Project Equity Fund Rules are sought and includes introduction of innovative development or production of products to the state of Louisiana that furthers and promotes the development of cluster industries and businesses through the loan funding of capital equipment, accompanying necessary inventory and/or technology that causes and/or enhances the operation of such equipment and results in increased economy and efficiency in Louisiana products.

Secretary? the secretary of the LED, who is also the president of LEDC.

AUTHORITY NOTE: Promulgated in accordance with R.S. 51:2312(B) and (D)(1) and R.S. 51:2341(B).

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Office of Business Development, Louisiana Economic Development Corporation, LR 29:2636 (December 2003).

§1505. General Principles

A. The following general principles will direct the administration of the Louisiana Project Equity Fund.

1. Awards are not to be construed as an entitlement for companies locating or located in Louisiana and are subject to the discretion of the LED, the secretary of the LED and the LEDC.

2. An award must reasonably be expected to be a significant factor in improving or enhancing economic development, including cluster development, whether in a particular circumstance, or overall.

3. Awards must reasonably be demonstrated to result in the enhanced economic well-being of the state and local communities.

4. Awards that promote retention and strengthening of cluster development of existing businesses will be evaluated using the same procedures and with the same priority as the recruitment of new businesses to the state.

5. The anticipated economic benefits to the state will be considered in making the award.

6. Whether or not an award will be made is entirely at the discretion of the LED, its cluster directors, the secretary and the LEDC board and shall depend upon the facts and circumstances of each case, funds available, funds already allocated, and other such factors as the board may, in its discretion deem to be pertinent. The grant or rejection of an application for an award shall not establish any precedent and shall not bind the LED, its cluster directors, the secretary, or the LEDC board to any future course of action with respect to any application.

AUTHORITY NOTE: Promulgated in accordance with R.S. 51:2312(B) and (D)(1) and R.S. 51:2341(B).

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Office of Business Development, Louisiana Economic Development Corporation, LR 29:2637 (December 2003).

§1507. Eligibility

A. In order to be eligible for a Project Equity Funding Award pursuant to this program, the applicant and company must demonstrate to the satisfaction of the board that the award sought must be consistent with the principles set forth above, and the applicant and company must demonstrate a need for the project funding consistent with the requirements set forth below. Where it is represented that certain contingent actions will be taken in order to comply with these conditions, then the LEDC may, upon recommendation of the LED and its contract monitor, withhold funding until there is substantial performance of the contingencies.

AUTHORITY NOTE: Promulgated in accordance with R.S. 51:2312(B) and (D)(1) and R.S. 51:2341(B).

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Office of Business Development, Louisiana Economic Development Corporation, LR 29:2637 (December 2003).

§1509. Application for Project Funding

A. The applicant and the company must jointly submit an application to the LED through its assigned staff and cluster director(s) responsible for the business area that will be subject to the project for which the lending is being sought, in proposal form which shall contain the following information:

1. A business plan providing:

a. a detailed description of the project to be undertaken, particularly:

i. the project manufacturing materials and equipment; and/or

ii. technology for which the funding is sought; and

ii. the economic scope of the investment involved in the project;

b. cash flow analysis of the project providing detailed support for the use of the funding provided;

c. the nature of the treatment of the funding in the business plan and cash flow analysis for the project, including a payment schedule for the loan that is consistent with the revenues generated by the innovative manufacturing or technology that is funded for the project.

2. A description of the project:

a. the capital equipment, accompanying necessary inventory and/or technology that causes and/or enhances the operation of the equipment;

b. the product being produced in the state of Louisiana as a result of the project;

c. the innovative, efficient and/or economical nature (to Louisiana) of the process of production that will result from the project;

d. a description as to how the project furthers and promotes the development of cluster industries and businesses and will enhance the economic viability of the state and region of the state in which the project is located.

3. A description of the applicant local government entity and the company and the nature of the ownership by the applicant and agreed to by the company, including a schedule for the transfer of ownership from the applicant to the company upon fulfillment of the repayment obligations of the company to the LEDC.

AUTHORITY NOTE: Promulgated in accordance with R.S. 51:2312(B) and (D)(1) and R.S. 51:2341(B).

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Office of Business Development, Louisiana Economic Development Corporation, LR 29:2637 (December 2003).

§1511. Loan Funding

A. All funding applications must be considered by the board after review by the assigned staff and upon recommendation of the relevant cluster director and the secretary. Thereafter, the LEDC board upon such review as may be necessary to make the determination as to the application in accordance with these Rules shall either approve or disapprove the application. Upon approval by the LEDC Board.

1. The loan shall be funded pursuant to the loan agreement.

2. The credit provided shall be drawn down in accordance with the schedule provided as approved by the cluster director, secretary and LEDC and incorporated into the loan agreement.

3. The loan agreement shall include appropriate enforceable provisions for the monitoring of the contract.

4. The loan agreement shall include such conventional provisions as may be appropriate to protect and secure the loan funding provided by the LEDC board pursuant to these Rules.

5. The cluster director making the recommendation for the loan funding shall be designated by the LEDC as the contract monitor for the loan agreement, and the contract monitor shall, on a semi-annual basis, report to the LEDC board on the status and progress of the project.

AUTHORITY NOTE: Promulgated in accordance with R.S. 51:2312(B) and (D)(1) and R.S. 51:2341(B).

HISTORICAL NOTE: Promulgated by the Department of Economic Development, Office of Business Development, Louisiana Economic Development Corporation, LR 29:2638 (December 2003).

Don J. Hutchinson
Secretary

0312#011

RULE

Board of Elementary and Secondary Education

Board Advisory Councils
Special Education Advisory Council
(LAC 28:I.105)

In accordance with R.S. 49:950 et seq., the Administrative Procedure Act, the Board of Elementary and Secondary Education adopted the following revision to LAC 28:I.105. The revision will change the composition and function of the Special Education Advisory Council (SEAC) to align with recently adopted Bulletin 1706 and Federal Regulations.

Title 28
EDUCATION
Part I. Board of Elementary and Secondary Education
Chapter 1. Organization
§105. Board Advisory Councils

A. - B.1. ...

2. Special Education Advisory Council

a. Creation. Pursuant to federal law and regulations (34 CFR 300.650-652) and to state law (R.S. 17:1954), the Special Education Advisory Council is created to serve the state board in its constitutional functions to supervise and control public schools including programmatic and budgetary responsibility for all funds appropriated for special education programs.

b. Membership. The Advisory Panel shall be appointed and approved by the state board and shall be representative of the state population and composed of individuals involved in, or concerned with, the education of children with disabilities, including:

i. parents of children with disabilities;

ii. individuals with disabilities;

iii. teachers;

iv. representatives of institutions of higher education that prepare special education and related services personnel;

v. state and local education officials;

vi. administrators of programs for children with disabilities;

vii. representatives of other state agencies involved in the financing or delivery of related services to children with disabilities;

viii. representatives of private schools and public charter schools;

ix. at least one representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities; and

x. representatives from the state juvenile and adult corrections agencies.

c. A majority of the members of the panel shall be individuals with disabilities or parents of children with disabilities.

d. Procedures. The Special Education Advisory Council shall conduct its meetings according to rules of procedures for state board advisory councils as found in §105 of this Code and in particular those policies relating to membership terms, selection of officers, filling of vacancies, payment of expenses, general functions, quorum, attendance, procedures for the conduct of meetings, reporting, and staffing by the state board and the Department of Education.

e. Functions

i. As stated in federal regulations, the functions of the advisory council shall be to:

(a). advise the state educational agency of unmet needs within the state in the education of children with disabilities;

(b). comment publicly on any rules or regulations proposed by the state regarding the education of children with disabilities;

(c). advise the state educational agency in developing evaluations and reporting on data to the secretary under Section 618;

(d). advise the state educational agency in developing corrective action plans to address findings identified in federal monitoring reports under this Part;

(e). advise the state educational agency in developing and implementing policies relating to the coordination of services for children with disabilities; and

(f). advise on eligible students with disabilities in adult prisons. The advisory panel also shall advise on the education of eligible students with disabilities who have been convicted as adults and incarcerated in adult prisons, even if, consistent with Section 300.600(d), a state assigns general supervision responsibility for those students to a public agency other than an SEA.

ii. As stated in state board policy in LAC 28:I.105.G., the functions of the council are advisory in nature and considerations shall include items referred by the state board as well as items initiated by the council and approved by the board through its regular procedures.

iii. As stated in state board policy LAC 28:I.1711.E., the advisory council shall perform the duties related to disbursal of certain special education discretionary funds.

C. - M.2. ...

AUTHORITY NOTE: Promulgated in accordance with La. Constitution Article VII, §10.1; R.S. 17:6(9); R.S. 17:11; R.S. 17:24.4; R.S. 17:415.1; R.S. 17:1954; R.S. 17:3762; R.S. 17:3801; R.S. 42:4.1-12; 20 USC 1413 (§613) and 20 USC 3474 (§112).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 4:427 (November 1978), amended LR 5:137 (June 1979), LR 5:383 (December 1979), LR 14:10 (January 1988), LR 14:293 (May 1988), LR 14:702 (October 1988), LR 14:790 (November 1988), LR 14:62 (December 1988), LR 16:297 (April 1990), LR 19:1310 (October 1993), LR 21:550 (June 1995), LR 22:99 (February 1996), LR 23:1303 (October 1997), LR 24:1093 (June 1998), LR 25:255 (February 1999), LR 25:418 (March 1999), LR 29:2638 (December 2003).

Weegie Peabody
Executive Director

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RULE

Board of Elementary and Secondary Education

Bulletin 106**?** Agricultural Education
Content Standards Curriculum Framework
(LAC 28:LXV.Chapters 1-7)

In accordance with R.S. 49:950 et seq., the Administrative Procedure Act, the Board of Elementary and Secondary Education adopted *Bulletin 106***?** *Agricultural Education Content Standards Curriculum Framework*. Bulletin 106 will be printed in codified format as Part LXV of the Louisiana Administrative Code. The Agricultural Education standards will assist teachers in preparing students for the workplace. This action will provide Agricultural Education standards.

Title 28
EDUCATION
Part LXV. Bulletin 106? Agricultural Education Content Standards Curriculum Framework

Chapter 1. General

§101. Introduction

A. The Educational Framework for Louisiana's Agriscience/Agribusiness/FFA Program is an effort to restructure this program for the 21st century. This framework is based on the conviction that all students deserve and must have more productive and fulfilling lives through the application of agricultural, scientific, mathematical, language arts, FFA leadership activities, knowledge, ideas and processes. This conviction is a vision of great hope and optimism for the future of our graduates, one that can act as a powerful unifying force.

B. Setting goals and developing state standards to meet them are key strategies in the agriscience/agribusiness/FFA program. Support for educational frameworks in Louisiana originated in the 1980s when the National Governors Association sanctioned national education goals. Other events of key importance that laid the groundwork for these standards include:

1. A Nation at Risk: The Imperative for Educational Reform (1983)[1];

2. Understanding Agriculture: New Directions for Education (1988)[2];

3. Agricultural Education for the Year 2020 (1996-98)[3];

4. several projects that developed innovative agriscience curricula during the past decade;

5. ongoing legislation and restructuring projects, such as the Southern Region Education Board's High Schools that Work Project and the School to Career legislation, mandate that curricular change in vocational, science, mathematics and other educational areas must occur.

C. These events have led to a strong conviction on the part of the agriscience/agribusiness/FFA community that continued reevaluation of the program and appropriate changes based on this reevaluation are required. A critical aspect of this reevaluation includes an assessment of the extent to which the agriscience/agribusiness instructional

program and FFA career development events have implemented the changes called for in national educational reform efforts as shown in Table 1.

1. Table 1. Changes Called for by National Education Reform Efforts

Less Emphasis On	More Emphasis On
Learning about agriculture by lecture and reading	Learning agriculture and science through investigation and inquiry including laboratory and site-based learning
Separation of agricultural and science disciplines	Integration of agriculture and science disciplines
Separation of theory and practice	Integration of theory and practice
Individual learning	Collaborative learning
Fragmented, one-shot planning	Long-term, objectives-based planning
Teacher as expert	Teacher as intellectual, reflective facilitator of learning
Teacher as consumer of knowledge about teaching	Teacher as producer of knowledge about teaching
Teacher as follower in curriculum development	Teacher as primary curriculum developer
Teacher as an individual based in an agriscience program	Teacher as a member of a collaborative, professional education community
Teacher as target of change	Teacher as source and facilitator of change
Content/skills and learning are the responsibility of the teacher	Content/skills and learning are the collaborative responsibility of the teacher and students

D. Agriscience/Agribusiness/FFA educators have traditionally been strong proponents of the approach described in the right column. This project has allowed these educators to reevaluate how well they have implemented these concepts and to identify those course adjustments that are needed.

E. Regardless of our occupation, agricultural production, processing, and distribution are critical to the very existence of the American standard of living as we know it. All Americans should be equipped with a basic understanding of the American and global agricultural systems. This foundation is critical as they become involved in citizenship responsibilities such as voting and policy development, especially in a time of expanding environmental and biotechnological concerns.

F. Approximately 20 percent of all graduates will pursue careers in agriculturally related occupations and two percent of high school graduates will be directly involved in the production of agricultural products. For these students, it is imperative that they study in a high school curriculum that makes them aware of and prepares them for careers in these agricultural occupations. High school agriscience education curricula must equip students with fundamental and advanced agricultural knowledge and skills, including technology, leadership, and career development.

[1]Published by the National Commission on Excellence in Education

[2]Published by the National Academy of Sciences, National Research Council, Board on Agriculture

[3]Project currently underway

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2639 (December 2003).

§103. Louisiana Content Standards Foundation Skills

A. The Louisiana Content Standards Task Force has developed the following foundation skills, which should apply to all students in all disciplines.

1. Communication**?** a process by which information is exchanged and a concept of "meaning" is created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces. This process can best be accomplished through use of the following skills: reading, writing, speaking, listening, viewing, and visually representing.

2. Problem Solving**?** the identifying of an obstacle or challenge and the application of knowledge and thinking processes which include reasoning, decision making, and inquiry in order to reach a solution using multiple pathways, even when no routine path is apparent.

3. Resource Access and Utilization**?** the process of identifying, locating, selecting, and using resource tools to help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential in all learning processes. These resource tools include pen, pencil, and paper; audio/video material; word processors; computers; interactive devices; telecommunication; and other emerging technologies.

4. Linking and Generating Knowledge: The effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principle of continued improvement, students must be able to transfer and elaborate on these processes. *Transfer* refers to the ability to apply a strategy or content knowledge effectively in a setting or context other than that in which it was originally learned. *Elaboration* refers to monitoring, adjusting, and expanding strategies into other contexts.

5. Citizenship**?** the application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes working respectfully and productively together for the benefit of the individual and the community; being accountable for one's choices and actions and understanding their impact on oneself and others; knowing one's civil, constitutional, and statutory rights; and mentoring others to be productive citizens and lifelong learners.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2640 (December 2003).

§105. Information Literacy Model for Lifelong Learning

A. Students must become competent and independent users of information to be productive citizens of the 21st century. They must be prepared to live in an information-rich and changing global society. Due to the rapid growth of technology, the amount of information available is accelerating so quickly that teachers are no longer able to impart a complete knowledge base in a subject area. In addition, students entering the workforce must know how to

access information, solve problems, make decisions, and work as a part of a team. Therefore, information literacy, the ability to recognize an information need, and then locate, evaluate, and use effectively the needed information, is a basic skill essential to the 21st century workplace and home. Information literate students are self-directed learners who, individually or collaboratively, use information responsibly to create quality products and to be productive citizens. Information literacy skills must not be taught in isolation; they must be integrated across all content areas, utilizing fully the resources of the classroom, the school library media center, and the community. The Information Literacy Model for Lifelong Learning is a framework that teachers at all levels can apply to help students become independent lifelong learners.

1. Defining/Focusing**?** the first task is to recognize that an information need exists. Students make preliminary decisions about the type of information needed based on prior knowledge.

2. Selecting Tools and Resources**?** after students decide what information is needed, they then develop search strategies for locating and accessing appropriate, relevant sources in the school library media center, community libraries and agencies, resource people, and others as appropriate.

3. Extracting and Recording**?** students examine the resources for readability, currency, usefulness, and bias. This task involves skimming or listening for key words, "chunking" reading, finding main ideas, and taking notes.

4. Processing Information**?** after recording information, students must examine and evaluate the data in order to utilize the information retrieved. Students must interact with the information by categorizing, analyzing, evaluating, and comparing for bias, inadequacies, omissions, errors, and value judgments. Based on their findings, they either move on to the next step or do additional research.

5. Organizing Information**?** students effectively sort, manipulate, and organize the information that was retrieved. They make decisions on how to use and communicate their findings.

6. Presenting Findings**?** students apply and communicate what they have learned (e.g., research report, project, illustration, dramatization, portfolio, book, book report, map, oral/audiovisual presentation, game, bibliography, hyper stack).

7. Evaluating Efforts**?** throughout the information problem-solving process, students evaluate their efforts. This process assists students in determining the effectiveness of the research process. The final product may be evaluated by the teacher and also other qualified or interested resource persons.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2640 (December 2003).

§107. Mission Statement for Agriscience /Agribusiness/FFA

A. The Mission of the Agriscience/Agribusiness/FFA Program Education is to prepare and support individuals for careers; build awareness of and develop leadership for the food, fiber and natural resource systems; and to sustain the viability of earth and people through education in agriculture. We value and desire to achieve this mission by:

1. providing instruction in and about agriscience, food and natural resource systems;
2. serving all populations;
3. developing the whole person;
4. responding to the needs of the economic and educational marketplace;
5. advocating free enterprise and entrepreneurship education;
6. functioning as a part of the total educational system;
7. connecting classroom and laboratory instruction with real-world life and career experiences; and
8. utilizing a proven educational process which includes:
   a. formal instruction in classrooms and laboratories;
   b. site-based, experiential learning in supervised agricultural experience programs; and
   c. leadership and personal development thru the FFA.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2641 (December 2003).

Chapter 3. Components/Structure? The Teaching and Learning of Agriscience/Agribusiness/FFA

§301. Nature of the Agriscience/Agribusiness/FFA Program: What Is Agriscience/Agribusiness/FFA

A. The mission stated above is accomplished by using a combination of experiential and inquiry-based learning in the classroom, laboratory, and community. All students in agriscience/agribusiness/FFA benefit from the emphasis on lifelong skills such as leadership and personal development, critical thinking, communications, teamwork, career decision making, and citizenship. The Louisiana Content Standards Foundation Skills on page 3 and the Information Literacy Model on page 4 have been adopted by the Louisiana agriscience/agribusiness/FFA profession and have been incorporated into the teaching philosophy and processes used in Louisiana.

Note: From this point to the end of this document, "AgEd/FFA" will be used to denote the Agriscience/Agribusiness/FFA Program.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2641 (December 2003).

§303. Unifying Concepts and Processes

A. Students are taught decision-making skills and provided opportunities to take responsibility for significant events and projects in the AgEd/FFA program. These opportunities require hands-on, applied activities that address the student's individual development in several areas: career development, leadership skills, workplace readiness, safety awareness, business management and marketing, and group and organizational skills. These skills are based on concepts taught in academic subjects and students are taught to apply these concepts to life in the real world. Since agriculture is the application of science, providing science credit for AgEd/FFA serves the student's

educational needs while also incorporating current trends in science education. AgEd/FFA also incorporates the applications approach for mathematics, language arts and communications, and other academic areas.

B. In addition to the integration with academic subjects, there is a broad spectrum of careers in agriculturally related fields. AgEd/FFA serves as a career path for those students who choose to enter agricultural occupations. AgEd/FFA courses, in tandem with appropriate academic and elective courses, prepare students to enter college, pursue post-secondary education, or enter the workforce upon graduation.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2641 (December 2003).

§305. Instructional Issues

A. AgEd/FFA is not a classroom only subject. It is based on a constantly expanding knowledge base, evolving technology and other scientific advances, and emerging ethical issues both in the instructional environment and in agriculture. The AgEd/FFA program must meet student and community needs, and state leadership must provide for a wide range of local adaptation. It must be taught as an integral part of high school curricula, rather than as an isolated or stand-alone program.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2642 (December 2003).

§307. Classroom/Laboratory/Site-Based Learning

A. AgEd/FFA is unique among educational programs in that its laboratory and site-based experiences are highly interrelated. For example, after classroom instruction on metal or wood construction techniques, materials, etc., students may perform metal or wood construction in a laboratory located at the school or they may perform the same task in a site-based experience. After classroom instruction on parliamentary law motions and procedures, students actually utilize these motions and procedures to conduct mock meetings using the classroom as a laboratory; then, students use parliamentary law to conduct the business of the school's FFA chapter. In both cases, depth of knowledge and skills is developed through a combination of classroom, laboratory, site-based experiences.

B. The program must allow the teacher to facilitate learning while continuing to integrate science, mathematics, and communication skills into the total program. Instruction should be coordinated with all high school courses and taught as an integral part of the total instructional experience for the student, rather than as an isolated program.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2642 (December 2003).

§309. Technology, Materials, and Equipment

A. AgEd/FFA programs demand modern equipment, facilities, materials, and other technology that simulate the current environment in the workplace. The program must emphasize knowledge construction to solve problems via the problem-solving method traditionally used in AgEd/FFA, a method that has become popular in many other fields during the past few years. The problems used in this method must be realistic in nature and must require learners to determine the method of solving the problem as well as the actual application of the final solution. The instructional process must incorporate hands-on teaching, an approach that requires equipment, technology and materials similar to those used in the real-work world. Consumable supplies must be provided on a reliable, consistent basis.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2642 (December 2003).

§311. FFA

A. The FFA is recognized as the finest student organization in the world. It is a co-curricular student organization that serves as an essential teaching tool in the AgEd/FFA program. FFA activities provide motivational, application-oriented opportunities for students to develop skills and demonstrate learning. Students are given the responsibility for running an FFA chapter. They learn critical thinking skills, leadership, teamwork, communications, competition, ethics, and other critical-life skills through this process. FFA activities connect classroom learning with career-related, real-world experiences. The FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through AgEd/FFA.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2642 (December 2003).

§313. Supervised Agricultural Experience Program (SAEP)

A. A very unique component of AgEd/FFA is the Supervised Agricultural Experience Program (SAEP). This component is in addition to the classroom, laboratory and site-based experiences described above. Each student enrolled in AgEd/FFA is required to plan and conduct a SAEP. SAEP is a coordinated set of supervised individual experiences in an agricultural career area. Examples of SAEPs include employment in a farm, ranch, or agribusiness setting; individual production of livestock or crops; volunteer work with community organizations using agricultural skills; or developing entrepreneurial opportunities.

B. The SAEP allows the student to apply the knowledge and individualized skills learned in school-sponsored classroom, laboratory and site-based activities in their own situation. These experiences allow students to explore career areas, to develop career skills further, to develop self-confidence and a sense of responsibility and pride, to hone their personal decision-making skills, and to receive recognition for their achievements.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2642 (December 2003).

§315. Depth of Knowledge/Skills

A. Many critics of American education point to the Japanese, German and other systems of education as being

superior primarily because of the depth of learning that is common to those systems. AgEd/FFA has traditionally emphasized depth of knowledge and skills. For example, instead of just learning measurement, students use measurement skills in conjunction with other skills to construct realistic agricultural projects or facilities. Instead of just studying chemicals and their effects on plants, students select appropriate chemicals for specific problems or situations, calibrate equipment, and apply the chemical according to manufacturers' specifications. Instead of just learning business principles, students are involved in entrepreneurial SAEPs, develop a business plan, maintain records, and evaluate business success. These examples demonstrate the depth that exists in the AgEd/FFA program.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2642 (December 2003).

Chapter 5. Assessment

§501. Purpose of Assessment

A. Assessment is the "process of collecting, synthesizing and interpreting information to aid in decision making" (Airasian, 1991)[4]. It is an important tool used to make decisions about educational quality and improvement. It is a key tool used by Louisiana Department of Education staff, members of the State Board of Elementary and Secondary Education, and other stakeholders to make decisions about education policy and to ensure accountability. Assessment must guide the enhancement and improvement of AgEd/FFA and FFA.

[4]Airasian, P. (1991). *Classroom assessment.* New York: McGraw-Hill, Inc.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2643 (December 2003).

§503. Objectives Oriented Approach

A. One major error made by some professionals and stakeholders in the field of education is that they often fail to base assessment on valid, measurable instructional objectives. If everyone has not agreed what a program is supposed to produce from an instructional quantity and quality standpoint, then any assessment is futile. In the case of the AgEd/FFA strands described in this publication, assessment design becomes even more critical because each local program of AgEd/FFA must be based on student and local community needs rather than a state-wide mandated curriculum. As such, assessment of AgEd/FFA programs should be conducted based on local objectives.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2643 (December 2003).

§505. Alternative Assessment

A. One initiative in education reform is the promotion of the use of alternative assessment in all areas of education. "Alternative assessment includes any type of assessment in which students create a response to a question rather than choose a response from a given list (e.g., multiple-choice, true-false, or matching). Alternative assessment can include short answer questions, essays, performances, oral presentations, demonstration, exhibitions, and portfolios."

[5]Regional Educational Laboratory Network Program on Science and Mathematics Alternative Assessment. (1994). A toolkit for professional developers: Alternative assessment, page 7.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2643 (December 2003).

§507. Effective AgEd/FFA Program Assessment

A. The alternative assessment examples identified above match the instructional needs of AgEd/FFA programs and will continue to be used. However, a comprehensive, valid assessment of AgEd/FFA must include an assessment of all components of the program: classroom/laboratory/site-based instruction, supervised agriscience experience program, and FFA activities. This program cannot and should not be evaluated solely on written examinations or standardized test scores. However, AgEd/FFA students have consistently scored higher on all five portions of the Louisiana Assessment of Education Process (LEAP) tests than the general student population.[6] Alternative methods such as portfolios, exhibitions, and skill performances, and career development events must be used. The Annual Report/Plan Louisiana Agriscience/Agribusiness/FFA is one tool that should be used in assessing AgEd/FFA programs.

[6]Based on 1994-1996 data.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2643 (December 2003).

§509. Need and Context for Restructuring AgEd/FFA

A. The world of agriculture and AgEd/FFA continues to grow more complex. We develop, disseminate and interpret more information in less time than ever before. Our curriculum development, teacher education, state supervision/coordination of AgEd/FFA activities, and local delivery systems must stretch to keep the pace. AgEd/FFA educators must keep pace as scientists add more information to the knowledge base, budgets grow tighter, and the use of technology increases the speed of business.

B. These rapid changes require new ways of thinking, working and interacting. Just as newer, more powerful software applications can overwhelm today's computer systems, the ever-accelerating rate of change can overwhelm our system of AgEd/FFA. From curriculum development and dissemination to teacher preparation and state supervision/coordination of AgEd/FFA activities, our people are overloaded. It is time to take a fresh look at these systems to meet current and future needs more effectively.

C. Tremendous change is occurring in our nation's schools and particularly in Louisiana. Alternative scheduling is one initiative that is dramatically affecting AgEd/FFA. AgEd/FFA programs need the flexibility to function within 4x4 blocks and other forms of alternative scheduling. The use of this Framework in developing local curricula provides this flexibility.

D. The Frameworks project was launched in an effort to address these fundamental issues. This project is a visioning and planning initiative to develop a framework for 21st

century education/FFA programs. This project, in collaboration with AgEd/FFA across the nation, is the first step in a multi-year effort to reinvent AgEd/FFA in the United States.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2643 (December 2003).

Chapter 7. Purpose/Goals of the AgEd/FFA Framework Project

§701. Purpose/Goals

A. The purpose and goals of this project are to develop:

1. a master plan for developing the agricultural literacy and advanced career skills of Louisiana students as they progress through K-12 AgEd/FFA;

2. a master plan for AgEd/FFA based on Louisiana's needs;

3. a visionary document that will enable teachers, students, parents, administrators, and other stakeholders to envision the nature, purpose and role of AgEd/FFA in Louisiana schools;

4. a master plan that:

a. provides substantial depth of content and skills;

b. provides increased collaboration between teachers and students in instructional design;

c. utilizes alternative assessment methodology (other than primarily written objective tests);

d. describes the scope for AgEd/FFA;

e. provides flexibility to teachers in selecting course content and activities based on local needs;

f. prepares students for the 21st century;

g. truly empowers teachers as leaders in the profession;

h. reemphasizes science, mathematics, and communications content of AgEd/FFA curricula;

i. emphasizes foundation skills developed by the Louisiana Content Foundation Skills Standards Task Force and by the Louisiana AgEd/FFA Framework Project Task Force:

i. communication;

ii. problem solving;

iii. resource access and utilization;

iv. linking and generating knowledge;

v. citizenship;

vi. leadership;

vii. career development;

viii. agricultural/occupational experience.

5. a master plan that recognizes that each AgEd/FFA program must be based on the needs of the students and local community. As such, not all AgEd/FFA programs will teach all benchmarks and identified benchmark components. Each AgEd/FFA educator must identify those benchmarks and benchmark components that are appropriate for their students and community.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2644 (December 2003).

§703. Intended Audience

A. The Louisiana AgEd/FFA Framework is intended for a broad audience: AgEd/FFA teachers, K-12 teachers, parents, school and district administrators, school board members, policy makers, Louisiana Department of Education staff, college/university faculty/administrators, business/industry leaders, and government agency staff.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2644 (December 2003).

§705. Intended Use

A. This Framework serves as a guide for curriculum and instruction and as a general reference to the basic principles of AgEd/FFA in Louisiana. It should be noted that the benchmarks and benchmark components taught should be based on the needs of the students and the community where the AgEd/FFA program is located. The intended uses of this Framework include the following:

1. for AgEd/FFA teachers to use in planning curriculum, instruction and assessment;

2. for K-12 teachers to use in identifying ways they can incorporate AgEd/FFA emphasis in their curricula;

3. for parents to use as a means of assessing the effectiveness of their children's AgEd/FFA;

4. for school and district administrators and school board members to use as a vision for AgEd/FFA and a basis for planning resource allocations, material purchases, local curriculum development, teachers' professional development, and facility construction;

5. for policy makers and state education staff as a basis for developing laws, policies, professional development activities/materials, assessment strategies, and funding priorities to support local program development;

6. for college/university faculty and administrators as a basis for the content and design of pre-service teacher education and in-service teacher development programs; and

7. for business/industry leaders and government agency staff as a basis for developing effective partnerships for supporting AgEd/FFA programs and professional development.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2644 (December 2003).

§707. Selected Terminology

*Benchmark***?** broad labels that denote the process and content used as a reference to develop curriculum and assess student progress.

*Benchmark Component***?** descriptions of the components of each benchmark.

*Connecting Activities***?** activities that connect schools and workplaces. These "connecting activities" include:

1. coordinating classroom instruction and workplace experience so that the instructional program in school reinforces student's work experiences and vice-versa;

2. providing regular communication, planning, and consultation between the student's employer and the school;

3. forming permanent two-way links with the business and the school, communicating their expectations of what students should learn and be able to do, and then working as partners to help students achieve; and

4. creating links to the full range of post-secondary options, including college.

Classroom Learning? a combination of AgEd/FFA information and experiences provided in classrooms, laboratories, or community.

SAEP? supervised Agricultural Experience Program: an individualized student program of planned agricultural activities and occupational experiences that are supervised by the AgEd/FFA teacher. The SAEP may include placement, entrepreneurship or volunteerism experiences.

School to Work? joint business-educator-labor partnerships whereby local teams design a focused system that links a rigorous and challenging curriculum with serious work-based learning experiences for career-bound youth.

Strand? major division of instructional content.

Standard? umbrella goal for each strand.

Work-Based Experiences? the occupation specific component of SAEP. Includes those experiences resulting from enrollment in the Cooperative Agricultural Education (CAE), an out-of-school placement program; mentoring; or job shadowing components of the AgEd/FFA program.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2644 (December 2003).

§709. How Individual Teachers Should Use these Rules

A. The Frameworks will serve AgEd/FFA policy makers and stakeholders and individual teachers as the foundation for the functional restructuring of AgEd/FFA curricula in Louisiana. The Framework outlines the content appropriate to be taught in Louisiana AgEd/FFA programs; local needs will determine what should be taught in local AgEd/FFA programs. Although teachers will be able to use this Framework to guide them in the restructuring of their curricula, this document does not contain specific performance criteria that are essential in AgEd/FFA. These specific assessment criteria must be developed on the local level.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2645 (December 2003).

§711. Content Strands

A. Goal. The student will be able to communicate clearly and effectively, use knowledge and information efficiently, solve problems, demonstrate positive leadership, be creative and original, determine quality, work cooperatively with others, be prepared to make career choices and learn effectively throughout life through agricultural education. This goal will be accomplished by implementing the content strands and standards listed below.

Code	Content Strand	Standard
AL	Agricultural Literacy - K-12 ALL students will become aware of the characteristics and components of the food and fiber systems.	
PD	Personal Development	AgEd/FFA students will develop the necessary interpersonal and communication skills to obtain a job and work effectively and safely in an interactive work environment.
AB	Agribusiness	AgEd/FFA students will understand the concept of agricultural marketing, management, finance, and entrepreneurship.
BT	Biotechnology	AgEd/FFA students will be able to discuss basic concepts of biotechnology and be able to apply these concepts in written and laboratory activities.
AS	Animal Systems	AgEd/FFA students will understand the concepts and principles of animal science.
PS	Plant Systems	AgEd/FFA students will understand the concepts and principles of plant science.
EM	Environmental Management	AgEd/FFA students will develop an understanding of the interrelationship between people, agriculture and the environment.
AP	Agricultural Processing	AgEd/FFA students will understand processing and packaging of agricultural products.
AT	Agriscience Technology	AgEd/FFA students will demonstrate technical skills that reflect successful business and industry practices.

Special Note: The codes shown in the mathematics, science, and English language arts columns in the tables on the following pages were taken from the mathematics, science, and English language arts frameworks developed by the Louisiana Department of Education.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2645 (December 2003).

§713. Agricultural Literacy K-12

A. Standard. All students will become aware of the characteristics and components of the food and fiber systems.

B. Focus. Agriculture is an important part of our state's economy from both product and employment perspectives. We depend on the agricultural system for survival and nourishment. Our citizens, both young and old, must be educated about the system that produces our abundant food supply. AgEd/FFA students will learn how food gets to their plates and the numerous biotechnological, economic, environmental, and monetary issues related to the global agricultural system.

C. AL - Agricultural Literacy Cross Reference

Local Plan	Benchmarks	Benchmark Component	Math	Science	English Language Arts
	A. Agricultural Awareness grades k-4	1. Discussing the history and industry of agriculture	N1/2/3/4/5/6/7/ 8/9 A1/2/3 M1/2/3/4/5 G1/5/6 D1/2/3 P1/2/3	PS-A1/2/3/4/5, B1/2/3/4, C3/4/6/7 SI-A1/2/3/4/5/6/7, B1/2/3/4/5/6 LS–A1/2/3/4/5, B1/2/3/4 ESS-A1/2/3/4/5/6, B1/2/3/4/5/6 SE-A1/2/3/4/5	1-E1/2/5/6 2-E2/4/5 3-E3 4-E1/2/3/4/5/6/7 5-E1/2/3/4 6-E2 7-E1/2/4
		2. Exploring the animal kingdom as it relates to food and fiber	N1/2/3/4/5/6/7/ 8/9 A1/2/3 G1/5/6 D1/2/3 P1/2/3	PS-Al/2/3/4/5, Bl/2/3/4, C3/4/6/7 SI-Al/2/3/4/5/6/7, B 1 /2/3/4/5/6 LS-Al /2/3 /4/5, B1/2/3/4 ESS-Al /2/3/4/5/6, B1/2/3/4/5/6 SE-A1/2/3/4/5	1-E1/2/5/6 2-E2/4/5 3-E3 4-El/2/3/4/5/6/7 5-E1/2/3/4 6-E2 7-E1/2/4
		3. Exploring the plant kingdom as it relates to food and fiber	N1/2/3/4/5/6/7/ 8/9 Al/2/3/4 G1/5/6 D1/2/3 P1/2/3	PS-Al/2/3/4/5, Bl/2/3/4, C3/4/6/7 SI-Al/2/3/4/5/6/7, B1/2/3/4/5/6 LS-Al/2/3/4/5, B1/2/3/4 ESS-Al/2/3/4/5/6, B1/2/3/4/5/6 SE-A1/2/3/4/5	1-E1/2/5/6 2-E2/4/5 3-E3 4-E1/2/3/4/5/6/7 5-E1/2/3/4 6-E2 7-E1/2/4
		4. Exploring the food and fiber system of our everyday lives	N1/2/3/4/5/6/7/ 8/9 A1/2/3/4 G1/5/6 D1/2/3 P1/2/3	PS-Al/2/3/4/5, Bl/2/3/4, C3/4/6/7 SI-Al/2/3/4/5/6/7, B1/2/3/4/5/6 LS-A1/2/3/4/5, B1/2/3/4 ESS-Al /2/3/4/5/6, B1/2/3/4/5/6 SE-A1/2/3/4/5	1-E1/2/5/6 2-E2/4/5 3-E3 4-El/2/3/4/5/6/7 5-E1/2/3/4 6-E2 7-E1/2/4
	B. Agricultural literacy grades 5-8	1. Explaining and analyzing the components of agriculture and the manner in which the industry affects our daily lives	N1/2/3/4/5/6/7 A1/2/3/4/5 M1/2/3/4/6 G1/6/7 D1/2/3/6 P1/2/3/4	SI-Al/2/3/4/5/6/7/8, B1/2/3/4/5/6/7 PS-Al/5/6/8/9, B1/2/3/4/5, C1/2/3/5/6/7/8 LS-Al/2/3/4/5/7, B1/2/3, C1/2/3/4, D1/2 ESS-A4/5/8/10/11/12, B2/3 SE-A1/2/3/4/5/6/7/8/9/10	1-M1/2/3/4/5 2-M1/4/5 3-M3 4-M1/2/4/5/6 5-M1/2/6 6-M1/2 7-M1/2/4
		2. Understanding how science relates to agriculture	N1/2/3/4/5/6/7 A1/2/3/4/5 M1/2/3/4/6 G1/6/7 D1/2/3/6 P1/2/3/4	SI-Al/2/3/4/5/6/7/8, B1/2/3/4/5/6/7 PS-Al/5/6/8/9, B1/2/3/4/5, Cl/2/3/5/6/7/8 LS-Al/2/3/4/5/7, B1/2/3, C1/2/3/4, D1/2 ESS-A4/5/8/10/11/12, B2/3 SE-A1/2/3/4/5/6/7/8/9/10	1-M1/2/3/4/5 2-M1/4/5 3-M3 4-M1/2/4/5/6 5-M1/2/6 6-M1/2 7-Ml/2/4
		3. Exploring animal and plant systems	N1/2/3/4/5/6/7 A1/2/3/4/5 M1/2/3/4/6 G1/6/7 D1/2/3/6 P1/2/3/4	SI-Al/2/3/4/5/6/7/8, B1/2/3/4/5/6/7 PS-Al/5/6/8/9, B1/2/3/4/5, C1/2/3/5/6/7/8 LS-Al/2/3/4/5/7, B1/2/3, C1/2/3/4, D1/2 ESS-A4/5/8/10/11/12, B2/3 SE-A1/2/3/4/5/6/7/8/9/10	1-M1/2/3/4/5 2-M1/4/5 3-M3 4-M1/2/4/5/6 5-M1/2/6 6-M1/2 7-M1/2/4

		4. Exploring vocational skills of the agricultural industry as they relate to agricultural occupations	N1/2/3/4/5/6/7 A1/2/3/4/5 M1/2/3/4/6 G1/6/7 D1/2/3/6 P1/2/3/4	SI-Al/2/3/4/5/6/7/8, B1/2/3/4/5/617 PS-Al/5/6/8/9, Bl/2/3/4/5, C1/2/3/5/6/7/8 LS-Al/2/3/4/5/7, B1/2/3, C1/2/3/4, D1/2 ESS-A4/5/8/10/11/12, B2/3 SE-A1/2/3/4/5/6/7/8/9/10	1-M1/2/3/4/5 2-Ml/4/5 3-M3 4-M1/2/4/5/6 5-M1/2/6 6-M1/2 7-M1/2/4
		5. Exploring career opportunities in the agricultural industry	N1/2/3/4/5/6/7 A1/2/3/4/5 M1/2/3/4/6 G1/6/7 D1/2/3/6 P1/2/3/4	SI-Al/2/3/4/5/6/7/8, B1/2/3/4/5/6/7 PS-Al/5/6/8/9, B1/2/3/4/5, Cl/2/3/5/6/7/8 LS-Al/2/3/4/5/7, B1/2/3, C1/2/3/4, D1/2 ESS-A4/5/8/10/11/12, B2/3 SE-A1/2/3/4/5/6/7/8/9/10	1-M1/2/3/4/5 2-M1/4/5 3-M3 4-M1/2/4/5/6 5-M1/2/6 6-M1/2 7-Ml/2/4
	C. Agricultural literacy grades 9-12	1. Exploring the food, fiber, and natural resource systems	N1/2/6/7 A1/2/3/4 M1/2/3/4 G6 D1/2/7/8/9 P1/2/3/4/5/6	SI-Al/2/3/4/5/6, B1/2/3/4/5 PSAI/2, B1, C1/2/3/4, D1/2/3/4/6, E1/2/4, F1/2, G4 LS-Al/2/3, B1/2/3/4, C4/5/6/7, D1/2/3/4, E1/2/3, F1/3/4, G1/2/3/4/5 SE-B1/2/3/4/5/6, C1/2/3/4/5, D1/2/3/4/5/6	1-H1/3/4/5 2-H1/4/5/6 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/5/6 7-H1/2/4
		2. Discussing why agriculture is important in our lives	N1/2/6/7 Al/2/3/4 M1/2/3/4	SI-Al/2/3/4/5/6, B1/2/3/4/5 PS-A2, B1, C1/2/3/4, D1/2/3/4/6/7, E1/2/4, F1/2, G4 LS-Al/2/34, B1/2/3/4, C4-/5/6/7, D1/2/3/4, E1/2/3, F1/3, G1/2/3 SE-B1/2/3/4/5/6, C1/2/3/4/5, D1/2/3/4/5/6	1-H1/3/4/5 2-H1/4/5/6 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/5/6 7-H1/2/4
		3. Recognizing areas of science that are a part of agriculture (physics, chemistry, geology, meteorology, biology)	N1/2/5/7 A1/2/3/4 M1/2/3/4 G1/3/6 D1/2/7/8/9 P1/2/3/4/5	SI-Al/2/3/4/5/6, B1/2/3/4/5 PS-A1/2, B1, C1/2/3/4, D1/2/3/4/6, E1/2/4, F1/2, G4 LS-Al/2/3, Bl/2/3/4, C4/5/6/7, D1/2/3/4, E1/2/3, F1/3, G1/2/3	1-H1/3/4/5 2-H1/4/5/6 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/23/4/5/6 7-H1/2/4
		4. Understanding the relationship between plants and animals	N1/2/6/7 A1/2/3/4 M1/2/3/4 G6 D1/2/7/8/9	P1/2/3/4/5 SI-Al/2/3/4/5/6, B1/2/3/4/5 PS-AI/2, B1, C1/2/3/4, D1/2/3/4/6, E1/2/4, F1/2, G4 LS-Al/2/3, Bl/2/3/4, C4/5/6/7, D1/2/3/4, E1/2/3, F1/3, G1/2/3 SE- A1/2/3/4/5/6/7/8/9/10/11, B1/2/3/4/5/6,C1/2/3/4/5, D1/2/3/4/5/6	1-H1/3/4/5 2-H1/4/5/6 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/5/6 7-H1/2/4

		5. Discussing jobs involved in agriculture	N1/2/5/6/7 A1/2/3/4 M1/2/3/4 G1/3/6 D1/2/7/8/9 P1/2/3/4/5	SI-Al/2/3/4/5/6, Bl/2/3/4/5 PS-A1/2, B1, C1/2/3/4, D1/2/3/4/6, E1/2/4, F1/2, G4 LS-Al/2/3, B1/2/3/4, 4/5/6/7 D1/2/3/4, E1/2/3, F1/3, G1/2/3 SE- A1/2/3/4/5/6/7/8/9/10/11, B1/2/3/4/5/6,C1/2/3/4/5, D1/2/3/4/5/6	1-H1/3/4/5 2-H1/4/5/6 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/5/6 7-HI/2/4
		6. Understanding how agriculture was and is necessary for the development of civilization	N1/2/7 A1/2/3/4 M1/2/3/4 G1/3/6 D1/2/7/8/9 P1/2/3/4/5		1-H1/3/4/5 2-H1/4/5/6 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/5/6 7-H1/2/4

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2645 (December 2003).

§715. Personal Development

A. Standard. AgEd/FFA students will develop the necessary interpersonal and communication skills to obtain a job and work effectively and safely in an interactive work environment.

B. Focus. AgEd/FFA students will develop and demonstrate knowledge and skills in agricultural communications, teamwork, citizenship and agriculturally related careers needed in becoming productive citizens.

C. PD? Personal Development Cross Reference
(from grade 9 - 12 benchmarks, unless noted otherwise)

Local plan	Benchmarks	Benchmark Component	Math	Science	English Language Arts
	A. Agricultural communication	1. Identifying FFA leadership activities	A1 G6 D1/5/7/8/9 N1/2/6	SI-A1/2/3/4/6, B2/4/5 LS-D4 SE-A2/7/8/10/11, B1/5, C5/C7, D2/4/9	1-H1/3/4/5 2-H2/5/6 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/6 7-H1/2/4
		2. Developin g agricultural related speeches	A1 G6 D1/5/7/8/9 N1/2/6	SI-Al/2/3/4/6, B2/4/5 LS-D4 SE-A2/7/10/11, B1/5, C5, D2/4	1-H1/3/4/5 2-H1/2/3/4/5 3-H1/3 4-H1/2/3/4/5/6 5-H1/2/3/4/6 7-H1/2/4
		3. Participating in leadership skills career activities	AI M1/4 G6 D1/5/7/8/9 N1/2/6	SI-A1/2/3/4/6, B2/4/5 LS-D4 SE-A2/7/8/10/11, B1/5, C5, D2/4	1-H1/3/4/5 2-H/2/5, 3-H1/2/3 4-H1/2/3/4/5/6 5-Hl/2/3/4/6 7-Hl/2/4
	B. Team work in agriculture	1. Participating in agricultural career event activities	A1/2/3/4 M1/2/3/4 G6 DI/5/7/8/9 N1/2/3/4/5/6/7	SI-A/2/3/4/6, B2/4/5 LS-D4 SE-A2/78/10/11, B1/5, C5 D2/4	1-H1//3/4/5 2-H/2/5, 3-Hl/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/6 7-H1/2/4
		2. Developing chapter recruitment activities			1-H1/3/4/5 2-H/2/4/5 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/213/4/6 7-HI/2/4

		3. Developing student and community related financial activities	A1/2/3/4 M4 G6 D1/5/7/8/9 N1/2/5/6/7		1-H1/3/4/5 2-H/2/5 3-H1/2/3 4-H1/2/3/4/5/6 5-Hl/2/3/4/6 7-Hl/2/4
	C. Citizenship in agriculture	1. Developing community related economic activities	Al/2/3/4 M1/4 G6 D1/5/7/8/9 N1/2/5/6/7		1-H1/3/4/5 2 H/2/5 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/6 7-H1/2/4
		2. Conducting local agricultural and environmental awareness activities	Al M1/4 G6 D1/5/7/8/9	SI-A1/3/6 PS-G4, H2 LSI-D4 ESS-A12, B1/4 SE-A1/2/3/4/5/6/7/10/11, B1/2/3/4/5/6/, C1/2/3/4/5, D1/2/3/4/5/6	1-H1/3/4/5 2-H/2/4/5 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/6 7-H1/2/4
		3. Conducting community related citizenship and human resource development activities	Al M1/4 G6 D1/7/8/9	SI-Al/3/6 LS-D4 ESS-A1/2, C3/4/5 SE-A1/2/617/10/11, B1/2/3/4/5/6/7, C2/4/5/6/7, D2/3/4/5/6/7/8/9	1-H1/3/4/5 2-H/2/4/5 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/6 7-H1/2/4
	D. Careers in agriculture	1. Exploring agricultural related occupations	Al M1/4 G6 D1/5/7/8/9 N1/2 /5/6/7	SI-Al, Bl PS-Al, Dl, El/2 LS-G5 SE-C5, D3/9 ESS-A1/2, C3/4/5	1-H1/3/4/5 2-H2/4/5 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/6 7-H1/2/4
		2. Developing agriculture work experiences	A1 M1/4 G6 D1/5/7/8/9	SI-A1, B1 PS-A1, D1, E1/2, H1/3 LS-G5 SE-C5, D3	1-H1/3/4/5 2-H2/4/5/6 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/6 7-H1/2/4
		3. Participating in agricultural career events	A1 M1/2/3/4 G6 D1/5/7/8/9 N1/2/3/4/5/6/7	SI-A3/6, B1 PS-D2, G3/4, H1/3 LS-D4, G5 ESS-B1 SE-A2/4, D3	1-H1/3/4/5 2-H2/5 3-H1/3 4-H1/2/3/4/5/6 5-H1/2/3/4/6 7-H1/2/4
		4. Developing job seeking and keeping skills	A1 M4 G6 D1/5/7/8/9 N1/2/5/6/7	SI-A6, Bl PS-Hl LS-G5 SE- D3	1 -H1/3/4/5 2-H/2/5, 3-H 1 /3 4-H 1 /2/3/4/5/6 5-H 1 /2/3/4/6

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§717. Agribusiness

A. Standard. AgEd/FFA students will understand the concept of agricultural marketing, management, finance, and entrepreneurship.

B. Focus. This strand focuses on the study of sound business practices and the effect of supply and demand in the marketplace. Strong emphasis is placed on the development of individual business plans.

C. AB**?** Agribusiness Cross Reference
(from grade 9 - 12 benchmarks, unless noted otherwise)

Local Plan	Benchmarks	Benchmark Component	Math	Science	English Language Arts
	A. Production systems	1. Identifying various production practices of the world	N1/2/3/5/7 A1/3/4 M2/4 G6 D9	SI-A1/2/4/5/6, B1/3 LS-B1/3 SE-A2/6/10	1-H1/3/4/5 2-H1/2/3/4/5 3-H1/2/3 4-H1/2/4/6 7-H4
		2. Determining the factors that affect the development of production practices	N1/2/3/5/7 A1/3/4 M2/4 G6 D9	SI-A1/2/4/5/6, B1/3 LS-B1/3 SE-A2/6/10, D3/4/5/9	1-H1/3/4/5 2-H1/2/3/4/5 3-H1/2/3 4-H1/2/4/6 7-H4
		3. Understanding human diversity and its affect on world markets	N1/2/3/5/7 A1/3/4 M2/4 G6 D6/7/9	SI-A1/2/4/5/6, B1/3 LS-B1/3 SE-A2/6/10, D3/4/5/9	1-H1/3/4/5 2-H1/2/3/4/5 3-H1/2/3 4-H1/2/4/6 7-H4
		4. Discussing problems affecting agricultural production worldwide	N1/2/3/5/7 A1/3/4 M2/4 G6 D9	SI-A1/2/4/5/6, B1/3 LS-B1/3 SE-A2/6/10, D3/4/5/9	1-H1/3/4/5 2-H2/3/4/5 4-H1/2/4/5/6 5-H1/2/3/4/5/6 7-H1/2
	B. Selections from various choices	1. Identifying occupational preferences	G6 D1/5/9	SE-C3, D1	1-H1/3/4/5 2-H2/4/5 3-H1/2/3 4-H1/2/4/5/6 5-H1/2/3/4/5/6 7-H1/2
		2. Explaining the reasons for and effects of unemployment	G6 D1/5/6/7/9	SE-D1 1-H1/3/4/5	2-H1/2/3/4/5 3-H1/2/3 4-H1/2/3/4/5/6 7-H1/2
	C. Factors that make employees successful	1. Explaining the roles of customers and salespersons	A1/3/4 N1/2/3/5/7 M2/4 G6 D9	SE-D1 SI-A1, B1/3 LS-F3	1-H1/3/4/5 2-H1/2/3/4/5 3-H1/2/3 4-H1/2/4/5/6 5-H1/2/3/4/5 7-H1/2
		2. Exploring various buying decisions	A1/3/4 N2/3/5/7 M2/4 G6 D9	SE-D1 SI-A1, B1/3	1-H1/3/4/5 3-H1/2/3 4-H1/2/4/5/6 5-H1/2/3/4/5/6 7-H1/2
		3. Describing the types of customers	A1/3/4 N1/2/3/5/7 M2/4 G6 D9	SE-D1 SI-A1, B1/3 LS-F3	1-H1/3/4/5 2-H2/4/5 3-H1/2/3 4-H1/2/4/5/6 5-H1/2/3/4/5/6 7-H1/2
		4. Describing the desirable characteristics of a good salesperson	A1/3/4 N1/2/3/5/7 M2/4 G6 D9	SE-D1 SI-A1, B1/3	2-H2/4/5 3-H1/2/3 4-H1/2/4/5/6 5-H1/2/3/4/5/6 7-H1/2
	D. Agricultural marketing sales and services	1. Explaining the laws of supply and demand	A1/3/4 N1/2/3/5/7 M2/4 G6 D9	SE-D1, A2 2-H2/4/5	3-H1/2/3 4-H1/2/4/5/6 5-H1/2/3/4/5/6 7-H1/2
		2. Understanding the agricultural market, sales and services systems	A1/3/4 N1/2/3/5/7 M2/4 G6 D9	SE-D1, A2 3-H1/2/3	4-H1/2/4/5/6 5-H1/2/3/4/5/6 7-H1/2
		3. Discussing marketing costs and margins	A1/3/4 N1/2/3/5/7 M2/4 G6 D6/7/9	SE-D1, A2 2-H2/4/5	3-H1/2/3 4-H1/2/4/5/6 5-H1/2/3/4/5/6 7-H1/2

		4. Discussing the impact of the customer on markets, sales, and services	A1/3/4 N1/2/3/5/7 M2/4 G6 D6/7/9	SE-D1, A2 2-H2/4/5	3-H1/2/3 4-H1/2/4/5/6 5-H1/2/3/4/5/6 7-H1/2
	E. Economics of production	1. Understanding how the factors of production are organized and how they differ between systems	A1/3/4 N1/2/3/5/7 M2/4 G6 D9	SI-A1/2/4/5/6, B1/3 3-H1/2/3	4-H1/2/4/5/6 5-H1/2/3/4/5/6 7-H1/2
	F. Develop a business plan	1. Explaining the importance of budgeting and understanding the types of costs	A1/3/4 N1/2/3/5/7 M2/4 G6 D6/7/9	SE-D1, A2/6/10	1-H1/3/4/5 2-H2/4/5 3-H1/2/3 4-H1/2/4/5/6 5-H1/2/3/4/5/6 7-H1/2
		2. Explaining credit and its uses in a business	A1/3/4 N1/2/3/5/7 M2/4 G6 D6/7/9	SE-D1, A2/6/10 1-H1/3/4/5	2-H2/4/5 3-H1/2/3 4-H1/2/4/5/6 5-H1/2/3/4/5/6 7-H1/2
		3. Explaining the various types of business organizations	A1/3/4 N1/2/3/5/7 M2/4 G6 D9	SE-D1, A2/6/10	1-H1/3/4/5 2-H2/4/5 3-H1/2/3 4-H1/2/4/5/6 5-H1/2/3/4/5/6 7-H1/2
		4. Understanding the meaning of assets and liabilities	A1/3/4 N1/2/3/5/7 M2/4 G6 D9	SE-D1, A2/6/10	1-H1/3/4/5 3-H1/2/3 4-H1/2/4/5/6 5-H1/2/3/4/5/6 7-H1/2
		5. Developing a cash flow projection for a business	A1/3/4 N1/2/3/5/7 M2/4 G6 D9	SE-D1, A2/6/10	1-H1/3/4/5 2-H2/6 3-H1/2/3 4-H1/2/3/4/5/6 7-H1/2
		6. Explaining variable versus fixed costs	A1/3/4 N1/2/3/5/7 M2/4 G6 D9	SE-D1, A2/6/10	1-H1/3/4/5 2-H2/4/5 3-H1/2/3 4-H1/2/3/4/5/6 7-H1/2
		7. Understanding the legal aspects of a business	A1/3/4 N1/2/3/5/7 M2/4 G6 D9	SE-D1, A2/6/10	1-H1/3/4/5 3-H1/2/3 4-H1/2/4/5/6 5-H1/2/3/4/5/6 7-H1/2
		8. Demonstrating the concept of capital investment	A1/3/4 N1/2/3/5/7 M2/4 G6 D9	SE-D1, A2/6/10	1-H1/3/4/5 3-H1/2/3 4-H1/2/4/5/6 5-H1/2/3/4/5/6 7-H1/2
		9. Explaining the purposes and types of Insurance in agriculture	A1/3/4 N1/2/3/5/7 M2/4 G6 D9	SE-D1, A2/6/10	1-H1/3/4/5 2-H2/4/5 3-H1/2/3 4-H1/2/4/5/6 5-H1/2/3/4/5/6 7-H1/2

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2649 (December 2003).

§719. Biotechnology in Agriculture

A. Standard. AgEd/FFA students will understand the concepts and principles of biotechnology and the relationships biotechnology has with the agricultural environment.

B. Focus. This strand focuses on the study of interrelationships of science and technology and the impact of this technology on agriculture and agricultural products. This strand includes a focus on research and career opportunities.

C. BT? Biotechnology Cross Reference
(from grade 9 - 12 benchmarks, unless noted otherwise)

Local Plan	Benchmarks	Benchmark Component	Math	Science	English Language Arts
	A. Basic concepts and applications of biotechnology	1. Defining biotechnology and the history of its development	N2/3/4/5/6	SI-A2/5/6 B1/2/3/4/5 LS-A1/2/3 B1/2/3/4	1-H4/5 2-H2/4/5 3-H1/2/3
		2. Applying the steps of the scientific method and developing record-keeping methods	M1/3/4 D1/3/5/7 N1/2/5/7	SI-A1/2/3/4/5 B1/2/3/4/5	2-H6 3-H1/2/3 5-H6 7-H4
		3. Analyzing the model of DNA model	G1 D1/3/5/7 N1/2/3/4/5/6	LS-B1	4-H2 5-H6
		4. Distinguishing between types of cell structure		PS-A1/2/3 B1	5-H2 7-H2
		5. Understanding the processes involved in the transfer of genetic information	G1 D1/3/5/7 N1/2/3/4/5/6/7	LS-B1/2/3/4	1-H4/5 7-H2/4
		6. Demonstrating the applications of biotechnology in agriculture	D3/5/7 N1/2/3/4/5/6/7	LS-D1/4	1-H4/5 5-H3
	B. Impacts and public issues of biotechnology	1. Understanding the benefits and concerns in biotechnology		LS-D1/4 G1/5	1-H3/4/5 4-H1
		2. Exploring ethical issues in biotechnology		SE-D1/2/6/9 SI-B1/2/3/4/5	1-H4/5 2-H1 3-H3 5-H1/2
		3. Distinguishing among types of companies and jobs available in the biotechnology industry			5-H1/2
	C. Processes and applications affecting the plant systems	1. Understanding the purposes for plant biotechnology		SE-B1/2/3/4 PS-D2	1-H4/5
		2. Distinguishing between plant breeding systems and genetic engineering of plants	D1/3/5/7 N1/2/3/4/5/6/7	LS-A1/2/3 B1/2/3/4 F1 PS-D2	1-H4/5 5-H1 7-H2/4
		3. Analyzing agriculture applications of plant and tissue culture	D1/3/5/7 N1/2/3/4/5/6/7	LS-A1/2/3 B1/2/3/4 PS-D2	1-H4/5 7-H1/2
	D. Processes and applications affecting animal systems	1. Understanding the purposes for animal biotechnology		LS-B1/3/4	1-H4
		2. Distinguishing between traditional animal breeding and genetic engineering of animals	D1/3/5/7 N1/2/3/4/5/6/7	LS-B1/3/4 1-H4/5	5-H1 7-H4/5
		3. Selecting ways to use biotechnology for making changes in animals an animal products		LS-B1/3/4	1-H4/5
	E. Microbial biotechnology in agriculture	1. Understanding microorganisms and relationships to food processing and the environment	D1/3/5/7 N1/2/3/4/5/6/7	SE-A8/9/10/11 C2 PS-D1 SE-A3/8/9/10	1-H4/5 5-H3
		2. Applying the types of fermentation systems	N1/2/3/4/5/6/7	PS-D1	7-H1/2
		3. Distinguishing the products of fermentation and their benefits	N1/2/6/7	PS-D1 SE-A3/8/9/10	1-H4/5 5-H1 7-H2

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2651 (December 2003).

§721. Animal Systems

A. Standard. AgEd/FFA students will understand the concepts and principles of animal science.

B. Focus. AgEd/FFA students will demonstrate necessary skills to obtain a job and to work effectively in the area of animal science. ("Other animals" referenced in the benchmarks below include fish, wildlife, equine, small animals, etc.)

C. AS? Animal Systems Cross Reference
(from grade 9 - 12 benchmarks, unless noted otherwise)

Local Plan	Benchmarks	Benchmark Component	Math	Science	English Language Arts
	A. Selection of livestock, poultry, and other animals	1. Identifying and using systems for selecting and breeding livestock, poultry, and other animals	N1/3/4/5/6 G1/4 M1/2/3/4 D1/3/9	SI-A1/2/3/4/5/6 PS-B1 SE-A6	1-H1/3/4/5 2-H1/2/3/4/5 3-H1/2/3 4-H1/2/3/4/5,6 5-H1/2/3/4/5/6 7-H1/2/4
	B. Anatomy and physiology of livestock, poultry, and other animals	1. Describing and understanding the anatomy and physiology of livestock, poultry, and other animals	N1/2/3/4/5/6/7 G1/6 M1/2/3/4 D1/2/3/4/5/6/7/ 8/9	SI-A1/2/3/4 /5/6/7 LS-A1/2/3 B1/2/3/4 C1/2/3/4/5/6/7 F1/2/3	2-H1/2/3/4/5 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/5/6 7-H1/2/4
	C. Reproduction of livestock, poultry, and other animals	1. Understanding reproduction of livestock, poultry, and other animals	N1/3/4/5/6/7 A1/2/3 M1/2/3/4 D1/2/3/4/5/6/7/ 8/9	SI-A1/2/3/4/5/6/7 LS-A1/2/3 B1/2/3/4	1-H1/3/4/5 2-H1/2/3/4/5 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/5/6 7-H1/2/4
	D. Nutrition of livestock, poultry, other animals	1. Determining nutritional needs of livestock, poultry, and other animals	N1/3/4/5/6/7 A1/2/3 M1/2/3/4 D1/2/3/4/5/6/7/ 8/9	SI-A1/2/3/4/5/6/7	1-H1/3/4/5 2-H1/2/3/4/5 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/5/6 7-H1/2/4
	E. Environmental factors affecting livestock, poultry, and other animal systems	1. Identifying environmental factors affecting livestock, poultry, and other animal production systems	N1/2/3/4/5/6/7 A1/2/3 M1/2/3/4 D1/2/3/4/5/6/7/ 8/9 P1	SI-A1/2/3/4/5/6/7, B1/2/3/4/5 LS-B3/4, C6, D1/2/3/4, F3, G1/3/4 PS-A1/2, C1/2/4/5/6, D1/2/4 ESS-A1/2, B1, C3/4/5 SE- A1/2 /3/4/5/6/7/8/9/10/11, B1/2/3/4/5/6, C2/3/4/5, D1/2/3/4/5/6	1-H1/3/4/5 2-H1/2/3/4/5 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/5/6 7-H1/2/4
	F. Diseases and parasites of livestock, poultry and other animals	1. Describing and identifying diseases and parasites of livestock, poultry, and other animals	N1/2/5/6/7 M1/3/4 D1/2/3/4/5/6/7/ 8/9 P1	S-A3/6 LS-G1/2/3/4/5	1-H1/3/4/5 2-H1/2/3/4/5 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/5/6 7-H1/2/4
	G. Ethical issues related to livestock, poultry, and other animal systems	1. Discussing ethical issues related to livestock, poultry, and other animals		LS-G1/3/4 SE-C1/2/3/4/5 D1/2/3/4/5/6	1-H1/3/4/5 2-H1/2/3/4/5 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/5/6 7-H1/2/4

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2652 (December 2003).

§723. Plant Systems

A. Standard. AgEd/FFA students will understand the concepts and principles of plant science.

B. Focus. This strand focuses on the study of the processes and environmental variables related to the successful growth and production of plants for food and fiber. This strand includes a focus on relating life, environmental and earth science concepts to real-life problems in plant production through the use of modern technology.

C. PS? Plant Systems Cross Reference
(from grade 9 - 12 benchmarks, unless noted otherwise)

Local Plan	Benchmarks	Benchmark Component	Math	Science	English Language Arts
	A. Internal processes affecting plant growth and reproduction	1. Describing plant structures and functions		LS-A1/2, B1/2/3/4	2-H1/2
		2. Exploring growth processes		LS-A1/2, B1/2/3/4	2-H1/2
		3. Explaining asexual and sexual reproduction processes		LS-A1/2, B1/2/3/4	
		4. Developing and implementing genetic improvement systems	N1/2/3/4/5/6/7 A1/2/3/4 D1/2/3/4/5/6	LS-A1/2, B1/2/3/4 SI-A1/2/3/4/5/6/7, B1/2/3/4/5	
	B. External environmental factors affecting plant growth and reproduction	1. Understanding relationships among moisture, temperature, air, and plant growth	N1/2/3/5/6/7 M1/2/3/4 A1	ESS-C6 LS-D1/4 SE-A3/7/11, B3/4/5, C8, D1/9	
		2. Planning and implementing integrated pest management	M1/2/3/4 N1/2/3/4/5/6/7	ESS-C6 LS-D1/4 SE-A3/7/11, B3/4/5, C8, D1/9 PS-D7	
		3. Applying sustainable production concepts and practices	N1/2/3/4/5/6/7 M4	ESS-C6 LS-D1/4 SE-A3/7/11, B3/4/5, C8, D1/9 PS-D2/7	
	C. Soil fertility	1. Understanding differences between soil and soil-less mixtures		ESS-A4, B2/4, C8 SE-B4	
		2. Understanding basic soil-plant relationships	ESS-A1/2/6, B1, C3/4/5/8 PS-D2/7 SE-B4		
		3. Determining liming and soil acidity relationships	M1/2/3/4 N1/2/3/4/5/6/7 A1	ESS-A1/2/6, B1, C3/4/5 PS-D2/7 SE-B4	
		4. Exploring the importance of soil fertility and soil management	N1/2/3/5/6	ESS-A1/2/6, B1,C3/4/5 PS-D2/3/7 SE-B4	2-H1/2
		5. Selecting and applying fertilizers	N1/3/4/5/6/7 M1/2/3/4 D7/8/9 P1/2/3/4/5 A1	ESS-A1/2/6, B1, C3/4/5 PS-D2/7 SE-B4	
	D. Plant production	1. Learning to identify the uses of plants		LS-B2, C1/2 SE-A4 SI-A1/2/3/4/5/6/7, B1/2/3/4/5	
		2. Exploring the way plants grow and the environmental factors required	N1/2/3/4/5/6/7	LS-B2, C1/2 SE-A4 PS-D7	7-H1/2
		3. Understanding and implementing proper crop management	N1/2/3/4/5/6/7	LS-B3	
	E. Landscaping and Floriculture	1. Learning to properly identify and classify plants for landscape and floral design use		LS-B3	
		2. Evaluating the plant data for selection and placement (size, growth, habitat, pests, and cultivar)	N1/2/3/4/5/6/7 D1/2/5/7/8/9 M2/4	LS-B3	
		3. Developing landscaping plans and floral designs	A1/2/3/4 M1/2/3/4 G1/2/3/4/5/6	LS-B3	
	F. Crops of Louisiana	1. Understanding the role of modern-day crop production			2-H1/2/3/4/5/6 3-H1/2/3/4/5
		2. Understanding the differences among the various crops			1-H1/5 7-H1/2/4

		3. Understanding the concepts of conservation tillage and crop rotation	N1 SI-A1/2/3/5/6 ESS-A1/2/6, C3/4/5 SE-B1/2/3/4/5/6, C1/2/3/4/5, D1/2/3/4/5/6		1-H1/3/4/5
	G. Horticultural crops of Louisiana	1. Understanding the role of modern-day horticultural crop production			1-H1/3/4/5 2H1/2/3/4/5
		2. Understanding the differences among the various crops			1H1/3/4/5 2H1/2/3/4/5
	H. Agribusiness relating to crop production	1. Exploring the different career opportunities			1-H1/3/4/5 2-H1/2/3/4/5 4-H4/5/6
		2. Learning the basic record keeping practices	N3/4/5/7 A1/2/3/4 D1/2/5/6/7		1-H4/5 2-H2/6 5-H1/2/3/4/5/6
		3. Understanding the concepts and skills related to successful employment			2-H1/2/3/4/5/6 4-H1/2/3/4/5/6

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2653 (December 2003).

§725. Environmental Management

A. Standard. AgEd/FFA students will develop an understanding of the interrelationship between people, agriculture and the environment.

B. Focus: This strand focuses on utilization and conservation of environmental resources for multiple purposes through a study of maintaining, protecting, and harvesting these resources.

C. EM - Environmental Management Cross Reference (from grade 9 - 12 benchmarks, unless noted otherwise)

Local Plan	Benchmarks	Benchmark Component	Math	Science	English Language Arts
	A. Universal impact of forestry	1. Identifying the major species of trees that are important to the forestry industry		LS-C1/4 SE-A10	1-H1/3/4/5 2-H1/2/3/4/5 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/5/6 7-H1/2/4
		2. Exploring the multiple-use concept of forest management and forest products		SI-A1/2/3/4/5/6/7, B1/2/3/4/5 PS-A1/2, B1/2/3, C3/4/7, D1/2/3/4/5/6/7, E1/2/3/4/5, F1/2 LS-A1/2/3,B1/2/3/4, C1/2/3/4/5/6/7	1-H1/3/4/5 2-H1/2/3/4/5 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/5/6 7-H1/2/4
		3. Investigating the impact of insects, diseases, fire, and laws that affect the forest industry		SI-A1/2/3/4/5/6/7, B1/2/3/4/5 PS-D7, E1	1-H1/3/4/5 2-H1/2/3/4/5 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/5/6 7-H1/2/4
		4. Describing common methods used to reforest timber areas	M1/2/3/4 N1/2/3/4/5/6/7	SI-A1 LS-B4, D4 SE-A1/2/6/7/8/70, B2/4, C5, D3	1-H1/3/4/5 2-H1/2/3/4/5 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/5/6 7-H1/2/4

		5. Describing the harvesting and marketing of forest products	M1/2/3/4 N1/2/3/4/5/6/7	SI-A1/2/3/4/5/6/7, B1, D4	1-H1/3/4/5 2-H1/2/3/4/5 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/5/6 7-H1/2/4
		6. Determining land and timber volumes	M1/2/3/4 N1/2/3/4/5/6/7 A1 G1/2/3/6	SI-A1/2/3/4/5/6/7, B1/2/3/4/5 PS-D2 SE-A1/2/6/4/8/10, B1/2/3, C4/5, D3/4/5	-H1/3/4/5 2-H1/2/3/4/5 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/5/6 7-H1/2/4
	B. Wildlife management and conservation	1. Understanding wildlife production requirements, habitat analysis and valuation, and wildlife damage control	M1/2 /3/4 N1/2/3/4/5/6/7	SE-A2/6/7/8/9/10/11, B1/2/4/5/6, C4/5, D1/2/3/4/5/6 SI-A1/2/3/4/5/6/7, B1/2/3/4/5	1-H1/3/4/5 2-H1/2/3/4/5 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/5/6 7-H1/2/4
		2. Describing an ecosystem		LS-C5 SE-A2/4/6/7/10, C2	
		3. Explain ing the policies, laws, funding and administration, and regulatory agencies of wildlife management, recreation, and conservation	N1/3/4	SE-B4/5/6, C4/5, D2	1-H1/3/4/5 2-H1/2/3/4/5 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/5/6 7-H1/2/4
	C. Environmental Quality	1. Understanding relationships among agriculture, water quality, and air quality	M1/2/3/4 N1/2/3/4/5/6/7	SE-A2/6/7/8/9/10/11, B1/2/4/5/6, C4/5, D1/2/3/4/5/6 SI-A1/2/3/4/5/6/7, B15	1-H1/3/4/5 2-H1/2/3/4/5 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/5/6 7-H1/2/4
		2. Applying principles of soil, water, and air conservation	M1/2/3/4 N1/2/3/4/5/6/7	SE-A2/6/7/8/9/10/11, B1/2/4/5/6, C4/5, D1/2/3/4/5/6 SI-A1/2/3/4/5/6/7, B1/2/3/4/5	1-H1/3/4/5 2-H1/2/3/4/5 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/5/6 7-H1/2/4
		3. Understanding issues related to wetlands conservation and coastal erosion		SE-A2/6/7/8/9/10/11, B1/2/4/5/6, C4, D1/2/3/4/5/6	1-H1/3/4/5 2-H1/2/3/4/5 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/5/6 7-H1/2/4

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§727. Agricultural Processing

A. Standard. AgEd/FFA students will develop an understanding of the processes of distributing, grading, inspecting, processing, mixing, packaging, and storing of food and non-food products.

B. Focus. This strand focuses on the various processing steps and methods involved with the different agricultural products using modern technology.

C. AP - Agricultural Processing Cross Reference
(from grade 9 - 12 benchmarks, unless noted otherwise)

Local Plan	Benchmarks	Benchmark Component	Math	Science	English Language Arts
	A. Agricultural meat processing	1. Understanding and complying to federal and state standards	N1/3/6 A1/2 M1/2/3/4 G6 D1 P1/5	SI-A2/3 PS-A1,F1 LS-G2	1-H1/3/4/5 2-H1/5 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/5/6 7-H1/2/4
		2. Explaining and analyzing the process of slaughtering, packaging and distributing	N1/3/6 A1/2/3/4 M1/2/3/4 G6 D1 P1/2/3/4/5	SI-A2/3 PS-A1, D2/7, F1 LS-G2	1-H1/3/4/5 2-H1/2/3/4/5 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/5/6 7-H1/2/4
	B. Milk and dairy product processing	1. Explaining the handling, processing, and distributing of fresh milk and milk products	N1/2/3/6 A1/2/3/4 M1/3/4 G6 D1 P1/5	SI-A1/2/3 PS-A1, D2/7, F1 LS-G2	1-H1/3/4/5 2-H1/2/3/4/5 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/5/6
	C. Fruits and vegetable processing	1. Explaining the handling, manufacturing, and transporting of fresh, frozen, and canned fruits and vegetables	N1/3/4/5/6 A1/2/3/4 M1/2/3/4 G6 D1 P1/5	SI-A1/2/3 PS-A1, D2/7, F1 LS-G2	1-H1/3/4/5 2-H1/2/3/4/5 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/5/6
	D. Grain crop processing	1. Understanding USDA regulatory programs	N1/3/6 A1/2/3/4 M1/2/3/4 G6 D1 P1/5	SI-A1/2/3 PS-A1, F1 LS-G2	1-H1/3/4/5 2-H1/2/3/4/5 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/5/6
		2. Explaining the handling, processing, and distributing of grain crop products	N1/3/6 A1/2/3/4 M1/2/3/4 G6 D1 P1/5	SI-A1/2/3 PS-A1, F1 LS-G2	1-H1/3/4/5 2-H1/2/3/4/5 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/5/6
	E. Career awareness	1. Describing the various careers associated with agricultural processing and the occupational outlook	N1/3/6 A1/2/3/4 M1/2/3/4 D1	SI-A1/2/3 PS-A1, F1 LS-G2	1-H1/3/4/5 2-H1/2/3/4/5 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/5/6

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2656 (December 2003).

§729. Agriscience Technology

A. Standard. AgEd/FFA students will demonstrate technical skills that reflect successful business and industry practices.

B. Focus. This strand focuses on the study and use of agricultural power and energy, energy sources in agriculture, mathematics in agricultural welding technology, and agricultural structures and facilities.

C. AT - Agricultural Technology Cross Reference
(from grade 9 - 12 benchmarks, unless noted otherwise)

Local Plan	Benchmarks	Benchmark Component	Math	Science	English Language Arts
	A. Agriculture power and energy	1. Explaining the principles of electricity; terms, service entrances, meters, and circuits	N4/5/7 M1/2/3/4	PS-B3,E4,G2/4 ESS-A1	1-H1/3/4/5 2-H4/5 3-H1/2/3 4-1/2/3/4
		2. Understanding the applications for lighting, heating, and selecting electric motors	M1/4 A1/3 G6	PS-E1/2, F1, G1/2/3	1-H1/3/4/5 2-H5 3-H1/2/3 4-1/2/3/4
		3. Working safely with electrical energy		PS-G4	1-H1/3/4/5 2-H5 3-H1/2/3 4-1/2/3/4 5-H6
		4. Developing skills in planning, estimating, selecting of materials, installing, testing and troubleshooting	N1/3/4/5/7 M1/4 G6	SI-A3	1-H1/3/4/5 2-H5 3-H1/2/3 4-1/2/3/4 5-H6
		5. Describing the principles of the internal combustion engine, including both two-stroke, four-stroke and diesel engines	N4/5	PS-E2/3, F1, G1/2/3	1-H1/3/4/5 2-H4/5 3-H1/2/3 4-1/2/3/4 5-H6
		6. Exploring the fundamentals of hydraulic power		PS-A1, E2/3, F1, G1/2/3	1-H1/3/4/5 4-H1/2/3/4
		7. Explaining and analyzing pneumatic power		PS-E2/3, F1, G1/2/3	1-H1/3/4/5 3-H1/2/3 4-H1/2/3/4
		8. Servicing trouble shooting, repairing, and overhauling of small engines	M1/3/4 N3/4/5/6	SI-A3 PS-E2/3, F1, G1/2/3	1-H1/3/4/5 2-H5 3-H1/2/3 5-H6
		9. Explaining and demonstrating maintenance, operation and safety of tractor and lawn equipment	N3/4/5 M1/2/3/4	SE-D1/2/3/4 PS-E1/2/3, F1/2, G1/2/3	1-H1/3/4/5 2-H4/5 3-H1/2/3 4-H1/2/3/4/5/6 5-H6
	B. Energy sources in agriculture	1. Describing primary nonrenewable sources of energy including coal, natural gas and petroleum		PS-E1/2/3, F12/3 ESS-A1/2/6, C3/4/5 SE-C3	1-H1/3/4/5 2-H4/5 3-H1/2/3 4-H1/2/3 5-H6
		2. Understanding other sources of energy (ethanol, solar, etc.)		SE-A1/2/3/4/5/6/7/8/9/10/11, B1/2/3/4/5/6, C1/2/3/4/5, D1/2/3/4/5/6, ESS-A1/2/6, C3/4/5 PS-E1/2/3, F1, G1/2/3	1-H1/3/4/5 2-H5 3-H1/2/3 4-H1/2/3 5-H6
		3. Discussing issues related to federal and state regulation of energy sources		SE-C1/2/3/4/5, D1/2/3/4/5/6	1-H1/3/4/5 2-H1/2/3/4/5 3-H1/2/3 4-H1/2/3/4/5/6 5-H1/2/3/4/5/6 7-H1/2/4
	C. Mathematics in agriscience technology	1. Explaining and applying whole numbers, fractions, decimals and percentages in standard and metric form	M1/2/3/4 N1/4/5/6		1-H1/3/4/5 2-H4/5 3-H1/2/3 4-H1/2/3 5-H6
		2. Explaining and solving problems involving perimeter, area, volume, ratio, and proportion	M1/2/3/4 N1/4/5/6 D1/2 G1/2/6		1-H1/3/4/5 2-H4/5 3-H1/2/3 4-H1/2/3 5-H6

		3. Using various measuring devices	M1/2/3/4 N1/2/3/4/5/6/7		1-H1/3/4/5 5-H6
	D. Agriscience welding technology	1. Identifying careers and appropriate work behavior in the welding industry			1-H1/3/4/5 2-H5 3-H1/2/3 4-H1/2/3/4/5/6 5-H6
		2. Identifying and applying skills in welding safety			1-H1/3/4/5 2-H5 3-H1/2/3 4-H1/2/3 5-H6
		3. Demonstrating basic competencies needed for applying welding skills	M1/2/3/4 G4/6 N3/4/5/6	PS-C3, D7, E1/2/3, F1/2, G1/2/3	
		4. Demonstrating shielded arc welding skills (stick)	G4/6 M1/3/4 N1/3/4/5/6	PS-C3, D7, E1/2/3, F1/2, G1/2/3	
		5. Describing and applying the different gas metal arc welding technology (wire feed welding), including short arc, flux core and inner shield	G4/6 M1/3/4 N1/3/4/5/6	PS-C3, D7, E1/2/3, F1/2, G1/2/3	2-H4/5 4-H1/2/3
		6. Explaining the concepts, process and purpose of tungsten inert gas welding (TIG)	N1/3/4/5/6	PS-C3, D7, E1/2/3, F1/2, G1/2/	3 1-H1/3/4/5 2-H4/5 3-H1/2/3 4-H1/2/3/4
		7. Explaining and demonstrating the concepts, process and purposes of plasma arc cutting	M1/3/4 N1/3/4/5/6	PS-C3, D7, E1/2/3, F1/2, G1/2/3	1-H1/3/4/5 2-H4/5 3-H1/2/3 4-H1/2/3/4
		8. Identifying and applying the safe set up, lighting, adjusting and usage of oxyfuel equipment	M1/3/4 N3/4/5/6	PS-C3, D7, E1/2/3, F1/2, G1/2/3	1-H1/3/4/5 2-H5 3-H1/2/3 4-H1/2/3/4 5-H6
	E. Agricultural structures and facilities	1. Planning, estimating and using building components in agricultural construction	M1/2/3/4 G1 D7 N1/3/4/5/6/7		1-H1/3/4/5 2-H5 3-H1/2/3 4-H1/2/3/4 5-H6
		2. Developing skills in estimating and applying paints	M1/2/3/4 G1 D7 N1/3/4/7		1-H1/3/4/5 2-H5 3-H1/2/3 4-H1/2/3/4 5-H6
		3. Developing skills in selection and use of surveying equipment	M1/2/3/4 G1/6 D7 N1/3/4/5/7		1-H1/3/4/5 3-H1/2/3 4-H1/2/3/4 5-H6
		4. Developing skills in planning, estimating and installing agricultural plumbing and/or irrigation systems	M1/2/3/4 G1/6 D7 N1/2/3/4/5/6/7		1-H1/3/4/5 2-H5 3-H1/2/3 4-H1/2/3/4 5-H6
		5. Developing skills in planning, estimating and placing concrete	M1/2/3/4 G1/6 D7 N1/2/3/4/5/6/7		1-H1/3/4/5 2-H5 3-H1/2/3 4-H1/2/3/4 5-H6

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2657 (December 2003).

§731. Annual Report/Plan for Louisiana Agriscience/Agribusiness/FFA

A. To be completed and submitted to Agriscience/Agribusiness/FFA Program Manager annually by July 1.

Date:	
To:	One copy submitted to AgEd/FFA State Office One copy submitted to school principal, local education authority supervisor Optional: copy to local superintendent, school board members, sponsors, parents, students, other interested individuals
From:	
School:	
Why:	Provide summary of year's activity, document program performance, highlight accomplishments, and present goals for next year

B. Mission Statement for Agriscience/Agribusiness/FFA Program. The Mission of the Agriscience/Agribusiness/FFA Program is to prepare and support individuals for careers; build awareness of and develop leadership for the food, fiber and natural resource systems; and sustain the viability of earth and people through education in agriculture. We value and desire to achieve this mission by:

1. providing instruction in and about agriscience, agribusiness, food and natural resource systems;
2. serving all populations;
3. developing the whole person;
4. responding to the needs of the economic and educational marketplace;
5. advocating free enterprise and entrepreneurship education;
6. functioning as a part of the total educational system;
7. connecting classroom and laboratory instruction with real-world life and career experiences; and
8. utilizing a proven educational process that includes
   a. formal instruction in classrooms and laboratories;
   b. site-based, experiential learning in supervised agricultural experience programs; and
   c. leadership and personal development through the FFA.

C. Certification of Authenticity

I/We hereby certify that the enclosed Annual State FFA Plan/Report and the information contained herein are true and accurate to the best of my/our knowledge.

Agriscience/Agribusiness/FFA Teacher Name(s) (Print or Type)	Ag. Certified (Yes or No)	Signature(s)	Date

Approved: _____ Principle

Approved: _____ LEA Supervisor

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2659 (December 2003).

§733. Program Activities

	Performance past year	Activity	Next year's goals	Comments
1		Course Enrollment:		
2		Grade 6-8 Courses:		
3		Exploratory Agriscience		
4		1 Carnegie Unit Courses:		
5		Agriscience/Agribusiness I		
6		Agriscience/Agribusiness II		
7		Agriscience/Agribusiness III		
8		Agriscience/Agribusiness IV		
9		Agriscience Lab III		
10		Agriscience Lab IV		
11		2 Carnegie Unit Courses:		
12		Cooperative Agricultural Education (Note: must be taken with Agriscience III or IV)		
13		1/2 Carnegie Unit Courses:		
14		Agricultural Entrepreneurship		
15		Agricultural Construction		
16		Agricultural and Environmental Applications		
17		Animal Production		
18		Crop Production		
19		Equine Science		
20		Food and Fiber Systems		
21		Forestry		
22		Horticulture		
23		Introduction to Aquaculture		
24		Introduction to Agribusiness		
25		Personal Development		
26		Small Engines		
27		Welding		
28		Approved Special Electives:		
29				
30				
31		Total enrollment (duplicated count)		
32		Total enrollment (unduplicated count):		
33		Grades 9-12		
34		Grades 7-8		
35		# of chartered FFA chapters in your school (Gold and Blue)		
36		# of FFA chapter meetings held		
37		# of dues paying FFA members:		
38		Grades 9-12		
39		Grades 7-8		
40		# of FFA members receiving the Greenhand Degree		
41		# of FFA members receiving the Chapter FFA Degree		
42		# of FFA members applying for the State FFA Degree		
43		# of FFA members nominated for American FFA Degree		
44		# of local FFA proficiency awards earned by students		
45		# of state FFA proficiency awards earned by students		

46		# of FFA members attending Louisiana FFA convention		
47		# of FFA members attending National FFA Convention		
48		# of students engaged in a supervised agricultural experience program (SAEP): <----Enter totals from next 8 lines here.---->		
49		# who own/operate animal program		
50		# who own/operate plant program		
51		# who own/operate agriculture business		
52		# who work in an animal program		
53		# who work in a plant program		
54		# who work in an agribusiness		
55		# who work in the school labs		
56		# who have no SAEP		
57		# of students visited in conducting 12 month program		
58		# of students exhibiting livestock:		
59		Local show(s)		
60		District show		
61		State show		
62		# of students participating in Food for America Program		
63		# of students participating in PALS Program		
64		# of students participating in Area Camp		
65		# of students participating in Washington Leadership Conference		
66		# of students participating in Made for Excellence Program (MFE)		
67		# of students attending chapter banquet		
68		# of students applying for Superintendent's or Governor's Awards for livestock production		
69		# of students on the honor roll		
70		# of community members used in classes		
71		# of field trips conducted		
72	Public relations:			
73		# of elementary school programs conducted		
74		# of middle-school programs conducted		
75		# of activities conducted for other high school programs		
76		# of open houses or community days held		
77		# of AgEd/FFA program advisory council meetings conducted		
78		# of community improvement projects completed		
79		# of TV news stories aired about this program		
80		# of radio news programs aired about this program		
81		# of state/national newspaper stories printed about this program		
82		# of local newspaper stories printed about this program		
83		# of student speaking engagements about this program		
84		# of displays promoting this program		
85	yes no	Did your chapter apply for the AgEd/FFA Student Award?	yes no	
86	yes no	Did you apply for the AgEd/FFA Teacher Award?	yes no	
87	yes no	Did you apply for the Outstanding Young Teacher Award?	yes no	
88	yes no	Did your chapter apply for the Livestock Exhibition Award?	yes no	
89	yes no	Did you participate in the LVATA/SDE in-service for AgEd/FFA teachers?	yes no	
90	yes no	Did your FFA chapter apply for a National Chapter Award?	yes no	

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2660 (December 2003).

§735. Career Development Events

Indicate (**?**) your Chapter's HIGHEST level of participation in the following activities.

	Event	Local	Sub-district	District	Area	State	National
1	Contests:						
2	Dairy Cattle						
3	Dairy Products						
4	Electricity						
5	Farm Business Management						
6	Floriculture						
7	Forestry						
8	Horse Judging						
9	Livestock Judging						
10	Meats Judging						

Event		Local	Sub-district	District	Area	State	National
11	Nursery/Landscape						
12	Poultry						
13	Small Engines						
14	Soils Judging						
15	Welding						
16	Leadership Events:						
17	Extemporaneous Speaking						
18	Prepared Public Speaking						
19	Gulf Of Mexico Prepared Public						
20	Speaking						
21	Parliamentary Law						
22	FFA Officer Candidate(s)						

List Your Five Major Accomplishments for This Year.

1.
2.
3.
4.
5.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2661 (December 2003).

Weegie Peabody
Executive Director

0312#033

RULE

Board of Elementary and Secondary Education

Bulletin 107**?** Health Occupations Content Standards Curriculum Framework (LAC 28:LXIX.Chapters 1-9)

In accordance with R.S. 49:950 et seq., the Administrative Procedure Act, the Board of Elementary and Secondary Education adopted *Bulletin 107***?** *Health Occupations Content Standards Curriculum Framework.* Bulletin 107 will be printed in codified format as Part LXIX of the Louisiana Administrative Code. The health occupations standards will assist teachers in preparing students for the workplace. This action will provide health occupations standards.

Title 28
EDUCATION
Part LXIX. Bulletin 107? Health Occupations Content Standards Curriculum Framework

Chapter 1. General

§101. Introduction

A. Health Occupations Education in Louisiana is composed of subject matter and clinical learning experiences designed to prepare students with competencies required to assist qualified health professionals in providing diagnostic, therapeutic, preventive, and rehabilitative services to patients in health care facilities and in the community. Like many states, Louisiana is facing a shortage of health care professionals, particularly in rural areas. Training nurses, doctors, dentists, and allied health professionals requires students who have an interest in science and technology and who enjoy working with people. Health care offers an array of career opportunities that is continually expanding.

B. The health occupations education programs vary throughout the state, but they can be grouped into the following occupational cluster areas: Allied Health, Dental, Emergency Medical Services, Medical Information Systems, Nursing, and Physician Services. Clinical articulations among educational institutions and health care facilities are integral and critical components of these educational programs. There is an effective integration of didactic and clinical learning which is a result of contract affiliations among the secondary educational institutions and the health care agencies.

C. Both nationwide and statewide, there are regulations that have been established and administered as a means of safeguarding the public against unqualified health care workers. These regulatory procedures include certification, registration, and licensure in certain health occupations. There are several industry-based certifications taught within the secondary education system: nursing assistant, emergency first responder, dental radiology (certification received in dental assistant course), professional provider CPR, and OSHA certification (dental assistant course). These students, who obtain certification upon completion of various health science related courses, are essentially employable upon their meeting the mandated course criteria and skill standards. Requiring high standards in all areas of education supports efforts to improve and enhance education in Louisiana. What teachers teach and how they teach should be organized around established standards, while student assessment should be based on benchmarks relating to these standards. For health science education at the secondary level, industry specific skill standards based on National Health Care Skill Standards (NHCSS) have been designed. This document provides a guideline to be utilized by school systems throughout the state in the development of local curricula. Based upon approved curricula, course content, instruction, and assessment, methods should be approached by the individual teacher at the school level.

D. The hierarchal framework for development of these standards includes the following: subject area, strands, standards, benchmarks, and suggested exemplar performance activities. *Health Occupations* is the *subject area* or content area for this document. A *strand* is a category of knowledge as it applies to a specific subject area. *Standards* are described as general statements of expected learner achievement within each strand. A *benchmark* describes learner expectations: that is, what a student should know and be able to do. Exemplars of things a student could do to demonstrate achievement of the benchmark are sample

performance activities. The hierarchal structure overview is as follows.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, IR 29:2662 (December 2003).

§103. Hierarchic Structure of Subject Area

A. Strands, Standards, Benchmarks, and Performance Activities

	Definition	Example
Subject Area	domain or content area	Health Occupations
Strand	major category	1.0 Communication
Standard	description of what students should know and be able to do through subject matter, knowledge, and proficiencies gained as a result of their education	2.1 Health Occupations students will use appropriate verbal and nonverbal communication to establish an effective therapeutic relationship.
Benchmark	broad statement of process and/or content that is used as a reference to develop curriculum and to assess student progress	5. Adapt to individual needs, including paraphrasing or translating.
Sample Performance Activity	exemplar of things students could do to demonstrate achievement of the benchmark	Students will role play situations in which they must provide information to a variety of clients

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2663 (December 2003).

§105. Louisiana Content Standards Foundation Skills*

A. The following foundation skills have been identified as essential competencies needed to meet the demands of the classroom and the world beyond. These skills apply to all students in all disciplines.

1. Communication. A process by which information is exchanged and a concept of "meaning" is being created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces. This process can best be accomplished through use of the following skills: reading, writing, speaking, listening, viewing, and visually representing.

2. Problem Solving. The identifying of an obstacle or challenge and the application of knowledge and thinking processes which include reasoning, decision making, and inquiry in order to reach a solution using multiple pathways, even when no routine path is apparent.

3. Resource Access and Utilization. The process of identifying, locating, selecting, and using resource tools to help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential to all learning processes. These resource tools include pen, pencil, and paper; audio/video material; word processors; computers; interactive devices; telecommunication; and other emerging technologies.

4. Linking and Generating Knowledge. The effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continual improvement, students must be able to transfer and elaborate on these processes. *Transfer* refers to the ability to apply a strategy or content knowledge effectively in a setting or context other than that in which it was originally learned. *Elaboration* refers to monitoring, adjusting, and expanding strategies into other contexts.

5. Citizenship. The application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes working respectfully and productively together for the benefit of the individual and the community; being accountable for one's choices and actions and understanding their impact on oneself and others; knowing one's civil, constitutional, and statutory rights; and mentoring others to be productive citizens and lifelong learners.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2663 (December 2003).

§107. Information Literacy Model for Lifelong Learning*

A. Students must become competent and independent users of information to be productive citizens of the 21st century. They must be prepared to live in an information-rich and changing global society. Due to the rapid growth of technology, the amount of information available is accelerating so quickly that teachers are no longer able to impart a complete knowledge base in a subject area. In addition, students entering the workforce must know how to access information, solve problems, make decisions, and work as a part of a team. Therefore, information literacy, the ability to recognize an information need, and then locate, evaluate, and use the needed information, is a basic skill essential to the 21st century workplace and home. Information literate students are self-directed learners who, individually or collaboratively, use information responsibly to create quality products and to be productive citizens. Information literacy skills must not be taught in isolation; they must be integrated across all content areas, utilizing fully the resources of the classroom, the school library media center, and the community. The Information Literacy Model for Lifelong Learning is a framework that teachers at all levels can apply to help students become independent lifelong learners.

1. Defining/Focusing: The first task is to recognize that an information need exists. Students make preliminary decisions about the type of information needed based on prior knowledge.

2. Selecting Tools and Resources: After students have decided what information is needed, they then develop search strategies for locating and accessing appropriate, relevant sources in the school library media center, community libraries and agencies, resource people, and others as appropriate.

3. Extracting and Recording: Students examine the resources for readability, currency, usefulness, and bias. This task involves skimming or listening for key words, "chunking" reading, finding main ideas, and taking notes.

4. Processing Information: After recording information, students must examine and evaluate the data in

order to utilize the information retrieved. Students must interact with the information by categorizing, analyzing, evaluating, and comparing for bias, inadequacies, omissions, errors, and value judgments. Based on their findings, they either move on to the next step or do additional research.

5. Organizing Information: Students effectively sort, manipulate, and organize the information that was retrieved. They make decisions on how to use and communicate their findings.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2663 (December 2003).

§109. The Role of Skill Standards in Education and Workforce Preparation

A. In the face of a thriving global economy, expectations for workforce preparation have shifted over the past decade. At least two factors are influencing the shift. The first is that today's complex workplace demands workers who are more flexible and more highly skilled than ever before. The second is a fear that the U.S. may be losing its competitive edge to nations that are more successful in training their workforce to meet high-level standards.

B. Concerns over workforce preparation have been echoed by worries about educational achievement. An alarm bell sounded in the 1980's when the U.S. Department of Education report, *A Nation at Risk,* alerted the country to the need to upgrade academic achievement levels and set a broad program for doing so. The response to this and other critical documents was a new national reform effort represented by several reports and pieces of legislation, such as *America 2000: An Education Strategy* (which set goals for students to acquire "world class" academic and career preparation skills as a means of enhancing national economic well-being) and the *Carl D. Perkins Vocational and Applied Technology Education Act of 1990* (which initiated federal efforts to reshape vocational education). Another closely related reform initiative is represented by the U.S. Department of Labor's 1991 report from its *Secretary's Commission on Achieving Necessary Skills* (SCANS). The SCANS report expressed concerns that American students lack basic academic skills, knowledge about the work world, and the ability to adjust to a changing environment. The report set forth standards deemed necessary for success in a high performance workplace: i.e., the modern workplace characterized by teamwork and a goal orientation. SCANS laid much of the groundwork for a national movement promoting the use of voluntary skill standards. The standards developed by the National Health Care Skills Standards Project overlap with SCANS, but they are specific to the health services industry (Table 1).

C. Concern about the effectiveness of schools in preparing students for the workplace led to increasing calls for greater accountability. In turn, this concern also led to an emphasis on the development of skill standards, which have become the focus of numerous national and state initiatives. For example, the *Goals 2000: Educate America Act* called for states to develop challenging standards systems. It further established a National Skills Board to oversee the development and use of national skill standards. In summary, well articulated skill standards are key to the national strategy to upgrade worker skills and increase American economic competitiveness. With the utilization of skill standards, educators and industry can work together *to* produce work-ready, entry-level employees whose efficiency, productivity, and flexibility will compete favorably in the global market.

D. Table1. Summary of SCANS Employability Skills and the National Health Care Core Skill Standards SCANS Foundation Skills SCANS Competencies: Ability to Use.

Health Care Core Standards	Basic Skills	Thinking Skills	Personal Qualities	Resources	Inter-Personal Skills	Information	Systems	Technology
Academic Foundation	*	*				*	*	
Communication	*	*	*		*	*		
Systems		*		*	*		*	
Employability Skills	*	*	*		*			*
Legal Responsibilities		*	*			*	*	
Ethics		*	*	*	*	*	*	
Safety Practices	*	*	*	*				*
Teamwork	*	*	*	*	*		*	

*Indicates areas where NHCSSP core standards overlap with SCANS, but are specific to the health services industry.

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§111. SCANS Foundation Skills and Workplace Competencies

A. Listed below are the foundation skills and workplace competencies identified by the SCANS commission and published in its first report, *What Work Requires of Schools: A SCANS Report for America 2000*, a publication of the U.S. Department of Labor, June 1991. Health Occupations educators are encouraged to incorporate the SCANS skills and competencies throughout the curriculum.

1. SCANS Three-Part Foundation Skills

Basic Skills	Reads, writes, performs arithmetic and mathematical operations, listens, and speaks
Reading	locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules to perform tasks
Writing	communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
Arithmetic/Mathematics	performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
Listening	receives, attends to, interprets, and responds to verbal messages and other cues
Speaking	organizes ideas and communicates oral messages appropriate to listeners and situations
Thinking Skills	Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons
Creative Thinking	uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities
Decision Making	specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
Problem Solving	recognizes problems, devises and implements plan of action, evaluates and monitors progress, and revises plan as indicated by findings
Seeing Things in the Mind's Eye	organizes and processes symbols, pictures, graphs, objects, and other information
Knowing How to Learn	uses efficient learning techniques to acquire and apply new knowledge and skills in both familiar and changing situations
Reasoning	discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem
Personal Qualities Displays	responsibility, self-esteem, sociability, self management, and integrity and honesty
Responsibility	exerts a high level of effort and perseveres toward goal attainment through high standards, attention to details, work, concentration and high standards of attendance, punctuality, enthusiasm, vitality, and optimism
Self-Esteem	believes in own self-worth and maintains a positive view of self
Sociability	demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
Self-Management	assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
Integrity/Honesty	can be trusted and chooses an ethical course of action

2. Five Workplace Competencies

Resources	identifies, organizes, plans, and allocates resources
Time	selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
Money	uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
Material and Facilities	acquires, stores, allocates, and uses materials or space efficiently
Human Resources	assesses knowledge and skills and distributes work accordingly, evaluates performance, and provides feedback
Interpersonal	works with others
Participates as Member of a Team	works cooperatively with others and contributes to group effort
Teaches Others New Skills	helps others learn
Serves Clients/Customers	works to satisfy customers' expectations
Exercises Leadership	communicates ideas to justify position, persuades and convinces others, and responsibly challenges existing procedures and policies
Negotiates	works toward agreements involving exchange of resources, resolves divergent interests
Works with Diversity	works well with men and women from diverse backgrounds
Information	acquires and uses information
Acquires and Evaluates Information	identifies need for data, obtains or creates data, and evaluates their relevance and accuracy
Organizes and Maintains Information	organizes, processes, and maintains written or computerized records and other forms of information in a systematic fashion
Interprets and Communicates Information	selects and analyzes information and communicates the results to others
Uses Computers to Process Information	employs computers to, acquire, organize, analyze, and communicate information
Systems	understands complex interrelationships
Understands Systems	knows how social, organizational, and technological systems work and operates effectively with them
Monitors and Corrects Performance	distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance, and corrects malfunctions
Improves or Designs Systems	suggests modifications to existing systems and develops new or alternative systems to improve performance
Technology	works with a variety of technologies
Selects Technology	chooses procedures, tools, or equipment including computers and related technologies to produce the desired results
Applies Technology to Task	understands overall intent and proper procedures for setup and operation of equipment
Maintains and Troubleshoots Equipment	prevents, identifies, or solves problems with equipment, including computers and other technologies

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Chapter 3. National Health Care Skill Standards Project

§301. Background Context

A. The National Health Care Skill Standards Project brought together an innovative group of health, industry, labor, and educational organizations to develop skill standards for health care workers. The project, conducted in 1992–1996, was directed by WestEd (formerly Far West Laboratory). As one of the original 22 pilot projects sponsored by the U.S. Department of Labor and Education to identify skill standards for different industries, WestEd partnered with a host of organizations, including the National Consortium of Health Science and Technology Education, the Service Employees International Union, and over 100 industry and education organizations. These diverse groups were convened with the goal of improving the nation's health care system by identifying and disseminating information on those skills required to deliver high quality health care.

B. Over the past 10 years, health care has been one of the nation's fastest growing industries, currently accounting for approximately 13 percent of the U.S. Gross Domestic Product. According to recent reports of the Bureau of Labor Statistics, over nine percent of the total workforce is employed in the health care field. Rapid technological and biomedical advances have made the U.S. health care system the finest in the world. Yet it faces many challenges in the decades ahead, including an increasingly diverse client population, remodeled delivery systems, and new technology. To meet such challenges, health services of tomorrow must be radically different from those of today. Inpatient care will come to mean "intensive care." If current trends continue, most care will be delivered in outpatient centers or even in the client's home.

C. The decade of the 1990's has brought increasing awareness that revisions in health care delivery and financing are needed. Health care reform proposals have been written at the national, state, and organizational levels all across the nation. The ultimate goal is to deliver quality care at a price society can afford. To achieve this goal, one element of health care reform stands out as fundamental and essential: the education and training of the nation's over 10 million health care workers. Their level of knowledge and skill is critical. The National Health Care Skills Standards Project was a cooperative effort that resulted in national standards for the health care industry. These standards describe skills essential and appropriate for workers in health services. Furthermore, it has provided important information on how these standards can be tailored and implemented for local use in a variety of industry and educational applications. Educational institutions can apply the standards as a framework for linking academic curricula to actual teaching practices, school-to-work, secondary education to post-secondary education, and students to their community. In using the standards to develop curricula and assessments, educators can be confident that their students are well-prepared to find jobs and to be successful in building careers.

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§303. Standards for All Health Care Workers

A. The National Health Care Skill Standards are a broad set of standards that serve as a foundation for occupations and functions across the health services. These standards specify the knowledge and skills that the vast majority of health care workers should have. They are as follows.

?? 1Health care workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.

2. Health care workers will know the various methods of giving and obtaining information. They will communicate effectively, both in speaking and in writing.

3. Health care workers will understand how their role fits into their department, their organization, and the overall health care environment. They will identify how key systems affect services they perform and quality of care.

4. Health care workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.

5. Health care workers will understand their legal responsibilities, limitations, and the implications of their actions within the health care delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.

6. Health care workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the health care environment. They will perform their duties within established ethical guidelines, supporting sensitive and quality health care delivery.

7. Health care workers will understand the existing and potential hazards to clients, coworkers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.

?? Health care workers will understand the role and responsibilities of individual members as part of the health care team, including their ability to promote the delivery of quality health care. They will interact effectively and sensitively with all members of the health care team.

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§305. Standards for Direct Client Care

A. These standards apply to therapeutic and diagnostic occupations and functions. The standards focus, for the most part, on direct client care.

1. Therapeutic and diagnostic workers will understand the fundamentals of wellness and the prevention of disease processes. They will encourage the practice of preventive health behaviors among their clients.

2. Therapeutic and diagnostic workers will understand how to explain planned procedures and goals to clients. They will use various strategies to respond to client's questions and concerns.

3. Therapeutic and diagnostic workers will understand how to communicate client information within a team. They will convey this information to appropriate team members in a timely manner.

4. Therapeutic and diagnostic workers will understand the process for monitoring client health status. They will

assess health status according to respective professional standards and report results to the treatment team.

5. Therapeutic and diagnostic workers will understand the principles of body mechanics for positioning, transferring, and transporting clients. They will perform these activities efficiently and without injury to clients or self.

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§307. Standards for Therapeutic Cluster

A. These standards apply to occupations or functions involved primarily in changing the health status of the client over time. The standards specify the knowledge and skills that the worker in the therapeutic cluster should have.

1. Therapeutic workers will understand the facility protocol and guidelines for collecting data.

2. They will participate in identifying client health care needs, strengths and problems, and report results.

3. Therapeutic workers will understand the general purpose and components of the treatment plan. They will assist in planning procedures according to facility protocol.

4. Therapeutic workers will understand the procedures within their scope of practice and the ways that these procedures relate to the goals and objectives of the treatment plan. They will complete procedures accurately and in a timely fashion, supporting the treatment team.

5. Therapeutic workers will know the client's needs, strengths, and problems. They will assist in the evaluation of client status in order to determine whether treatment goals are being reached.

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§309. Standards for Diagnostic Cluster

A. These standards apply to occupations or functions involved primarily in creating a picture of the health status of the client at a single point in time. The standards specify the knowledge and skills that the worker in the diagnostic cluster should have.

1. Diagnostic workers will understand the components and implications of requests for procedures. They will read the requests for services and plan when and how to implement the services.

2. Diagnostic workers will know the steps of procedural set-ups. They will prepare the supplies, equipment, and client for procedures, according to facility protocol.

3. Diagnostic workers will understand the logic and sequences of the procedures, including alternative methods. They will perform procedures to create precise and accurate products.

4. Diagnostic workers will understand the principles of quality assurance. They will continuously evaluate the procedures and their products.

5. Diagnostic workers will understand the need for precise, accurate, and timely reporting. They will produce and report results using appropriate communication channels.

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§311. Standards for Information Services Cluster

A. These standards apply to occupations or functions that document client care. The standards specify the knowledge and skills that workers in the information services cluster should have.

1. Information service workers will know the quantitative and qualitative requirements for client information. They will analyze that information for various purposes.

2. Information service workers will know how to read and interpret a medical record, using knowledge of medical terminology. They will extract required information from the medical record.

3. Information service workers will understand the sources, routes, and flow of information within the health care environment. They will contribute to the design and implementation of new or revised systems or processes within their scope of work.

4. Information service workers will understand the content and multiple uses of health information. They will document appropriate information.

5. Information service workers will understand the operations used to enter, retrieve, and maintain information. They will use health information equipment and materials safely and efficiently in daily operations.

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§313. Standards for Environmental Services Cluster

A. These standards apply to occupations or functions involving direct or indirect client care that create a therapeutic environment for providing that care. The standards specify the knowledge and skills that workers in the environmental services cluster should have.

1. Environmental service workers will understand the responsibilities of their assigned role. They will perform their tasks safely, following established internal and external guidelines.

2. Environmental service workers will know the work practices that maintain a clean and healthy environment. They will follow recommended practices to reduce or eliminate pathogenic organisms.

3. Environmental service workers will understand the principles and techniques of resource management. They will ensure the careful use of available resources to make timely decisions.

4. Environmental service workers will understand the importance of maintaining an environment that is aesthetically appealing. They will uphold facility standards for service, maintenance, and upkeep.

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Chapter 5. Curriculum

§501. Curriculum Development and Design

A. Job restructuring is a fact of life in today's continually changing health care industry. New health care roles demand a higher level of skill than ever before. Anticipating the increasing breadth of knowledge required by health care workers, the National Health Care Skills Standards Project developed standards that have been broadly drawn and that reflect higher-order thinking and performance skills. To train future health care workers to meet these standards, educators in all settings must rethink the ways in which they design curricula and courses.

B. Since the NHCSSP standards are neither basic skills checklists nor duty-task lists, but are instead broad statements of what students should know and be able to do to provide quality health care, they provide a template or starting point for the development and design of curriculum. Suggested steps for standards-based curriculum design are as follows:

1. establish project goals;
2. examine the standards;
3. consult with industry and labor partners;
4. investigate existing materials;
5. identify learning outcomes;
6. create course outline;
7. create individual lesson plans.

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§503. Health Occupations Strands and Standards Overview

A. Health Occupations Strands

Strand 1.0 Academic Foundation
Strand 2.0 Communication
Strand 3.0 Health Care Systems
Strand 4.0 Employability Skills
Strand 5.0 Ethics and Legal Responsibilities
Strand 6.0 Safety Practices/Infection Control
Strand 7.0 Interpersonal Skills and Teamwork
Strand 8.0 Procedure Implementation

Strands	Standards
1. Academic Foundation	1.1 Health occupations students will know the subject matter required for proficiency within their area and utilize this knowledge as needed in their role.
2. Communication	2.1 Health occupations students will use appropriate verbal and nonverbal communication to establish an effective therapeutic relationship.
3. Health Care System	3.1 Health occupations students will understand how their role fits into the overall health care environment. 3.2 Health occupations students will identify how key systems affect services performed and quality of care.
4. Employability Skills	4.1 Health occupations students will understand how employability skills enhance their employment opportunities and career satisfaction. 4.2 Health occupations students will demonstrate key employability skills and will maintain and upgrade skills as needed.
5. Ethics and Legal Responsibilities	5.1 Health occupations students will understand their legal responsibilities, limitations, accepted ethical practices, and the implications of their actions within the health care environment. 5.2 Health occupations students will perform their duties according to regulations, policies, laws, ethical codes, and legislated rights of patients, residents, and clients.
6. Safety Practices/ Infection Control	6.1 Health occupations students will understand the rationale, regulations, recommendations, and training that govern safety practices and infection control in health care facilities. 6.2 Health occupations students will prevent injury or illness by following approved health and safety policies and procedures.
7. Interpersonal Skills and Teamwork	7.1 Health occupations students will understand the role and responsibilities of each member of the health care team and interact professionally.
8. Procedure Implementation	8.1 Health occupations students will perform procedures within their scope of career-specific practice, utilizing criteria as established by governmental agencies and industry-specific standards.

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§505. Strand 1.0: Academic Foundation

A. Standard 1.1 Health Occupations students will know the subject matter required for proficiency within their area and utilize this knowledge as needed in their role.

Benchmarks *Denotes benchmarks that encourage critical thinking.	Academic Cross-References	Louisiana Foundation Skills
1. Read and write proficiently.	ELA 1–1, 2, 3, 4, 5	1, 2, 3, 4, 5
2. Interpret charts, graphs, reports, and manuals.*	2–3, 4, 5, 6 3–1, 2, 3	
3. Perform mathematical operations, including computations and conversions, weights and measures. *	5–1, 2, 3, 4, 6 Math N–1, 2, 3, 4, 5, 6, 7	
4. Master use of health care terminology, symbols, and abbreviations specific to career area.	A–1, 2, 3, 4 M–1, 2, 4 G–6 D–1, 2, 3, 6, 7, 8, 9	
5. Apply knowledge of life sciences such as biology, anatomy and physiology, chemistry, physics, and human growth and development. *	P–2, 3, 4 Science PS–A2, C1, D7 LS–A1, B2, C6,	
6. Utilize knowledge of disease processes relating to body systems. *	C7, E3, F1, F2, F4, G1, G2, G3, G4, G5	
7. Research the history and current trends specific to career health occupations.	SE–A11 Social Studies E–A-3	
8. Identify career challenges, responsibilities, and specific health occupations skills.	E–C-3 H–A-2, 5	

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§507. Strand 2.0: Communication

A. Standard 2.1 Health Occupations students will use appropriate verbal and nonverbal communication to establish an effective therapeutic relationship.

Benchmarks *Denotes benchmarks that encourage critical thinking.	Academic Cross-References	Louisiana Foundation Skills
1. Recognize the importance of effective communication. 2. Evaluate others' ability to communicate and comprehend.* 3. Demonstrate a knowledge of attitudes and behaviors that act as communication barriers. 4. Identify elements necessary for meaningful communication to take place. 5. Adapt to individual needs, including paraphrasing or translating.* 6. Demonstrate an understanding of multicultural and multilingual needs and capabilities.* 7. Use tools of communication specific to each facility's policy and procedures. 8. Access and process electronically produced information. 9. Practice confidentiality in all facets of communicat ion.*	ELA 3–1, 2 4–1, 2, 3, 4, 5, 6 5–4 7–1, 2 Math N–1, 2, 3, 4, 5, 7 A–1, 3, 4 M–4 D–2, 7, 8 Science SI–A3, A6, B3, B5 ESS–D7 SE–D2 Social Studies G–B-2 G–C-6 H–B-7, 16, 17 H–C-3	1, 2, 3, 4, 5

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§509. Strand 3.0: Health Care Systems

A. Standard 3.1 Health Occupations students will understand how their role fits into the overall health care environment.

Benchmarks *Denotes benchmarks that encourage critical thinking.	Academic Cross-References	Louisiana Foundation Skills
1. Explain the organizational structure in health care facilities. 2. Utilize facility resources, staff, policy, and procedure manuals.* 3. Participate in career and technological student organizations, such as VICA and HOSA.	ELA 1–1, 2, 3, 4, 5 4–1, 2 5–1, 2, 6 7–1, 4 Math D–3, 8 Science LS–C5, D3, E3 SE–A7, A10 Social Studies C–A-1, 4, 7 C–B-1 C–D-3, 4	1, 2, 3, 4, 5

B. Standard 3.2 Health Occupations students will identify how key systems affect services performed and quality of care.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills
1. Explain the array of services available to clients, patients, and residents. 2. Identify methods of reimbursements affecting the quality of health care delivery.	ELA 1–1, 3, 4, 5 4–1, 2, 4, 6 5–2 7–1, 2, 4 Math M–4 D–7, 8, 9 Science SI–B3 LS–D3, D4, G4, G5 SE–A10 Social Studies E–A-1, 4, 7 E–B-1, 2, 3 E–C-4	1, 2, 3, 4, 5

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§511. Strand 4.0: Employability Skills

A. Standard 4.1 Health Occupations students will understand how employability skills enhance their employment opportunities and career satisfaction.

Benchmarks *Denotes benchmarks that encourage critical thinking.	Academic Cross-References	Louisiana Foundation Skills
1. Research various health occupations, career opportunities, employer expectations, and employment outlook. 2. Investigate various health occupations career options and educational requirements. 3. Contrast certification, registration, and licensure.*	ELA 1–1, 2, 3, 4, 5 2–1, 2, 3, 4 3–1, 2, 3 4–1, 4 5–1, 2, 3, 4, 5 7–4 Math A–1 D–1, 3, 8 Science SI–A1, A2, A3, B3, B5 LS–D3 SE–A10 Social Studies E–A-3 E–B-2, 6 H–C-15	1, 2, 3, 4, 5

B. Standard 4.2 Health Occupations students will demonstrate key employability skills and will maintain and upgrade skills as necessary.

Benchmarks *Denotes benchmarks that encourage critical thinking.	Academic Cross-References	Louisiana Foundation Skills
1. Utilize analytical skills to solve problems and make decisions regarding employment.* 2. Exhibit personal skills, such as attendance, time management, and individual responsibility. 3. Demonstrate professional conduct, integrity, and appearance. 4. Acquire technology skills. 5. Practice flexibility in adapting to changing situations. 6. Develop and complete professional portfolio.	ELA 1–1, 2, 3, 5 2–1, 2, 3, 4, 5, 6 3–1, 2, 3 4–1, 2, 3, 4, 5, 6 5–1, 2, 3, 4, 5 7–1, 2 Math N–1, 2 M–4 D–1, 8 Science SI–B3 LS–D3 SE–B4, B5, B6 Social Studies G–B-4 C–A-1, 4 E–A-6 H–C-15	1, 2, 3, 4, 5

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§513. Strand 5.0: Ethics and Legal Responsibilities

A. Standard 5.1 Health Occupations students will understand their legal responsibilities, limitations, accepted ethical practices, and the implications of their actions within the health care environment.

Benchmarks *Denotes benchmarks that encourage critical thinking.	Academic Cross-References	Louisiana Foundation Skills
1. Understand malpractice, negligence, and other liability issues. 2. Demonstrate an understanding of the importance of the Patient's Bill of Rights and Code of Ethics.* 3. Contrast "Scope of Practice" for specific careers. 4. Recognize the significance of patients', residents', and clients' confidentiality.*	ELA 1–1, 3, 4, 5 3–2 4–1, 4, 6 5–2, 3 Science LS–D3, F3, F4 SE–A10 Social Studies C–A-5 D–1, 2, 3	1, 2, 3, 4, 5

B. Standard 5.2 Health Occupations students will perform their duties according to regulations, policies, laws, ethical codes, and legislated rights of patients, residents, and clients.

Benchmarks *Denotes benchmarks that encourage critical thinking.	Academic Cross-References	Louisiana Foundation Skills
1. Operate within the scope of practice.* 2. Comply with legal requirements for documentation. 3. Report any activity that adversely affects the health, safety, or welfare of clients or fellow workers. 4. Recognize and respect the patient's rights associated with religious and cultural differences. 5. Promote justice and equal treatment for all persons. 6. Maintain patient confidentiality.	ELA 1–3 2–1, 2, 4 3–1, 2, 3 7–1, 2, 4 Science LS–G1, G2, G4, G5 SE–A10, A11, C2, C3, C4, C5 Social Studies C–A-4, 5 D–1, 2, 3	1, 2, 3, 4, 5

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§515. Strand 6.0: Safety Practices/Infection Control

A. Standard 6.1 Health Occupations students will understand the rationale, regulations, recommendations, and training that govern safety practices and infection control in health care facilities.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills
1. Identify the functions of OBRA, OSHA, and other governing agencies. 2. Describe OSHA mandates and Standard Precautions to control the spread of infection and prevent injury. 3. Identify principles for proper body mechanics for patient and self. 4. Identify proper procedures in the event of fire and other emergencies.	ELA 1–1, 3, 4 2–1, 2, 3, 4, 5 3–1, 2, 3 4–1, 2, 3, 4, 5, 6 5–1, 3, 4, 6 7–1, 2 Math N–1 A–1 M–1, 4 Science SE–C5 PS–G4, F1, G3, D7 LS–C4, C7 SE–C1 Social Studies C–A-1, 2, 3, 4, 5, 7	1, 2, 3, 4, 5

B. Standard 6.2 Health Occupations students will prevent injury or illness by following approved health and safety policies and procedures.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills
1. Demonstrate standard precautions to control the spread of infection. 2. Safely operate commonly used equipment. 3. Demonstrate proper emergency procedures and protocols. 4. Apply the principles of proper body mechanics for patient and self. 5. Comply with pertinent regulatory guidelines.	ELA 1–1, 3, 4, 5 5–1 7–2, 4 Math N–1 A–1 M–4 Science PS–G4 LS–B2, B3, C4, C7, E3, G1, G3 ESS–D6 SE–D3 Social Studies C–A-1, 2, 4, 5 C–D-1, 2	1, 2, 3, 4, 5

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§517. Strand 7.0: Interpersonal Skills and Teamwork

A. Standard 7.1 Health Occupations students will understand the role and responsibilities of each member of the health care team and interact professionally.

Benchmarks *Denotes benchmarks that encourage critical thinking.	Academic Cross-References	Louisiana Foundation Skills
1. Respect interdisciplinary, cultural, and religious differences among team members and health care recipients. 2. Practice team membership skills, such as cooperation, leadership, and communication. 3. Effectively manage conflict within the workplace.* 4. Interact consistently within the facility guidelines and lines of authority.	ELA 1–1, 2, 3, 4, 5 2–1, 2 3–1, 2, 3 4–1, 2, 3, 4, 6 6–1 7–1, 2, 4 Math M-4 D–7, 8 Science SE–D1, D2 LS–F4 SE–A8, A10 Social Studies C–B-1, 3 C–C-2 H–A-1, 6 H–C-3	1, 2, 3, 4, 5

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§519. Strand 8.0: Procedure Implementation

A. Standard 8.1 Health Occupations students will perform procedures within their scope of career-specific practice, utilizing criteria as established by governmental agencies and industry-specific standards.

Benchmarks *Denotes benchmarks that encourage critical thinking.	Academic Cross-References	Louisiana Foundation Skills
1. Gather necessary equipment and supplies for specific procedure. 2. Perform procedures accurately in a timely manner. 3. Clean and properly maintain equipment and work area. 4. Document and report all actions, observations, and results of procedures to instructor/supervisor. 5. Make suggestions to supervisor regarding procedure modifications, if appropriate.*	ELA 1–3, 4, 5 2–2, 6 3–1, 2, 3 4–1, 2, 4, 6 5–1 7–2 Math N–1, 2, 3, 4, 5, 7 A–1 M–4 Science LS–D2, F3 SE–B5, C3, D2, D5, D6 Social Studies E–C-4 H–A-4, 5 H–B-3, 9, 16	1, 2, 3, 4, 5

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§521. Secondary Health Occupations Curriculum Course Titles

Course Code Number	Course Title	Recommended Grade Level	Units	Bulletin
090100	Allied Health	9-12	1/2 or 3	1635
090201	Dental Assistant I	10–12 1, 2, or 3	1635	
090202	Dental Assistant II	11–12	2 or 3	1635
090211	Nursing Assistant/Geriatric Aide	9–12	1, 2, or 3	1635
090210	Pre-Nursing (Introduction to Nursing)	9–12	1, 2, or 3	1635
090212	Medical Office Assistant (Physician's Office)	9–12	1, 2, or 3	1635
090220	Home Health Aide	9–12	1, 2, or 3	1635
090600	Hospital Ward Clerk	9–12	1, 2, or 3	1635
090960	Medical Terminology for the Health Professional	9–12	1or 2	1635
090931	Health Occupations General Cooperative	12	2 or 3	1635
090921	Health Services I	10–12	1, 2, or 3	1635
090922	Health Services II	11–12	1, 2, or 3	1635
090930	Introduction to Health Occupations I	9–12	1, 2, or 3	1635
090933	Introduction to Health Occupations II	9–12	1, 2, or 3	1635
090901	Introduction to Health Science I	9–12	1, 2, or 3	1635
090902	Introduction to Health Science II	10–12	1, 2, or 3	1635

090903	Introduction to Health Science III (Respiratory Therapy Assisting, Occupational Therapy Assistant, Physical Therapist Assisting)	12	1, 2, or 3	1635
090940	Introduction to Emergency Medical Technician (CPR)	9–12	1/2 or 1	1635
090950	Introduction to Health Insurance as a Career	10–12	1/2 , 1, or 2	1635
090230	Psychiatric Aide	9–12	1/2 , 1, or 2	1689
090962	Medical Specialties	9–12	1/2 or 3	1635

Note: Level I courses shall be prerequisites for Level II courses.

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§523. Health Occupations Career Majors and Course Titles

A. Health Occupations Career Majors

Course Titles	Allied Health	Dental	Emergency Medical Services	Medical Information Systems	Nursing	Physician Services
Allied Health	*		*	*		
Dental Assistant I		*				*
Dental Assistant II		*				*
Health Occupations Gen. Coop.	*	*	*	*	*	*
Health Services I	*	*	*	*	*	*
Health Services II	*	*	*	*	*	*
Home Health Aide	*		*	*		
Hospital Ward Clerk	*		*	*		
Intro. Emergency Medicine (CPR)	*	*	*		*	*
Intro. Health Science I	*	*	*	*	*	*
Intro. Health Science II	*	*	*	*	*	*
Intro. Health Science III	*	*	*	*	*	*
Intro. Health Insurance				*		
Intro. Health Occupation I	*	*	*	*	*	*
Intro. Health Occupation II	*	*	*		*	*
Medical Specialties	*	*	*	*	*	*
Medical Terminology	*	*	*	*	*	*
Medical Office Assisting			*		*	
Nursing			*		*	
Pre-Nursing	*					
Psychiatric Aide						

*indicates courses in career major areas

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Chapter 7. Referenced Content Standards

§701. General

A. The Health Occupations Content Standards listed in this document were reinforced by cross referencing with academic standards in the areas of English-Language Arts, mathematics, science, and social studies. A comprehensive list of academic standards utilized, along with area specific codes, are listed below.

B.1. The five Louisiana Foundation Skills developed by the Louisiana Content Standards Task Force which apply to all students in all disciplines were also referenced in the Health Occupations Content Standards. The foundation skills are:

a. communication;
b. problem solving;
c. resource access and utilization;
d. linking and generating knowledge; and
e. citizenship.

2. All referenced content area standards and benchmarks relate to students in grades 9-12.

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§703. Area Specific Codes

A. English/Language Arts (ELA). The standard number is given; then the benchmark number.

B. Mathematics. The strand letter is given; then the benchmark number.

N Number and Number Relations
A Algebra
M Measurement
G Geometry
D Data Analysis, Probability, and Discrete Math
P Patterns, Relations, and Functions

C. Science. The strand letter is given; then the benchmark letter and number are given.

SI Science As Inquiry
PS Physical Science
LS Life Science
ESS Earth and Space Science
SE Science and the Environment

D. Social Studies. The strand letter is given; then the benchmark letter and number are given.

G Geography
C Civics
E Economics
H History

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§705. Standards

A. English Language Arts (ELA)

Standard One: Students read, comprehend, and respond to a range of materials using a variety of strategies for different purposes.

1? Using knowledge of word meaning and extending basic and technical vocabulary, employing a variety of strategies
2? Analyzing the effects of complex literary devices and complex elements on a selection
3? Reading, responding to, and critiquing written, spoken, and visual texts
4? Interpreting texts to generate connections to real-life situations
5? Applying reading strategies to achieve a variety of objectives

Standard Two: Students write competently for a variety of purposes and audiences.

1? Writing a composition of complexity that clearly implies a central idea with supporting details in a logical, sequential order
2? Focusing on information, concepts, and ideas that show an awareness of an intended audience and/or purpose
3? Applying the steps of the writing process, emphasizing revising and editing in final drafts
4? Using narration, description, exposition, and persuasion to develop various modes of writing
5? Recognizing and applying literary devices and various stylistic elements
6? Responding to text and life experiences as a basis for writing

Standard Three: Students communicate using conventional grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

1? Writing legibly
2? Using the grammatical and mechanical conventions of standard English
3? Spelling accurately using strategies and resources

Standard Four: Students demonstrate competence in speaking and listening as tools for learning and communicating.

1? Speaking intelligibly
2? Giving and following directions/procedures
3? Demonstrating a command of the features of speaking when giving prepared and extemporaneous presentations
4? Speaking and listening for a variety of audiences and purposes
5? Listening and responding to a wide variety of media
6? Participating in a variety of roles in group discussions

Standard Five: Students locate, select, and make use of information from a variety of texts, media, references, and technological sources.

1? Recognizing and using organizational features of printed text, other media, and electronic information
2? Locating and evaluating information sources
3? Accessing information and conducting research using outlining, note taking, summarizing, interviewing, and surveying to produce documented texts and graphics
4? Using available technology to produce, revise, and publish a variety of works
5? Citing references using various formats
6? Interpreting charts/graphs, tables/schedules, diagrams/maps, and organizational charts/flow-charts

Standard Six: Students read, analyze, and respond to literature as a record of life experiences.

1? Identifying, analyzing, and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups

2? Analyzing distinctive elements of ancient, American, British, and world literature

3? Identifying, analyzing, and responding to a variety of classic and contemporary literature from many genres

4? Analyzing various genres as records of life experiences

Standard Seven: Students apply reasoning skills to their reading, writing, speaking, listening, viewing, and visually representing.

1? Using comprehension strategies in all contexts

2? Problem solving by analyzing, prioritizing, categorizing, and evaluating; incorporating life experiences; and using available information

3? Analyzing the effects of an author's life, culture, and philosophical assumptions and an author's purpose and point of view

4? Distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations

B. Mathematics

(N) Number and Number Relations: In problem-solving investigations, use estimation, mental arithmetic, number lines, graphs, appropriate models, manipulatives, calculators, and computers to help develop an intuitive understanding of the real number system and communicate the relationships within that system.

N.1? Demonstrating an understanding of number systems

N.2? Demonstrating that a number can be expressed in many forms, and selecting an appropriate form for a given situation

N.3? Using number sense to estimate and determine reasonableness of solutions

N.4? Determining whether an exact or approximate answer is necessary

N.5? Selecting and using appropriate computational methods for given situations

N.6? Applying ratios and proportional thinking in a variety of situations

N.7? Justifying reasonableness of solutions and verifying results

(A) Algebra: In problem-solving investigations, use appropriate manipulatives, models, graphs, tables, and technology to develop the understanding of concepts and to explore the applications of algebra.

A.1? Demonstrating the ability to translate real-world situations into algebraic expressions, equations, and inequalities

A.2? Recognizing the relationship between operations involving real numbers and operations involving algebraic expression

A.3? Using tables and graphs as tools to interpret algebraic expressions, equations and inequalities

A.4? Solving algebraic equations and inequalities using appropriate techniques

(M) Measurement: In problem-solving investigations, use appropriate manipulatives and available technology to develop the understanding of the concepts, processes, and real-life applications of measurement.

M.1? Selecting and using appropriate units, techniques, and tools to measure quantities in order to achieve specified degrees of precision, accuracy, and error of measurement

M.2? Demonstrating an intuitive sense of measurement

M.3? Estimating, computing and applying physical measurement using suitable units

M.4? Demonstrating the concept of measurement as it applies to real-world experiences

(G) Geometry: In problem-solving investigations, use appropriate models, drawings, manipulatives, and technology to understand concepts and explore real-world applications of one-, two-, and three-dimensional geometry, and justify solutions.

G.1? Identifying, describing and comparing to explore and make conjectures about geometric concepts and figures

G.2? Representing and solving problems using geometric models and the properties of those models

G.3? Solving problems using coordinate methods, as well as synthetic and transformational methods

G.4? Using inductive reasoning to predict, discover, and apply geometric properties and relationships

G.5? Classifying figures in terms of congruence, similarity, and applying these relationships

G.6? Demonstrating deductive reasoning and justification

(D) Data Analysis, Probability, and Discrete Math: In problem-solving investigations, use appropriate collecting and organizational techniques, manipulatives, and technology in order to discover trends, to formulate conjectures regarding cause-and-effect relationships, and to develop critical-thinking skills that enable the student to make informed decisions.

D.1? Designing and conducting statistical experiments that involve collecting and representing data in various forms

D.2? Recognizing data that relate two variables as linear, exponential, or otherwise in nature

D.3? Using simulations to estimate probability

D.4? Demonstrating an understanding of the calculation of finite probabilities using permutations, combinations, sample spaces, and geometric figures

D.5? Recognizing events as dependent or independent in nature and demonstrating techniques for computing multiple event probabilities

D.6? Demonstrating the concept of distributions and recognizing normal and non- normal distributions

D.7? Making inferences from data that are organized in charts, tables, and graphs

D.8? Demonstrating logical thinking procedures such as flow charts and truth tables

D.9? Using discrete math to model real-life situations

(P) Patterns, Relations, and Functions: In problem-solving investigations, use appropriate number sense, manipulatives, drawings, tables, graphs, symbolic formulas, and technology to organize information, recognize patterns which may develop, and use those patterns to make predictions.

P.1? Modeling the concepts of variables, functions, and relations as they occur in the real world and using the basic notations and terminology

P.2? Translating between tabular, symbolic, and graphical representations of functions

P.3? Recognizing behavior of elementary functions and using graphing technologies to represent them

P.4? Analyzing the changes in the graphs of functions caused by changing the coefficients and constants of arbitrary functions using technology whenever appropriate

P.5? Analyzing real-world relationships that can be modeled locally or globally by elementary functions

C. Science

(SI) Science As Inquiry: Students do science by engaging in partial and full inquiries that are within their developmental capabilities.

Benchmark A: The Abilities Necessary to do Scientific Inquiry

1? Identifying questions and concepts that guide scientific investigations

2? Designing and conducting scientific investigations

3? Using technology to improve investigations and communications

4? Formulating and revising scientific explanations and models using logic and evidence

5? Recognizing and analyzing alternative explanations and models

6? Communicating and defending a scientific argument

7? Utilizing science safety procedures during scientific investigations

Benchmark B: Understanding Scientific Inquiry

1? Understanding that scientists usually base their investigations on existing questions or causal/functional questions

2? Understanding that scientists conduct investigations for a variety of reasons, such as exploration of new areas, discovery of new aspects of the natural world, confirmation of prior investigations, prediction of current theories, and comparison of models and theories

3? Understanding that scientists rely on technology to enhance the gathering and manipulation of data

4? Understanding that scientists must adhere to criteria such as: A proposed explanation must have a logical structure, abide by the rules of evidence, be open to questions and modifications, be based on formulas, and technology to organize information, recognize patterns which may develop, and use those patterns to make predictions

5? Understanding that results of scientific inquiry, new knowledge, and methods emerge from different types of investigations and public communication among scientists

(PS) Physical Science: Students develop an understanding of the characteristics and interrelationships of matter and energy in the physical world.

Benchmark A: Measurement and Symbolic Representation

1? Manipulating and analyzing quantitative data using the SI system

2? Understanding the language of chemistry (formulas, equations, symbols) and its relationship to molecules, atoms, ions, and subatomic particles

Benchmark B: Atomic Structure

1? Describing the structure of the atom and identifying and characterizing the particles that compose it (including the structure and properties of isotopes)

2? Describing the nature and importance of radioactive isotopes and nuclear reactions (fission, fusion, radioactive decay)

3? Understanding that an atom's electron configuration, particularly that of the outermost electrons, determines the chemical properties of that atom

Benchmark C: The Structure and Properties of Matter

1? Distinguishing among elements, compounds, and/or mixtures

2? Discovering the patterns of physical and chemical properties found on the periodic table of the elements

3? Understanding that physical properties of substances reflect the nature of interactions among its particles

4? Separating mixtures based upon the physical properties of their components

5? Understand that chemical bonds are formed between atoms when the outermost electrons are transferred or shared to produce ionic and covalent compounds

6? Recognizing that carbon atoms can bond to one another in chains, rings, and branching networks to form a variety of structures

7? Using the kinetic theory to describe the behavior of atoms and molecules during phase changes and to describe the behavior of matter in its different phases

Benchmark D: Chemical Reactions

1? Observing and describing changes in matter and citing evidence of chemical change

2? Comparing, contrasting, and measuring the pH of acids and bases using a variety of indicators

3? Writing balanced equations to represent a variety of chemical reactions (acid/base, oxidation/reduction, etc.)

4? Analyzing the factors that affect the rate and equilibrium of a chemical reaction

5? Applying the law of conservation of matter to chemical reactions

6? Comparing and contrasting the energy changes that accompany changes in matter

7? Identifying important chemical reactions that occur in living systems, the home, industry, and the environment

Benchmark E: Forces and Motion

1? Recognizing the characteristics and relative strengths of the forces of nature (gravitational, electrical, magnetic, nuclear)

2? Understanding the relationship of displacement, time, rate of motion, and rate of change of motion; representing rate and changes of motion mathematically and graphically

3? Understanding effects of forces on changes in motion as explained by Newtonian mechanics

4? Illustrating how frame of reference affects one's ability to judge motion

Benchmark F: Energy

1? Describing and representing relationships among energy, work, power and efficiency

2? Applying the universal law of conservation of matter, energy, and momentum, and recognizing their implications

Benchmark G: Interactions of Energy and Matter

1? Giving examples of the transport of energy through wave action

2? Analyzing the relationship and interaction of magnetic and electrical fields and the forces they produce

3? Characterizing and differentiating electromagnetic and mechanical waves and their effects on objects as well as humans

4? Explaining the possible hazards of exposure to various forms and amounts of energy

(LS) Life Science: Students become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.

Benchmark A: The Cell

1? Observing cells, identifying organelles, relating structure to function, and differentiating among cell types

2? Demonstrating a knowledge of cellular transport

3? Investigating cell differentiation and describing stages of embryo logical development in representative organisms

Benchmark B: The Molecular Basis of Heredity

1? Explaining the relationship among chromosomes, DNA, genes, RNA, and proteins

2? Comparing and contrasting mitosis and meiosis

3? Describing the transmission of traits from parent to offspring and the influence of environmental factors on gene expression

4? Exploring advances in biotechnology and identifying possible positive and negative effects

Benchmark C: Biological Evolution

1? Exploring experimental evidence that supports the theory of the origin of life

2? Recognizing the evidence for evolution

3? Discussing the patterns, mechanisms, and rate of evolution

4? Classifying organisms

5? Distinguishing among the kingdoms

6? Comparing and contrasting life cycles of organisms

7? Comparing viruses to cells

Benchmark D: Interdependence of Organisms

1? Illustrating the biogeochemical cycles and explaining their importance

2? Describing trophic levels and energy flows

3? Investigating population dynamics

4? Exploring how humans have impacted ecosystems and the need for societies to plan for the future

Benchmark E: Matter, Energy, and Organization of Living Systems

1? Comparing and contrasting photosynthesis and cellular respiration, emphasizing their relationships

2? Recognizing the importance of the ATP cycle in energy usage within the cell

3? Differentiating among levels of biological organization

Benchmark F: Systems and the Behavior of Organisms

1? Identifying the structure and functions of organ systems

2? Identifying mechanisms involved in homeostasis

3? Recognizing that behavior is the response of an organism to internal changes and/or external stimuli

4? Recognizing that behavior patterns have adaptive value

Benchmark G: Personal and Community Health

1? Relating fitness and health to longevity

2? Contrasting how organisms cause disease

3? Explaining the role of the immune system in fighting disease

4? Exploring current research on the major diseases with regard to cause, symptoms, treatment, prevention, and cure

5? Researching technology used in prevention, diagnosis, and treatment of diseases/disorders (ESS) Earth and Space Science

Benchmark A: Energy in the Earth System

1? Investigating the methods of energy transfer and identifying the sun as the major source of energy for most of the Earth's systems

2? Modeling the seasonal changes in the relative position and appearance of the sun and inferring the consequences with respect to the Earth's temperature

3? Explaining fission and fusion in relation to the Earth's internal and external heat sources

4? Explaining how decay of radioactive isotopes and the gravitational energy from the Earth's original formation generate the Earth's internal heat

5? Demonstrating how the Sun's radiant energy causes convection currents within the atmosphere and the oceans

6? Describing the energy transfer from the Sun to the Earth and its atmosphere as it relates to the development of weather and climate patterns

7? Modeling the transfer of the Earth's internal heat by way of convection currents in the mantle which powers the movement of the lithospheric plates

Benchmark B: Geochemical Cycles

1? Illustrating how stable chemical atoms or elements are recycled through the solid earth, oceans, atmosphere, and organisms

2? Demonstrating Earth's internal and external energy sources as forces in moving chemical atoms or elements

Benchmark C: The Origin and Evolution of the Earth System

1? Explaining the formation of the solar system from a nebular cloud of dust and gas

2? Estimating the age of the Earth by using dating techniques

3? Communicating the geologic development of Louisiana

4? Examining fossil evidence as it relates to the evolution of life and the resulting changes in the amount of oxygen in the atmosphere

5? Explaining that natural processes and changes in the Earth system may take place in a matter of seconds or develop over billions of years

Benchmark D: The Origin and Evolution of the Universe

1? Identifying scientific evidence that supports the latest theory of the age and origin of the universe

2? Describing the organization of the known universe

3? Comparing and contrasting the sun with other stars

4? Identifying the elements found in the sun and other stars by investigating the spectra

5? Describing the role of hydrogen in the formation of all the natural elements

6? Demonstrating the laws of motion for orbiting bodies

7? Describe the impact of technology on the study of Earth, the solar system, and the universe

(SE) Science and the Environment: In learning environmental science, students develop an appreciation of the natural environment, learn the value of environmental quality, and acquire a sense of stewardship through involvement in community action. As consumers and citizens, they are able to recognize how personal, professional, and political actions affect the natural world.

Benchmark A: Ecological Systems and Interactions

1? Demonstrating an understanding of the functions of Earth's major ecological systems

2? Investigating the flow of energy in ecological systems

3? Describing how habitat, carrying capacity, and limiting factors influence plant and animal populations (including humans)

4? Understanding that change is a fundamental characteristic of every ecosystem and that ecosystems have varying capacities for change and recovery

5? Describing the dynamic interactions between divisions of the biosphere

6? Describing and explaining the Earth's biochemical and geochemical cycles and their relationship to ecosystem stability

7? Comparing and contrasting the dynamic interaction with the biosphere
8? Analyzing evidence that plant and animal species have evolved physical, biochemical, and/or behavioral adaptations to their environments
9? Demonstrating an understanding of influencing factors of biodiversity
10? Explaining that all species represent a vital link in a complex web of interaction
11? Understanding how pollutants can affect living systems

Benchmark B: Resources and Resource Management

1? Comparing and contrasting the various types of renewable and nonrenewable resources and explaining the relationships between these resources and populations
2? Explaining how natural resources affect humans and how humans affect natural resources
3? Recognizing that people of the world consume disproportionate amounts of the Earth's resources, a factor of both population size and inequitable geographic or economic distribution of resources
4? Demonstrating an understanding that resource management issues and environmental problems may arise when resource use is motivated by short-term goals instead of long-term consequences
5? Comparing the benefits and the costs of various resource management methods
6? Analyzing how management of resources requires that they be viewed from a global, as well as a local, perspective
7? Recognizing that sustainable development is a process of change in which resource use, investment direction, technological development, and institutional change meet society's future as well as present needs

Benchmark C: Environmental Awareness and Protection

1? Evaluating the dynamic interaction of land, water, and air and its relationship to living things in maintaining a healthy environment
2? Evaluating the relationships between quality of life and environmental quality
3? Investigating and communicating how environmental policy is formed by the interaction of social, economic, technological and political considerations
4? Demonstrating that environmental decisions include analyses that incorporate ecological, health, social, and economic factors
5? Analyzing how public support effects the creation and enforcement of environmental laws and regulations

Benchmark D: Personal Choices and Responsible Actions

1? Demonstrating an understanding of the effects of personal choices and actions on the natural environment
2? Describing how a healthy environment depends upon responsible human actions
4? Demonstrating that the most important factor in prevention and control of pollution is education and the resulting change in values, attitudes, and behavior patterns
5? Explaining that responsible environmental decision making involves scientific and sociological research, consideration of value systems, investigation and evaluation of alternative, and long-term global perspectives
6? Demonstrating a knowledge that environmental issues should be an international concern
7? Recognizing that philosophies, objectives, and practices of various types of resource management are sometimes incompatible, often necessitating compromises and tradeoffs
8? Recognizing that the development of accountability toward the environment is essential for the continued health of the planet
9? Developing an awareness of personal responsibility as stewards of the local and global environment

D. Social Studies

(G) Geography: Physical and Cultural Systems: Students develop a spatial understanding of the Earth's surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.

Benchmark A: The World in Spatial Terms

1? Using geographic representations, tools, and technologies to explain, analyze and solve geographic problems
2? Organizing geographic information and answering complex questions by formulating mental maps of places and regions

Benchmark B: Places and Regions

1? Determining how social, cultural, and economic processes shape the features of places
2? Analyzing the ways in which physical and human characteristics of places and regions have affected historic events
3? Analyzing the different ways in which physical and human regions are structured and interconnected
4? Explaining and evaluating the importance of places and regions to cultural identity

Benchmark C: Physical and Human Systems

1? Analyzing the ways in which Earth's dynamic and interactive physical process affect different regions of the world
2? Determining the economic, political, and social factors that contribute to human migration and settlement and evaluating their impact on physical and human systems
3? Analyzing trends in world population numbers, patterns, and predicting their consequences
4? Analyzing the characteristics, distribution, and interrelationships of the world's cultures
5? Describing and evaluating spatial distribution of economic systems and how they affect regions
6? Analyzing how cooperation, conflict, and self-interests impact social, political, and economic entities on Earth

Benchmark D: Environment and Society

1? Evaluating the ways in which technology has expanded the human capability to modify the physical environment
2? Examining the challenges placed on human systems by the physical environment and formulating strategies to deal with these challenges
3? Analyzing the relationship between natural resources and the exploration, colonization, and settlement of different regions of the world
4? Evaluating policies and programs related to the use of natural resources
5? Developing plans to solve local and regional geographic problems related to contemporary issues

(C) Civics: Citizenship and Government: Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in

the world while learning about the rights and responsibilities of citizenship.

Benchmark A: Structure and Purposes of Government

1? Analyzing the necessity and purposes of policies and government

2? Comparing and evaluating the essential characteristics of various systems of government and identifying historical and contemporary examples of each

3? Explaining and evaluating issues related to the distribution of powers and responsibilities within the federal system

4? Explaining the organization and functions of local, state, and national governments and evaluating their relationships

5? Evaluating the role and importance of law in the American political system

6? Examining the major responsibilities of the national government for domestic and foreign policy

7? Explain how government is financed through taxation

Benchmark B: Foundations of the American Political System

1? Analyzing ideas and origins of the American constitutional government and evaluating how these have helped to shape American society

2? Explaining constitutional and democratic beliefs in American society and applying them to the analyses of issues of conflicting beliefs and principles

3? Analyzing the nature of American political and social conflicts

4? Evaluating issues related to the differences between American ideals and the realities of American social and political life

5? Evaluating the roles of political parties, campaigns, and elections in American politics

6? Analyzing the historical and contemporary roles of associations and groups in local, state, and national politics

Benchmark C: International Relationships

1? Analyzing how the world is organized politically and evaluating how the interaction of political entities, such an nation-states and international organizations, affects the United States

2? Analyzing the major foreign policy positions of the United States and evaluating their consequences

3? Evaluating the impact of American ideas and actions on the world and analyzing the effects of significant international developments of the United States

Benchmark D: Roles of the Citizen

1? Evaluating and defending positions on issues regarding the personal, political, and economic rights of citizens

2? Evaluating and defending positions regarding the personal and civic responsibilities of citizens in American constitutional democracy

3? Explaining and evaluating the various forms of political participation that citizens can use to monitor and shape the formation and implementation of public policy

4? Analyzing and evaluating the importance of political leadership, public service, and a knowledgeable citizenry to American constitutional democracy

(E) Economics: Interdependence and Decision Making: Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.

Benchmark A: Fundamental Economic Concepts

1? Analyzing the impact of the scarcity of productive resources and examining the choices and opportunity costs that result

2? Analyzing the roles that production, distribution, and consumption play in economic decisions

3? Applying the skills and knowledge necessary in making decisions about career options

4? Comparing and evaluating basic economic systems

5? Explaining the basic features of market structures and exchanges

6? Analyzing the roles of economic institutions, such as corporations and labor unions, that compose economic systems

7? Analyzing the roles of money and banking in an economic system

8? Applying economic concepts to understand and evaluate historical and contemporary issues

Benchmark B: Individuals, Households, Businesses, and Governments

1? Identifying factors that cause changes in supply and demand

2? Analyzing how supply and demand, price, incentives, and profit influence production and distribution in a competitive market system

3? Analyzing the impact of governmental taxation, spending, and regulation on different groups in a market economy

4? Analyzing the causes and consequences of worldwide economic interdependence

5? Evaluating the effects of domestic policies on international trade

6? Analyzing Louisiana's role in the world economy

Benchmark C: The Economy as a Whole

1? Explaining the meanings of economic indicators such as Gross Domestic Product, per capita GDP, real GDP, CPI, and unemployment rate

2? Explaining how interest rates, investments, and inflation/deflation impact the economy

3? Analyzing unemployment and income distribution in a market economy

4? Explaining the basic concepts of United States fiscal policy and monetary policy and describing their effects on the economy

(H) History: Time, Continuity, and Change: Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

Benchmark A: Historical Thinking Skills

1? Applying key concepts, such as chronology and conflict, to explain and analyze patterns of historical change and continuity

2? Explaining and analyzing events, ideas, and issues within a historical context

3? Interpreting and evaluating the historical evidence presented in primary and secondary sources

4? Utilizing knowledge of facts and concepts drawn from history and methods of historical inquiry to analyze historical and contemporary issues.

5? Conducting research in efforts to analyze historical questions and issues

6? Analyzing cause/effect relationships

Benchmark B: United States History

1? Analyzing the significant changes that resulted from interactions among the peoples of Europe, Africa, and the Americas

2? Summarizing the process by which the United States was colonized and later became an independent nation
3? Analyzing the development of the American constitutional system
4? Tracing territorial expansion and reform movements in the United States
5? Analyzing the origins, major events, and effects of the Civil War and Reconstruction
6? Analyzing the development of industrialization and examining its impact on American society
7? Describing the immigration and internal migration patterns that have occurred in the history of the United States and examining the cultural and social changes that have resulted
8? Evaluating the significance of the Progressive Movement
9? Analyzing the rise of the labor and agrarian movements
10? Explaining the changing role of the United States in world affairs through World War I
11Analyzing the significant changes that evolved in the United States between World War I and the Great Depression
12? Analyzing the causes, developments, and effects of the Great Depression and the New Deal
13? Analyzing the origins, events, and results of World War II
14? Examining and summarizing key developments in foreign and domestic policies during the Cold War era
15? Analyzing the economic, political, social, and cultural transformation of the United States since World War II
16? Explaining the major changes that have resulted as the United States has moved from an industrial to an information society
17? Analyzing developments and issues in contemporary American society
18? Discussing and demonstrating an understanding of recent developments in foreign and domestic policies

Benchmark C: World History

1? Analyzing the development of early human communities and civilizations
2? Making generalizations about the cultural legacies of both the ancient river and the classical civilizations
3? Analyzing the origins, central ideas, and worldwide impact of major religious and philosophical traditions
4? Summarizing the developments and contributions of civilizations that flourished in Europe, Asia, Africa, and the Americas
5? Analyzing the consequences of the economic and cultural interchange that increasingly developed among the peoples of Europe, Asia, and Africa
6? Analyzing the impact of transoceanic linking of all major regions of the world
7? Analyzing the political, cultural, and economic developments and trends that resulted in the transformation of major world regions
8? Explaining how the emergence of territorial empires in Europe, Asia, and Africa unified large areas politically, economically, and culturally
9? Tracing the expansion of European power and economic influence in the world and examining the impact of this expansion on societies in Asia and the Americans
10? Analyzing the impact that political revolutions and new ideologies had on societies around the world
11? Evaluating the economic, political, and social consequences of the agricultural and industrial revolutions on world societies
12? Analyzing the patterns of worldwide change that emerged during the era of Western military and economic domination
13? Analyzing the causes and international consequences of World War I, World War II, and other 20th century conflicts
14? Analyzing the international power shifts and the breakup of colonial empires that occurred in the years following World War II
15? Explaining the worldwide significance of major political, economic, social, cultural, and technological developments and trends

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Chapter 9. Definitions

§901. Glossary

Academic Cross-Reference? a reference to related academic content Standards.

AHEC? Area Health Education Center.

Articulation? the process of linking two or more educational systems to produce a smooth flow of students from one institution to another without experiencing delays, duplication of courses, or loss of credit.

Assessment? a process through which evidence is gathered in a range of content areas to determine both a student's understanding and ability to apply that understanding.

Benchmark? a broad statement of expected skills and knowledge that is used as a reference to develop curriculum and assess student progress.

Certification? a statement attesting some fact, especially the status and qualifications of the person holding it.

CNA? certified nursing assistant.

Code of Ethics? relating to morality of behavior, conforming with an accepted standard of behavior.

CPR? cardiopulmonary resuscitation.

Emergency First Responder? first person on the scene to provide care.

HOSA? health Occupations Students of America.

Licensure? a right formally granted in writing by an authority.

NHCSS? National Health Care Skill Standards.

OBRA? Omnibus Budget Reconciliation Act of 1987.

OSHA? United States Occupational Safety and Health Administration.

Performance Activities? actions students could perform to demonstrate achievement of a benchmark.

Registration? the placement of requested data on formal or official record.

SCANS? secretary's commission on Achieving Necessary Skills.

Scope of Practice? extent or range of acceptable practices.

Standard Precautions? practices used in health care facilities to prevent the spread of infection via blood, body fluids, secretions, excretions, mucous membranes, and non-intact skin.

Standards? descriptions of what students should know and be able to do through subject matter, knowledge, and proficiencies gained as a result of their education.

Strand? major category.

Subject Area? domain or content area.

VICA? Vocational Industrial Clubs of America.

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Weegie Peabody
Executive Director

0312#034

RULE

Board of Elementary and Secondary Education

Bulletin 108**?** Marketing Education Content Standards Curriculum Framework (LAC 28:LXXI.Chapters 1-9)

In accordance with R.S. 49:950 et seq., the Administrative Procedure Act, the Board of Elementary and Secondary Education has adopted *Bulletin 108***?** *Marketing Education Content Standards Curriculum Framework.* Bulletin 108 will be printed in codified format as Part LXXI of the Louisiana Administrative Code. The proposed Marketing standards will assist teachers in preparing students for the workplace. The action is being proposed to provide Marketing standards.

Title 28
EDUCATION
Part LXXI. Bulletin 108? Marketing Education Content Standards Curriculum Framework
Chapter 1. Marketing Education

§101. Standards for Marketing Education*

A. Marketing Education is a distinct discipline that integrates academic concepts and technology applications throughout the curriculum.

1. Academic Concepts. The study of marketing incorporates many academic understandings, including mathematics, reading, writing, speaking, sociology, psychology, geography, etc.

2. Technology Applications. The successful implementation of marketing-activities requires the use of technology.

B. The marketing education curriculum is divided into two primary parts: Foundations and Functions.

1. Foundations are basic skills that are necessary for all students to be successful; they are closely linked to the Louisiana Foundation Skills. These Marketing Foundations must be mastered in order for the Marketing Functions to have relevance for students. The four broad-based foundational skills in marketing are as follows:

a. business, management, and entrepreneurship;
b. communication and interpersonal skills;
c. economics;
d. professional development.

2. Functions define the discipline of marketing as applied in business operations. They address marketing from the perspective of how it is practiced. Each function is viewed from its relationship to the marketing of a good, service, or idea. The eight functions are as follows:

a. distribution;
b. product/service;
c. management;
d. financing;
e. promotion;
f. pricing;
g. selling;
h. marketing Information Management.

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§103. What Is Marketing?

A.1. The American Marketing Association (AMA), an international organization of marketing professionals, defines *marketing* as:

a. the process of planning and executing the conception, pricing, promotion; and

b. distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives.

2. This definition indicates that marketing is a process than involves a variety of activities designed to change behaviors or influence ideas. These activities include, but are not limited to, advertising, logistics, marketing research, product design, and selling.

B. Historically, marketing has been characterized as dynamic and changing. However, the pace at which it is changing has accelerated due to environmental shifts in the business world: downsizing, outsourcing, mergers, international competition, world markets, and technological innovations. These changes impact the skills, attitudes, and abilities needed for success in today's workplace. Marketing professionals are involved in major decisions affecting American and international business organizations and their success. Marketing helps to shape the world economy.

C. Marketing is a multi-faceted, critical business function that is undergirded by such social sciences as economics, psychology, and sociology. Its successful performance depends on the application of mathematics and English/language arts principles, the use of scientific problem solving, and the application of technology to marketing situations and problems. In the 21st century, economic survival in business will depend on the ability to understand and execute marketing skills. Today we market not only goods, but also ideas, causes, places, services, performances, groups, and people.

D. Effective marketing education programs provide the application of mathematics, communications, psychology, economics, technology, and specific product and service knowledge in conjunction with human resource skills in problem solving, decision making, conflict resolution, group dynamics, and goal setting. All students in a democratic society need to understand the processes and procedures involved with marketing. Those planning to enter a marketing career field need in-depth instruction in the foundations and functions of marketing.

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§105. What Is Marketing in Louisiana?

A. Students in Louisiana are entering a complex global economy in which they must be able to participate fully and effectively. Developing critical-thinking skills is essential for the student to be an involved and productive member of society. Creative problem solving, team dynamics, and critical thinking are reflected in this standards document for instruction in marketing education classrooms in Louisiana. The economy in Louisiana is as diverse and technology-driven as the national economy; the marketing education curriculum is designed to prepare students to face the challenges of today's world by encouraging them to become life-long learners.

B. Many course titles related to retailing and marketing fall under the "marketing umbrella." In 2000-2001, the Louisiana annual school report statistics provided by the Bureau of Information Management System reported ten different marketing-related courses taught by 112 staff members, representing enrollment of over 8,000* students. Course titles included Advertising, Marketing Management, Tourism and Lodging, and Specialty Marketing. Most courses are designed for eleventh or twelfth-grade students, but career paths in some schools provide entry-level marketing instruction for ninth and tenth graders.

C. Curricula in marketing classes in Louisiana range from studying marketing for personal use and career exploration to developing advanced management and entrepreneurial skills. Many students take advantage of the cooperative programs that provide paid, work-based learning in marketing related jobs. Other students may be mentored by a professional in the field, have job-shadowing opportunities, or work in non-paid, short-term positions for "real world" work experiences.

D. Marketing education programs provide options for all students, both traditional and non-traditional. Marketing education students in Louisiana are members of DECA, the student organization. They demonstrate their mastery of the marketing curriculum in competitive events at the state and national levels. DECA develops leadership skills and provides awareness of civic responsibilities.

*Student enrollment reflects duplicate numbers in some cases.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2681 (December 2003).

§107. Cooperative Education in Marketing

A. Marketing Education programs were among the first in the career and technical area to provide opportunities for work-based learning. Senior Marketing Education students in most schools are able to participate in paid on-the-job training in retail or other marketing-related businesses. Credit is given by the high school for the cooperative education work experience. Local school district guidelines determine the number of hours credit that the student may earn.

B. The Marketing teacher/coordinator works closely with the business supervisor to develop a training plan that outlines what the student will learn on the job. It is closely aligned with what is being taught in the classroom to build a solid connection between school and work. The student is given a grade for on-the-job training that becomes a part of the teacher's evaluation of student performance.

C. Credit for cooperative students in Marketing courses is granted based upon these guidelines.

1. A training agreement issued by the Louisiana Department of Labor must be on file; this training plan is developed by the student, the marketing teacher/coordinator and the employer and is signed by the teacher, student, parent and employer.

2. The place of employment is directly related to the student's chosen course of study.

3. The student's cooperative learning program is systematically evaluated by the teacher/coordinator and workplace supervisor.

4. The student is paid by the employer at minimum wage or more.

5. The student has satisfactory attendance and classroom performance.

D. The goals of cooperative education training are as follows:

1. the student will demonstrate an understanding of marketing practices and procedures through real-life work experiences; and

2. the student will apply the foundation skills outlined in Marketing Standards and Benchmarks.

E. For juniors or other non-working students, coordinators are encouraged to make "learning come to life" through job shadowing, workplace mentors, unpaid internships, and/or school-based enterprises.

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Chapter 3. Implementing the Standards through DECA

§301. What Is DECA?

A. DECA, formerly "Distributive Education Clubs of America," is a national organization of marketing students; it is designed to be not extracurricular but *co-curricular* in nature. All marketing programs are strongly encouraged to sponsor a DECA chapter to supplement and enhance the learning opportunities for marketing students. DECA is an integral part of the classroom instructional program. DECA members include students who are interested in preparing for marketing, entrepreneurial, and management careers.

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§303. What Is DECA's Mission?

A. "The mission of DECA is to enhance the co-curricular education of students with interests in marketing, management, and entrepreneurship. DECA helps students develop skills and competence for marketing careers, build self-esteem, experience leadership, and practice community service. DECA is committed to advocacy of marketing education and the growth of business and education partnerships."

B. To accomplish this mission, DECA utilizes a variety of activities that include competitive events, on-the-job experience, and chapter projects. All of these activities are designed to emphasize academic and vocational excellence as building blocks that will launch students into successful marketing and management careers. To accomplish this mission, DECA adheres to a number of goals that include the following:

1. to prepare marketing education students to take their proper places in the business world;
2. to develop leadership characteristics;
3. to develop self-confidence and self-acceptance;
4. to develop a greater understanding of our competitive, free-enterprise system;
5. to further develop occupational competencies needed for careers in marketing, management, and entrepreneurship;
6. to develop high ethical standards in personal and business relationships;
7. to develop effective international relationships;
8. to develop greater awareness of career opportunities in marketing;
9. to develop greater proficiency in communication;
10. to develop greater appreciation of the responsibilities of citizenship;
11. to develop a healthy competitive spirit;
12. to develop social and business etiquette.

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§305. What Is DECA's History?

A. DECA is a non-profit organization founded in 1946; it is governed by an elected Board of Directors. Members received support and guidance from the National Advisory Board, which is comprised of the Congressional Advisory Board, made up of members of the U.S. Congress, and representatives from major U.S. corporations and business that support DECA's mission. DECA has grown from a handful of members to over 180,000 nationwide. Organized around the goals of improving education and career opportunities and of remaining on the cutting edge of educational innovation, DECA continues to grow.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2682 (December 2003).

§307. What Is DECA's Competitive Edge?

A. Another part of the DECA program is the competitive events program. These events are designed to enable students to engage in activities that will extend their interests and competencies for careers in marketing and other business-related fields. Students will use what they have learned in the classroom and on the job to measure their progress against other students from around the state and the nation. Competitive events are divided into individual events and team events. Goals of the competitive events national competition are as follows:

1. to contribute to the development of competencies needed for careers in marketing, merchandising, and management;
2. to evaluate student achievement of the competencies through careful measurement devices;
3. to provide opportunities for student and group recognition;
4. to provide constructive avenues for individual or group expression, initiative, and creativity;
5. to motivate students to assume responsibility for self-improvement and self-discipline;
6. to provide a vehicle for students to demonstrate their acquired competencies through individual and/or group activities;
7. to assist students in acquiring a realistic self-concept through individual and/or group activities;
8. to help students to participate in an environment of cooperation and competition;
9. to provide visibility for the educational goals and objectives of Marketing Education.

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Chapter 5. Strands, Standards, and Benchmarks

§501. Strand: Business, Management, and Entrepreneurship

A. Standards

1.1 Demonstrate an understanding of business fundamentals.
1.2 Analyze business risk.
1.3 Demonstrate an understanding of the fundamental functions of marketing management.

B. Available Courses

1. Introduction to Marketing
2. General Marketing
3. Entrepreneurship
4. Retailing and Merchandising
5. Advertising/Sales Promotion
6. Marketing Management
7. Marketing Research
8. Insurance Marketing
9. Specialty Marketing
10. Tourism/Lodging

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§503. Strand 1.0: Business, Management, and Entrepreneurship

A. Standard 1.1 Demonstrate an understanding of business fundamentals.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Describe marketing functions. 2. Explain marketing and its importance in a global economy. 3. Research the role of business in society. 4. Classify the types of business activity. 5. Analyze the concept of management. 6. Identify and compare the types of business ownership. 7. Explore ways technology affects business. 8. Evaluate ways business is regulated by government.	ELA 1-1, 3, 4, 5 2-1, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1, 2, 4 Science SI-A-1, 2 SI-B-4, 5 PS-D-7 PS-F-1 SE-B-6 Math N-1, 2, 3, 4, 5, 6, 7 A-1, 3, 4 M-1, 2, 3, 4 D-1, 6, 7 G-1, 6 Social Studies C-1A-1, 2, 3, 4, 5, 6, 7 C-1C-1 E-1A-1, 2, 3, 4, 5, 6, 7 E-1B-1, 2, 3, 4, 5, 6 E-1C-1, 2, 3, 4 H-1B-9, 11, 12 H-1C-7, 11, 15	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

B. Standard 1.2 Analyze business risk.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Explore the types of business risk. 2. Define and interpret the role of insurance. 3. Identify security and safety policies and procedures. 4. Explain the role of risk management.	ELA 1-1, 3, 4, 5 2-1, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1, 2, 4 Science SI-A-1, 2 SI-B-4, 5 PS-D-7 PS-F-1 SE-B-6 Math N-1, 2, 3, 4, 5, 6, 7 A-1, 3, 4 M-1, 2, 3, 4 G-1, 6 D-1, 6, 7	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

C. Standard 1.3 Demonstrate an understanding of the fundamental functions of marketing management.

Benchmarks Academic	Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Demonstrate an understanding of the concept of management. 2. Analyze management's leadership role in business. 3. Analyze the financing and controlling function. 4. Understand the components of a business plan.	ELA 1-1, 3, 4, 5 2-1, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1, 2, 4 Science SI-A-1, 2 SI-B-4, 5 PS-F-1 SE-B-6 Math N-1, 2, 3, 4, 5, 6, 7 A-1, 3, 4 M-1, 2, 3, 4 G-1, 6 D-1, 6, 7	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2682 (December 2003).

§505. Strand: Communication and Interpersonal Skills

A. Standards

2.1 Demonstrate the ability to apply the fundamentals of communication.
2.2 Demonstrate interpersonal skills that contribute to positive relationships.
2.3 Demonstrate positive work ethics in the workplace.
2.4 Demonstrate skills for positive working relationships.
2.5 Demonstrate the ability to interact with customers.
2.6 Apply strategies for dealing with conflict.

B. Available Courses

1. Introduction to Marketing
2. General Marketing
3. Entrepreneurship
4. Retailing and Merchandising
5. Advertising/Sales Promotion
6. Marketing Management
7. Marketing Research
8. Insurance Marketing
9. Specialty Marketing
10. Tourism/Lodging

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§507. Strand 2.0: Communication and Interpersonal Skills

A. Standard 2.1 Demonstrate the ability to apply the fundamentals of communication.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Understand the nature of effective communications. 2. Apply effective listening skills. 3. Demonstrate effective oral and written communication skills. 4. Demonstrate addressing people professionally. 5. Demonstrate use of proper telephone techniques. 6. Apply effective persuasive techniques. 7. Deliver oral presentations. 8. Recognize and apply characteristics of effective written business communications. 9. Demonstrate the use of communication technology/systems.	ELA 1-1, 3, 4 2-1, 2, 3, 4, 5 3-1, 2, 3 4-1 5-1, 2, 4	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

B. Standard 2.2 Demonstrate interpersonal skills that contribute to positive relationships.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Demonstrate procedures for following oral and written directions 2. Identify the guidelines for communicating with coworkers. 3. Recognize barriers to effective communication. 4. Generate directions for completing job tasks. 5. Demonstrate procedures for conducting meetings.	ELA 1-1, 3, 4 2-1, 6 4-1, 2, 4, 6	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Foundations Basic Skills Thinking Skills Personal Qualities

C. Standard 2.3 Demonstrate positive work ethics in the workplace.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Recognize privacy issues in the business environment. 2. Understand reasons for safeguarding information. 3. Demonstrate ethical ways of communicating. 4. Understand the consequences of unethical conduct.	ELA 1-1, 3	1, 2, 3, 4, 5	Competencies Interpersonal Skills Systems Foundations Basic Skills Thinking Skills Personal Qualities

D. Standard 2.4 Demonstrate skills for positive working relationships.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Demonstrate procedures for treating coworkers fairly. 2. Develop skills needed to maintain effective working relationships. 3. Differentiate between leadership styles. 4. Demonstrate characteristics for working in teams.	ELA 1-1, 3 4-2, 4, 6	1, 2, 3, 4, 5	Competencies Interpersonal Skills Systems Foundations Basic Skills Thinking Skills Personal Qualities

E. Standard 2.5 Demonstrate the ability to interact with customers.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Demonstrate techniques for building positive relations. 2. Demonstrate a customer-service mindset. 3. Demonstrate use of proper procedures for solving customer issues. 4. Understand management's role in customer relationships.	ELA 1-1, 3 7-2, 4	1, 2, 3, 4, 5	Competencies Interpersonal Skills Systems Foundations Basic Skills Thinking Skills Personal Qualities

F. Standard 2.6 Apply strategies for dealing with conflict.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Demonstrate ways to show empathy. 2. Demonstrate appropriate assertiveness. 3. Demonstrate problem-solving skills. 4. Utilize negotiation skills. 5. Demonstrate procedures for interpreting business policies. 6. Demonstrate procedures for handling difficult customers. 7. Understand strategies for adapting to change. 8. Demonstrate steps for conflict resolution. 9. Understand the importance of employee assistance programs.	ELA 1-1, 3 4-1, 2, 3, 4, 6 7-1, 2, 4	1, 2, 3, 4, 5	Competencies Information Interpersonal Skills Systems Foundations Basic Skills Thinking Skills Personal Qualities

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§509. Strand: Economic Foundations

A. Standards

3.1 Understand basic economic concepts.
3.2 Examine the characteristics of economic systems.
3.3 Examine economic indicators and trends.
3.4 Examine global economies.

B. Available Courses

1. Introduction to Marketing
2. General Marketing
3. Entrepreneurship
4. Retailing and Merchandising
5. Advertising/Sales Promotion
6. Marketing Management
7. Marketing Research
8. Insurance Marketing
9. Specialty Marketing
10. Tourism/Lodging

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§511. Strand 3.0: Economic Foundations

A. Standard 3.1 Understand basic economic concepts.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Distinguish between economic goods and services. 2. Explain the concept of economic resources. 3. Describe the nature of economics and economic activities. 4. Analyze forms of economic utility. 5. Explain the principles of supply and demand. 6. Examine the concept of price.	ELA 1-3, 4, 5 2-1, 2, 3, 4, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 5, 6 7-1,2, 4 Science SE-B-1, 2, 3, 4, 5, 6 SE-C-1, 2 SE-D-1, 2, 4, 5, 6 Math N-1, 2, 3, 4, 5, 7 D-6, 7, 8 Social Studies G-1C-5, 6 G-1D-1, 2, 4 E-1A-1, 2 E-1B-1, 2 E-1C-2	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Foundations Basic Skills Thinking Skills Personal Qualities

B. Standard 3.2 Examine the characteristics of economic systems.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Compare the types of economic systems. 2. Discuss the basic economic freedoms. 3. Assess the relationship between government and business. 4. Examine the concept of private enterprise. 5. Analyze the concept of productivity. 6. Explain the concept of organized labor and business. 7. Discuss the law of diminishing returns.	ELA 1-3, 4, 5 2-1, 2, 3, 4, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 5, 6 7-1,2, 4 Science SE-B-1, 2, 5 SE-D-1 Math N-1, 2, 3, 4, 5, 6, 7 D-6, 7, 8 Social Studies C-1B-6 C-1D-1, 2 E-1A-1, 4, 5, 6 E-1B-2, 3 E-1C-2, 4	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

C. Standard 3.3 Examine economic indicators and trends.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Analyze the goals of a healthy economy. 2. Explain the nature of the Consumer Price Index. 3. Explain the concept of Gross Domestic Product. 4. Explain the impact of unemployment. 5. Compute the standard of living.	ELA 1-3, 4, 5 2-1, 2, 3, 4, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 5, 6 7-1,2, 4 Science SE-B-1, 2, 5 SE-C-2, 3, 4, 5 SE-D-1, 6 Math N-1, 2, 3, 4, 5, 6, 7 D-6, 7, 8 Social Studies E-1A-1, 2, 7 E-1B-2, 3 E-1C-1, 2, 3, 4	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

D. Standard 3.4 Examine global economics.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Explain the nature of international trade. 2. Identify the impact of cultural and social environments on world trade.	ELA 1-3, 4, 5 2-1, 2, 3, 4, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 5, 6 7-1,2, 4 Science SE-B-3, 5 Social Studies C-1C-1, 2, 3 E-1A-1, 2, 5, 8 E-1B-2, 3, 4, 5, 6 E-1C-2, 4 H-1C-15	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

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§513. Strand: Professional Development

A. Standards

4.1 Develop self-understanding.
4.2 Apply criteria for self-development.
4.3 Apply career-planning strategies.
4.4 Demonstrate job-seeking skills.
4.5 Understand the importance of continuing career development.

B. Available Courses

1. Introduction to Marketing
2. General Marketing
3. Entrepreneurship
4. Retailing and Merchandising
5. Advertising/Sales Promotion
6. Marketing Management
7. Marketing Research
8. Insurance Marketing
9. Specialty Marketing
10. Tourism/Lodging

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§515. Strand 4.0: Professional Development

A. Standard 4.1 Develop self-understanding.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Demonstrate ethical work habits. 2. Identify desirable personality traits important to business. 3. Adjust to change. 4. Demonst rate appropriate creativity.	ELA 1-1, 3	1, 2, 3, 4, 5	Competencies Information Interpersonal Skills Systems Foundations Basic Skills Thinking Skills Personal Qualities

B. Standard 4.2 Apply criteria for self-development.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Assess personal skills and interests. 2. Understand self-esteem and self-concept. 3. Demonstrate steps for decision making. 4. Demonstrate appropriate creativity. 5. Identify and utilize time-management principles.	ELA 1-1, 3 7-1, 2, 4 Social Studies E-1A-3	1, 2, 3, 4, 5	Competencies Information Interpersonal Skills Systems Foundations Basic Skills Thinking Skills Personal Qualities

C. Standard 4.3 Apply career-planning strategies.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Explore career opportunities in business and marketing. 2. Identify and utilize sources for career information. 3. Identify tentative occupational interest.	ELA 1-1, 3, 4 5-1, 2, 3 Social Studies E-1A-3	1, 2, 3, 4, 5	Competencies Information Systems Foundations Basic Skills Thinking Skills Personal Qualities

D. Standard 4.4 Demonstrate job-seeking skills.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Utilize job-search strategies. 2. Complete a job application. 3. Write a letter of application. 4. Compose a resume. 5. Apply and interview for a job. 6. Apply appropriate follow-up after job interview.	ELA 1-1, 3, 4 2-1, 2, 3, 4, 5, 6 3-1, 2, 3 4-1, 3, 4 5-1, 2, 3, 4, 6	1, 2, 3, 4, 5	Competencies Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

E. Standard 4.5 Understand the importance of continuing career development.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Identify skills needed to enhance career progression. 2. Identify resources needed to enhance career progression.	ELA 1-4 5-1, 2, 3 7-4	1, 2, 3, 4, 5	Competencies Resources Information Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

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§517. Strand: Distribution

A. Standards:

5.1 Examine the nature and scope of distribution.
5.2 Understand the concepts involved in order fulfillment.
5.3 Examine the process of warehousing and stock handling.

B. Available Courses:

1. Introduction to Marketing
2. General Marketing
3. Entrepreneurship
4. Retailing and Merchandising
5. Advertising/Sales Promotion
6. Marketing Management
7. Marketing Research
8. Insurance Marketing
9. Specialty Marketing
10. Tourism/Lodging

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§519. Strand 5.0: Distribution

A. Standard 5.1 Examine the nature and scope of distribution.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Examine and explain channels of distribution. 2. Describe the use of technology in the distribution process. 3. Explain the legal and ethical considerations in the distribution process.	ELA 1-1, 3, 4, 5 2-1 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1, 2, 4 Science SI-A1 SI-B4 PS-F1 SE-B6 Math N-1, 2, 3, 4, 5, 6, 7 M-1, 2, 3, 4 D-7	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

B. Standard 5.2 Examine the nature and scope of distribution.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Explain the relationship between customer service and distribution. 2. Describe the use of technology in the distribution process. 3. Explain the legal and ethical considerations in the distribution process.	ELA 1-1, 3, 4, 5 2-1 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1, 2, 4 Science SI-A1 SI-B4 PS-F1 SE-B6 Math N-1, 2, 3, 4, 5, 6, 7 M-1, 2, 3, 4 D-7	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

C. Standard 5.3 Examine the process of warehousing and stock handling.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Identify and describe the shipping and receiving processes. 2. Explain and evaluate the concept of warehousing and storing. 3. Demonstrate stock handling techniques used in receiving deliveries. 4. Examine the types of inventory control systems.	ELA 1-1, 3, 4, 5 2-1 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1, 2, 4 Science SI-A1 SI-B4 PS-F1 SE-B6 Math N-1, 2, 3, 4, 5, 6, 7 M-1, 2, 3, 4 D-7	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

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§521. Strand: Financing

A. Standards:

6.1 Demonstrate an understanding of the nature and scope of the financing function.
6.2 Demonstrate an understanding of the purpose and importance of credit.
6.3 Interpret financial documents.

B. Available Courses

1. Introduction to Marketing
2. General Marketing
3. Entrepreneurship
4. Retailing and Merchandising
5. Advertising/Sales Promotion
6. Marketing Management
7. Marketing Research
8. Insurance Marketing
9. Specialty Marketing
10. Tourism/Lodging

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§523. Strand 6.0: Financing

A. Standard 6.1 Demonstrate an understanding of the nature and scope of the financing function.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Identify financing activities in marketing. 2. Compare the relationship of financing to other marketing functions. 3. Discuss ways that technology impacts the financing function. 4. Understand the need for developing banking relationships.	ELA 1-1, 4, 5 2-2, 3, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3 7-1, 2, 3 Math N-1, 2, 3 M-1, 2, 3, 4 D-7, 8 Social Studies C-1B-4 E-1A-1, 2, 7, 8 E-1B-2 E-1C-2, 4	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

B. Standard 6.2 Demonstrate an understanding of the purpose and importance of credit.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Identify sources of credit. 2. Compare types of credit. 3. Compute cost of extending credit. 4. Compute cost of using credit. 5. Define start-up costs for a business.	ELA 1-1, 5 2-2, 3, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1, 2, 4 Math N-1, 2, 3 M-1, 2, 3, 4 D-7, 8, 9 P-1 Social Studies E-1A-1, 2, 7, 8	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

C. Standard 6.3 Interpret financial documents.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Prepare a personal financial statement. 2. Identify parts of a business plan. 3. Prepare financial documents for a business. 4. Compute payroll and other business expenses. 5. Compute net profit and net loss.	ELA 1-1, 5 2-2, 3, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1, 2, 4 Math N-1, 2, 3 M-1, 2, 3, 4 D-7, 8, 9 P-1 Social Studies E-1A-1, 2, 7, 8	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

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§525. Strand: Marketing-Information Management

A. Standards

7.1 Demonstrate an understanding of the nature and scope of marketing-information management.
7.2 Explain the nature of marketing research.
7.3 Discuss information processing.
7.4 Discuss information reporting.
7.5 Describe marketing planning.

B. Available Courses

1. Introduction to Marketing
2. General Marketing
3. Entrepreneurship
4. Retailing and Merchandising
5. Advertising/Sales Promotion
6. Marketing Management
7. Marketing Research
8. Insurance Marketing
9. Specialty Marketing
10. Tourism/Lodging

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§527. Strand 7.0: Marketing-Information Management

A. Standard 7.1 Demonstrate an understanding of the nature and scope of marketing-information management.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Assess marketing-information needs. 2. Analyze the nature and scope of the marketing-information management function. 3. Explain the role of ethics in marketing-information management. 4. Describe the use of technology in marketing-information management function.	ELA 1-1, 3, 4, 5 2-1 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 5, 6 7-1, 2, 4 Science SI-A 1, 2 SI-B 4, 5 PS-F 1 SE-B 6 Math N-1, 2, 3, 4, 5, 6, 7 A-1, 3, 4 M-2, 3, 4 G-1, 6 D-1, 6, 7 Social Studies G-1D- 4 C-1A-1, 2, 3, 4, 5, 6, 7 E-1A-1, 2, 3, 4, 5, 6, 7 E-1B-2, 3, 4, 5, 6, 9, 11 E-1C-1, 2, 3, 4	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

B. Standard 7.2 Explain the nature of marketing research.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Identify data sources for marketing decision making. 2. Search the internet for marketing information. 3. Collect marketing information.	ELA 1-1, 3, 4, 5 2-1 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1, 2, 4 Science SI-A-1, 2 SI-B-4, 5 PS-F-1 SE-B 6 Math N-1, 2, 3, 4, 5, 6, 7 A-1, 3, 4 M-1, 2, 3, 4 G-1, 6 D-1, 6, 7 Social Studies E-1A-8 E-1B-2 H-1A-6	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

C. Standard 7.3 Discuss information processing.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Describe techniques for processing marketing information. 2. Interpret descriptive statistics for marketing decision making.	ELA 1-1, 3, 4, 5 2-1 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1, 2, 4 Science SI-A-1, 2 SI-B-4, 5 PS-F-1, SE-B-6 Math N-1, 2, 3, 4, 5, 6, 7 A-1, 3, 4 M-1, 2, 3, 4 G-1, 6 D-1, 6, 7	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

D. Standard 7.4 Discuss information reporting.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Write marketing reports. 2. Present report findings and recommendations.	ELA 1-1, 3, 4, 5 2-1 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1, 2, 4 Science SI-A-1, 2 SI-B-4, 5 PS-D-7 PS-F-1, SE-B-6 Math N-1, 2, 3, 4, 5, 6, 7 A-1, 3, 4 M-1, 2, 3, 4 G-1, 6 D-1, 6, 7	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

E. Standard 7.5 Describe marketing planning.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Describe the concept of marketing strategies. 2. Assess the concept of market and market identification. 3. Analyze and research target markets. 4. Evaluate and prepare a marketing plan. 5. Analyze and develop a sales forecast.	ELA 1-1, 3, 4, 5 2-1 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1, 2, 4 Science SI-A-1, 2 SI-B-4, 5 PS-F-1, SE-B-6 Math N-1, 2, 3, 4, 5, 6, 7 A-1, 3, 4 M-1, 2, 3, 4 G-1, 6 D-1, 6, 7	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

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§529. Strand: Pricing

A. Standards

8.1 Demonstrate an understanding of the nature and scope of the pricing function.
8.2 Analyze and explain the factors affecting pricing decisions.

B. Available Courses

1. Introduction to Marketing
2. General Marketing
3. Entrepreneurship
4. Retailing and Merchandising
5. Advertising/Sales Promotion
6. Marketing Management
7. Marketing Research
8. Insurance Marketing
9. Specialty Marketing
10. Tourism/Lodging

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§531. Strand 8.0: Pricing

A. Standard 8.1 Demonstrate an understanding of the nature and scope of the pricing function.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Analyze the process involved in effective pricing. 2. Describe the role of business ethics in pricing. 3. Explain the use of technology in the pricing function. 4. Research legal considerations for pricing.	ELA 1-1, 3, 4, 5 2-1 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1,2, 4 Science PS-D-7 PS-F-1 SE-B-6 SI-A-1, 2 SI-B-4, 5 Math N-1, 2, 3, 4, 5, 6, 7 A-1, 2, 3, 4 M-1, 2, 3, 4 G-1, 6 D-1, 6, 7 Social Studies C-1A-1, 3, 5, 7 C-1C-1 E-1A-1, 2, 3, 4, 5, 6, 7 E-1B-1, 2, 3, 4, 5, 6 E-1C-1, 2, 3, 4	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

B. Standard 8.2 Analyze and explain the factors affecting pricing decisions.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Describe strategies for pricing products and services. 2. Explain product-mix pricing strategies. 3. Identify the basic rules for setting prices. 4. Calculate and identify problems to determine price. 5. Determine the cost of product. 6. Calculate price.	ELA 1-1, 3, 4, 5 2-1 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1,2, 4 Science SI-A-1, 2 SI-B-4, 5 PS-D-7 PS-F-1 SE-B-6 Math N-1, 2, 3, 4, 5, 6, 7 A-1, 3, 4 M-1, 2, 3, 4 G-1, 6 D-1, 6, 7 Social Studies C-1A-1, 3, 5, 7 C-1C-1 E-1A-1, 2, 3, 4, 5, 6, 7 E-1B-1, 2, 3, 4, 5, 6 E-1C-1, 2, 3, 4	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

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§533. Strand: Product/Service Management

A. Standards:

9.1 Demonstrate understanding of the nature and scope of the product/service management function.
9.2 Plan product mix.
9.3 Describe factors used by marketers to position a product, service or business.
9.4 Evaluate the importance of quality assurances on product/service management.

B. Available Courses:

1. Introduction to Marketing
2. General Marketing
3. Entrepreneurship
4. Retailing and Merchandising
5. Advertising/Sales Promotion
6. Marketing Management
7. Marketing Research
8. Insurance Marketing
9. Specialty Marketing
10. Tourism/Lodging

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§535. Strand 9.0: Product/Service Management

A. Standard 9.1 Demonstrate an understanding of the nature and scope of the product/service management.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Describe factors affecting product planning. 2. List the steps in new product/service planning. 3. Identify the impact of product life cycles on marketing decisions. 4. Demonstrate understanding of the concept of product positioning. 5. Debate ethics issues in product development.	ELA 1-1, 3, 4, 5 2-4, 5, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1,2, 4 Science SE-B-1, 4, 5, 6 SE-C-2, 4, 5 SE-D-1, 2, 6 SI-A-1, 2, 3 Math N-1, 2, 3,4 P-1 M-1, 2, 3, 4 G-6 D-1 Social Studies C-1B-4 C-1D-2, 3, 4 E-1A-1, 2, 6 E-1B-2 E-1C-1, 2, 3, 4 H-1A-6 H-1B-17	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

B. Standard 9.2 Plan product mix.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Define product mix. 2. Compare product mix strategies. 3. Develop services to provide to customers. 4. Analyze customer service options.	ELA 1-1, 3, 4, 5 2-4, 5, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1,2, 4 Science SI-A-1, 2, 3 Math N-1, 2, 3, 4, 5, 6, 7 A-1 P-1 M-1, 2, 3, 4 D-1, 7	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

C. Standard 9.3 Describe factors used by marketers to position a product, service, or business.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Define branding elements. 2. Explain the importance of branding in product planning. 3. Classify branding strategies. 4. Evaluate the impact of product packaging and labeling.	ELA 1-1, 3, 4, 5 2-4, 5, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1,2, 4 Science SI-A-1, 2, 3 Math N-1, 2, 3, 4, 5, 6, 7 A-1 P-1 M-1, 2, 3, 4 D-1, 7	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

D. Standard 9.4 Evaluate the importance of quality assurances in product/service management.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Describe uses of grades and standards in marketing products. 2. Distinguish different types of warranties and guarantees. 3. Demonstrate understanding of the importance of warranties and guarantees in product planning. 4. Identify consumer protection provisions of appropriate agencies.	ELA 1-1, 3, 4, 5 2-4, 5, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 7-1,2, 4 Science SE-C3 SE–D6 Math N-1, 2, 3, 4, 5, 6, 7 A-1 P-1 M-1, 2, 3, 4 D-1, 7 Social Studies G-1B-4 G-1C-6 G-1D-4 C-1B-4, 6 C-1D-4 E-1A-6 E-1B-1, 3 E-1C-4 H-1A-6	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

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§537. Strand: Promotion

A. Standards

10.1 Demonstrate an understanding of the nature and scope of promotion as a marketing function.
10.2 Explain the role of advertising as part of a promotional mix.
10.3 Explain the role of sales promotion as part of a promotional mix.
10.4 Explain the role of publicity/public relations as part of a promotional mix.

B. Available Courses

1. Introduction to Marketing
2. General Marketing
3. Entrepreneurship
4. Retailing and Merchandising
5. Advertising/Sales Promotion
6. Marketing Management
7. Marketing Research
8. Insurance Marketing
9. Specialty Marketing
10. Tourism/Lodging

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§539. Strand 10.0: Promotion

A. Standard 10.1 Demonstrate an understanding of the nature and scope of promotion as a marketing function.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Apply the communication process used in promotion. 2. Identify the roles of promotion as a marketing function. 3. Differentiate among the types of promotion. 4. Identify the elements of the promotional mix. 5. Recognize the impact of negative business ethics in promotion.	ELA 1-1, 3, 4, 5 2-1, 2, 3, 4, 5, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 5, 6 7-2, 4 Social Studies C-1C-2 E-1A-5	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

B. Standard 10.2 Explain the role of advertising as part of a promotional mix.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Identify the types of advertising media. 2. Identify and use the components of advertising. 3. Critique and select the most effective direct advertising methods. 4. Calculate media costs. 5. Explain the components of advertisements. 6. Evaluate effectiveness of advertising. 7. Develop promotional mix for a product. 8. Prepare a promotional budget.	ELA 1-1, 3, 4, 5 2-1, 2, 3, 4, 5, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 5, 6 7-1, 2, 4 Social Studies G-1B-1, 4 G-1C-2 G-1D-4 E-1A-2 E-1B-1 Math N-1, 2, 3, 4, 5, 6, 7 A-1, 3 M-1 D-1, 7, 9 P -5	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

C. Standard 10.3 Explain the role of sales promotion as part of a promotional mix.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. List and define the types of sales and specialty promotions. 2. Analyze the effectiveness of a sales promotion plan.	ELA 1-1, 3, 4, 5 2-1, 2, 3, 4, 5, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 5, 6 7-2, 4 Social Studies C-1C-2 E-1A-5	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

D. Standard 10.4 Explain the role of publicity/public relations as part of a promotional mix.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Differentiate between advertising and publicity. 2. Evaluate the impact of public relations. 3. Write a publicity release. 4. Develop a public relations plan.	ELA 1-1, 3, 4, 5 2-1, 2, 3, 4, 5, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 5, 6 7-2, 4 Social Studies G-1B-4 G-1C-2 E-1A-5	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

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§541. Strand: Selling

A. Standards

11.1 Demonstrate an understanding of the nature and scope of selling.
11.2 Understand the need for the development of product knowledge.
11.3 Demonstrate an understanding of the process and techniques of selling.
11.4 Understand the support activities relating to selling.

B. Available Courses:

1. Introduction to Marketing
2. General Marketing
3. Entrepreneurship
4. Retailing and Merchandising
5. Advertising/Sales Promotion
6. Marketing Management
7. Marketing Research
8. Insurance Marketing
9. Specialty Marketing
10. Tourism/Lodging

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§543. Strand 11.0: Selling

A. Standard 11.1 Demonstrate an understanding of the nature and scope of selling.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Understand the importance of customer service as a component of selling. 2. Identify the key factors in building a clientele. 3. Evaluate the effectiveness of store selling policies. 4. Recognize the impact of business ethics in selling. 5. Understand the impact of technology in the selling function 6. Understand the purpose of selling regulations.	ELA 1-1, 3, 4, 5 2-1, 2, 3, 4, 5, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 5, 6 7-2, 4 Social Studies E-1B-1, 2	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

B. Standard 11.2 Understand the need for the development of product knowledge.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Identify and apply methods to acquire product information for use in selling. 2. Develop feature benefits charts.	ELA 1-1, 3, 4, 5 2-1, 2, 3, 4, 5, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 6 Social Studies E-1B-1	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

C. Standard 11.3 Demonstrate an understanding of the process and techniques of selling.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Identify and define the components of the selling process. 2. Prepare for a sales presentation. 3. Understand the impact of developing client/customer relationships. 4. Demonstrate the methods of determining customer/client needs. 5. Identify customer's buying motives for use in the sales process. 6. Apply methods of facilitating customers' buying decisions. 7. Differentiate between consumer and organizational buying . 8. Demonstrate methods of recommending specific products. 9. Apply techniques for demonstrating products. 10. Demonstrate methods of recommending specific products 11. Demonstrate the process of prescribing solutions to customers' needs. 12. Use methods to convert customers'/clients' objections into selling points. 13. Demonstrate an effective sales closing. 14. Utilize techniques of suggestion selling.	ELA 1-1, 3, 4, 5 2-1, 2, 3, 4, 5 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 5, 6 7-2, 4 Social Studies G-1B-3 G-1C-5	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

D. Standard 11.4 Understand the support activities related to selling.

Benchmarks	Academic Cross-References	Louisiana Foundation Skills	SCANS Skills
1. Calculate mathematical problems related to selling. 2. Demonstrate methods of prospecting. 3. Create an effective sales letter.	ELA 1-1, 2, 3, 4, 5 2-1, 2, 3, 4, 5, 6 3-1, 2, 3 4-1, 2, 3, 4, 5, 6 5-1, 2, 3, 4, 5, 6 7-2, 4 Social Studies E-1A-2 Math N-1, 2, 3, 4, 5, 6, 7 A-1, 2, 3, 4 D-1, 2, 7, 8, 9 P-1, 5	1, 2, 3, 4, 5	Competencies Resources Information Interpersonal Skills Systems Technology Foundations Basic Skills Thinking Skills Personal Qualities

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Chapter 7. Louisiana Content Standards

§701. Foundation Skills *

A. Through the collaboration of educators, the business community, and other citizens, the following foundation skills have been identified as essential competencies needed to meet the demands of the classroom and the world beyond. These skills apply to all students in all disciplines.

1. Communication. A process by which information is exchanged and a concept of "meaning" is being created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces. This process can best be accomplished through use of the following skills: reading, writing, speaking, listening, viewing, and visually representing.

2. Problem Solving. The identifying of an obstacle or challenge and the application of knowledge and thinking processes which include reasoning, decision making, and inquiry in order to reach a solution using multiple pathways, even when no routine path is apparent.

3. Resource Access and Utilization. The process of identifying, locating, selecting, and using resource tools to

help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential to all learning processes. These resource tools include pen, pencil, and paper; audio/video material; word processors; computers; interactive devices; telecommunication; and other emerging technologies.

4. Linking and Generating Knowledge. The effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continual improvement, students must be able to transfer and elaborate on these processes. *Transfer* refers to the ability to apply a strategy or content knowledge effectively in a setting or context other than that in which it was originally learned. *Elaboration* refers to monitoring, adjusting, and expanding strategies into other contexts.

5. Citizenship: The application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes working respectfully and productively together for the benefit of the individual and the community; being accountable for one's choices and actions and understanding their impact on oneself and others; knowing one's civil, constitutional, and statutory rights; and mentoring others to be productive citizens and lifelong learners.

*Developed by the Louisiana Department of Education, Louisiana Content Standards and Assessment Development Project, 1997.

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§703. Referenced Content Standards

A. Cross-referencing with State Standards for Curriculum Development in the following academic areas reinforced the Marketing Education Content Standards listed in this document: English/Language Arts, Mathematics, Social Studies and Science. A comprehensive list of academic standards utilized, along with area specific codes, is listed below. The five Louisiana Foundation Skills developed by the Louisiana Content Standards Task Force, which apply to all students in all disciplines, were also cross-referenced to the Marketing Education Content Standards. The Foundation Skills are

1. communication;
2. problem solving;
3. resource access and utilization;
4. linking and generating knowledge;
5. citizenship.

B. Area Specific Codes

1. English/Language Arts (ELA). The standard number is given; then the benchmark number.

2. Mathematics. The strand letter is given; then the benchmark number.

N Number and Number Relations
A Algebra
M Measurement
G Geometry
D Data Analysis, Probability, and Discrete Math
P Patterns, Relations, and Functions

3. Science. The strand letter is given; then the benchmark letter and number are given.

SI Science As Inquiry
PS Physical Science
LS Life Science
ESS Earth and Space Science
SE Science and the Environment

4. Social Studies. The strand letter is given; then the benchmark letter and number are given.

G Geography
C Civics
E Economics
H History

C. English Language Arts (ELA)*

Standard One: Students read, comprehend, and respond to a range of materials using a variety of strategies for different purposes.

1—Using knowledge of word meaning and extending basic and technical vocabulary, employing a variety of strategies
2—Reading, responding to, and critiquing written, spoken, and visual texts
3—Interpreting texts to generate connections to real-life situations
4—Applying reading strategies to achieve a variety of objectives

Standard Two: Students write competently for a variety of purposes and audiences.

1—Writing a composition of complexity that clearly implies a central idea with supporting details in a logical, sequential order
2—Focusing on information, concepts, and ideas that show an awareness of an intended audience and/or purpose
3—Applying the steps of the writing process, emphasizing revising and editing in final drafts
4—Using narration, description, exposition, and persuasion to develop various modes of writing
5—Recognizing and applying literary devices and various stylistic elements
6—Responding to text and life experiences as a basis for writing

Standard Three: Students communicate using conventional grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

1—Writing legibly
2—Using the grammatical and mechanical conventions of standard English
3—Spelling accurately using strategies and resources

Standard Four: Students demonstrate competence in speaking and listening as tools for learning and communicating.

1—Speaking intelligibly
2—Giving and following directions/procedures
3—Demonstrating a command of the features of speaking when giving prepared and extemporaneous presentations
4—Speaking and listening for a variety of audiences and purposes
5—Listening and responding to a wide variety of media
6—Participating in a variety of roles in group discussions

*This list reflects ELA Standards/Benchmarks referenced in the Marketing Education Content Standards only. For a complete list of ELA Content Standards, see *Bulletin 1965*.

Standard Five: Students locate, select, and make use of information from a variety of texts, media, references, and technological sources.

1—Recognizing and using organizational features of printed text, other media, and electronic information

2—Locating and evaluating information sources
3—Accessing information and conducting research using outlining, not taking, summarizing, interviewing, and surveying to produce documented texts and graphics
4—Using available technology to produce, revise, and publish a variety of works
5—Citing references using various formats
6—Interpreting charts/graphs, tables/schedules, diagrams/maps, and organizational charts/flow-charts

Standard Seven: Students apply reasoning skills to their reading, writing, speaking, listening, viewing, and visually representing.

1—Using comprehension strategies in all contexts
2—Problem solving by analyzing, prioritizing, categorizing, and evaluating; incorporating life experiences; and using available information
4—Distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations

D. Mathematics*. (N) Number and Number Relations: In problem-solving investigations, use estimation, mental arithmetic, number lines, graphs, appropriate models, manipulatives, calculators, and computers to help develop an intuitive understanding of the real number system and communicate the relationships within that system.

N.1—Demonstrating an understanding of number systems
N.2—Demonstrating that a number can be expressed in many forms, and selecting an appropriate form for a given situation
N.3—Using number sense to estimate and determine reasonableness of solutions
N.4—Determining whether an exact or approximate answer is necessary
N.5—Selecting and using appropriate computational methods for given situations
N.6—Applying ratios and proportional thinking in a variety of situations
N.7—Justifying reasonableness of solutions and verifying results

(A) Algebra: In problem-solving investigations, use appropriate manipulatives, models, graphs, tables, and technology to develop the understanding of concepts and to explore the applications of algebra.

A.1—Demonstrating the ability to translate real-world situations into algebraic expressions, equations, and inequalities
A.2—Recognizing the relationship between operations involving real numbers and operations involving algebraic expression
A.3—Using tables and graphs as tools to interpret algebraic expressions, equations and inequalities
A.4—Solving algebraic equations and inequalities using appropriate techniques

(M) Measurement: In problem-solving investigations, use appropriate manipulatives and available technology to develop the understanding of the concepts, processes, and real-life applications of measurement.

M.1—Selecting and using appropriate units, techniques, and tools to measure quantities in order to achieve specified degrees of precision, accuracy, and error of measurement
M.2—Demonstrating an intuitive sense of measurement
M.3—Estimating, computing and applying physical measurement using suitable units
M.4—Demonstrating the concept of measurement as it applies to real-world experiences

*This list reflects Math Standards/Benchmarks referenced in the Marketing Education Content Standards only. For a complete list of Mathematics Content Standards see *Bulletin 1955*.

(G) Geometry: In problem-solving investigations, use appropriate models, drawings, manipulatives, and technology to understand concepts and explore real-world applications of one-, two-, and three-dimensional geometry, and justify solutions.

G.1—Identifying, describing and comparing to explore and make conjectures about geometric concepts and figures
G.2—Demonstrating deductive reasoning and justification

(D) Data Analysis, Probability, and Discrete Math: In problem-solving investigations, use appropriate collecting and organizational techniques, manipulatives, and technology in order to discover trends, to formulate conjectures regarding cause-and-effect relationships, and to develop critical-thinking skills that enable the student to make informed decisions.

D.1—Designing and conducting statistical experiments that involve collecting and representing data in various forms
D.2—Recognizing data that relate two variables as linear, exponential, or otherwise in nature
D.3—Using simulations to estimate probability
D.4—Demonstrating an understanding of the calculation of finite probabilities using permutations, combinations, sample spaces, and geometric figures
D.5—Recognizing events as dependent or independent in nature and demonstrating techniques for computing multiple event probabilities
D.6—Demonstrating the concept of distributions and recognizing normal and non- normal distributions
D.7—Making inferences from data that are organized in charts, tables, and graphs
D.8—Demonstrating logical thinking procedures such as flow charts and truth tables
D.9—Using discrete math to model real-life situations

(P) Patterns, Relations, and Functions: In problem-solving investigations, use appropriate number sense, manipulatives, drawings, tables, graphs, symbolic formulas, and technology to organize information, recognize patterns which may develop, and use those patterns to make predictions.

P.1—Modeling the concepts of variables, functions, and relations as they occur in the real world and using the basic notations and terminology

E. Science*. (SI) Science As Inquiry: Students do science by engaging in partial and full inquiries that are within their developmental capabilities.

Benchmark A: The Abilities Necessary to do Scientific Inquiry

1—Identifying questions and concepts that guide scientific investigations
2—Designing and conducting scientific investigations
3—Using technology to improve investigations and communications

Benchmark B: Understanding Scientific Inquiry

1—Understanding that scientists usually base their investigations on existing questions or causal/functional questions

2—Understanding that scientists must adhere to criteria such as: A proposed explanation must have a logical structure, abide by the rules of evidence, be open to questions and modifications, be based on formulas, and technology to organize information, recognize patterns which may develop, and use those patterns to make predictions

3—Understanding that results of scientific inquiry, new knowledge, and methods emerge from different types of investigations and public communication among scientists

(PS) Physical Science: Students develop an understanding of the characteristics and interrelationships of matter and energy in the physical world.

Benchmark D: Chemical Reactions

1—Identifying important chemical reactions that occur in living systems, the home, industry, and the environment

Benchmark F: Energy

1—Describing and representing relationships among energy, work, power and efficiency

(SE) Science and the Environment: In learning environmental science, students develop an appreciation of the natural environment, learn the value of environmental quality, and acquire a sense of stewardship through involvement in community action. As consumers and citizens, they are able to recognize how personal, professional, and political actions affect the natural world.

Benchmark B: Resources and Resource Management

1—Comparing and contrasting the various types of renewable and nonrenewable resources and explaining the relationships between these resources and populations

2—Explaining how natural resources affect humans and how humans affect natural resources

*This list reflects Science Standards/Benchmarks referenced in the Marketing Education Content Standards only. For a complete list of Science Content Standards see *Bulletin 1962*.

3—Recognizing that people of the world consume disproportionate amounts of the Earth's resources, a factor of both population size and inequitable geographic or economic distribution of resources

4—Demonstrating an understanding that resource management issues and environmental problems may arise when resource use is motivated by short-term goals instead of long-term consequences

5—Comparing the benefits and the costs of various resource management methods

6—Analyzing how management of resources requires that they be viewed from a global, as well as a local, perspective

7—Recognizing that sustainable development is a process of change in which resource use, investment direction, technological development, and institutional change meet society's future as well as present needs

Benchmark C: Environmental Awareness and Protection

1—Evaluating the dynamic interaction of land, water, and air and its relationship to living things in maintaining a healthy environment

2—Evaluating the relationships between quality of life and environmental quality

3—Investigating and communicating how environmental policy is formed by the interaction of social, economic, technological and political considerations

4—Demonstrating that environmental decisions include analyses that incorporate ecological, health, social, and economic factors

5—Analyzing how public support effects the creation and enforcement of environmental laws and regulations

Benchmark D: Personal Choices and Responsible Actions

1—Demonstrating an understanding of the effects of personal choices and actions on the natural environment

2—Describing how a healthy environment depends upon responsible human actions

3—Demonstrating that the most important factor in prevention and control of pollution is education and the resulting change in values, attitudes, and behavior patterns

4—Explaining that responsible environmental decision making involves scientific and sociological research, consideration of value systems, investigation and evaluation of alternative, and long-term global perspectives

5—Demonstrating a knowledge that environmental issues should be an international concern

F. Social Studies*

(G) Geography: Physical and Cultural Systems: Students develop a spatial understanding of the Earth's surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.

Benchmark B: Places and Regions

1—Determining how social, cultural, and economic processes shape the features of places

2—Explaining and evaluating the importance of places and regions to cultural identity

Benchmark C: Physical and Human Systems

1—Determining the economic, political, and social factors that contribute to human migration and settlement and evaluating their impact on physical and human systems

2—Describing and evaluating spatial distribution of economic systems and how they affect regions

3—Analyzing how cooperation, conflict, and self-interests impact social, political, and economic entities on Earth

Benchmark D: Environment and Society

1—Evaluating the ways in which technology has expanded the human capability to modify the physical environment

2—Examining the challenges placed on human systems by the physical environment and formulating strategies to deal with these challenges

3—Evaluating policies and programs related to the use of natural resources

(C) Civics: Citizenship and Government: Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world while learning about the rights and responsibilities of citizenship.

Benchmark A: Structure and Purposes of Government

1—Analyzing the necessity and purposes of policies and government

2—Comparing and evaluating the essential characteristics of various systems of government and identifying historical and contemporary examples of each

3—Explaining and evaluating issues related to the distribution of powers and responsibilities within the federal system

4—Explaining the organization and functions of local, state, and national governments and evaluating their relationships

5—Evaluating the role and importance of law in the American political system

*This list reflects Social Studies Standards/Benchmarks referenced in the Marketing Education Content Standards only. For a complete list of Social Studies Content Standards see *Bulletin 1964*.

6—Examining the major responsibilities of the national government for domestic and foreign policy

7—Explain how government is financed through taxation

Benchmark B: Foundations of the American Political System

1—Evaluating issues related to the differences between American ideals and the realities of American social and political life

2—Analyzing the historical and contemporary roles of associations and groups in local, state, and national politics

Benchmark C: International Relationships

1—Analyzing how the world is organized politically and evaluating how the interaction of political entities, such an nation-states and international organizations, affects the United States

2—Analyzing the major foreign policy positions of the United States and evaluating their consequences

3—Evaluating the impact of American ideas and actions on the world and analyzing the effects of significant international developments of the United States

Benchmark D: Roles of the Citizen

1—Evaluating and defending positions on issues regarding the personal, political, and economic rights of citizens

2—Evaluating and defending positions regarding the personal and civic responsibilities of citizens in American constitutional democracy

3—Explaining and evaluating the various forms of political participation that citizens can use to monitor and shape the formation and implementation of public policy

4—Analyzing and evaluating the importance of political leadership, public service, and a knowledgeable citizenry to American constitutional democracy

(D) Economics: Interdependence and Decision Making: Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.

Benchmark A: Fundamental Economic Concepts

1—Analyzing the impact of the scarcity of productive resources and examining the choices and opportunity costs that result

2—Analyzing the roles that production, distribution, and consumption play in economic decisions

3—Applying the skills and knowledge necessary in making decisions about career options

4—Comparing and evaluating basic economic systems

5—Explaining the basic features of market structures and exchanges

6—Analyzing the roles of economic institutions, such as corporations and labor unions, that compose economic systems

7—Analyzing the roles of money and banking in an economic system

8—Applying economic concepts to understand and evaluate historical and contemporary issues

Benchmark B: Individuals, Households, Businesses, and Governments

1—Identifying factors that cause changes in supply and demand

2—Analyzing how supply and demand, price, incentives, and profit influence production and distribution in a competitive market system

3—Analyzing the impact of governmental taxation, spending, and regulation on different groups in a market economy

4—Analyzing the causes and consequences of worldwide economic interdependence

5—Evaluating the effects of domestic policies on international trade

6—Analyzing Louisiana's role in the world economy

Benchmark C: The Economy as a Whole

1—Explaining the meanings of economic indicators such as Gross Domestic Product, per capita GDP, real GDP, CPI, and unemployment rate

2—Explaining how interest rates, investments, and inflation/deflation impact the economy

3—Analyzing unemployment and income distribution in a market economy

4—Explaining the basic concepts of United States fiscal policy and monetary policy and describing their effects on the economy

(H) History: Time, Continuity, and Change: Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

1—Analyzing cause/effect relationships

2—Analyzing developments and issues in contemporary American society

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Chapter 9. SCANS Skills

§901. Background

A. The Secretary's Commission on Achieving Necessary Skills (SCANS) was established in February 1990 to examine the demands of the workplace and to determine whether the current and future work force is capable of meeting those demands. Commission members included 31 representatives from the nation's schools, businesses, unions and government. The Commission issued its first report, *What Work Requires of Schools*, in June, 1991. This report told educators and employers what students and workers need to know and be able to do in order to succeed in the workplace. This kind of information is especially vital today, when more than half of our young people leave school without the basic skills required to find and hold a good job.

B. Specifically, the Commission was directed to advise the Secretary of Labor on the type and level of skills required to enter employment. In carrying out this charge, the Commission was asked to:

1. define the skills needed for employment;

2. propose acceptable levels in those skills;

3. suggest effective ways to access proficiency; and

4. develop a strategy to disseminate the findings to the Nation's schools, businesses and homes.

C. The Commission identified two types of skills: competencies and foundations. *Competencies* are the skills necessary for success in the workplace and are organized into five areas. *Foundations* are skills and qualities that underlie the competencies. The competencies and foundations are generic, most of them are required for most jobs. The SCANS competencies and foundations are identified and defined on the following pages.

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§903. Competencies

A. Resources

1. Allocates Times: Selects relevant, goal-related activities; ranks them in order of importance; allocates time to activities; and understands, prepares and follows schedules. Competent performance in allocating time includes properly identifying tasks to be completed; ranking tasks in order of importance; developing and following an effective, workable schedule based on accurate estimates of such things as importance of tasks, time to complete tasks, time available for completion and task deadlines; avoiding wasting time; and accurately evaluating and adjusting a schedule.

2. Allocates Money: Uses or prepares budgets, including making cost and revenue forecasts, keeps detailed records to track budget performance; and makes appropriate adjustments. Competent performance in allocating money includes accurately preparing and using a budget according to a consistent and orderly accounting method accurately calculating future budgetary needs based on project cost and revenues; accurately tracking the extent to which actual costs and revenues differ from the estimated budget; and taking appropriate and effective action.

3. Allocates Material and Facility Resources: Acquires, stores and distributes materials, supplies, parts, equipment, space or final products in order to make the best use of them. Competent performance in allocating material and facility resources includes carefully planning the step involved in the acquisition, storage and distribution of resources; safely and efficiently acquiring, transporting or storing them; maintaining them in good condition; and distributing them to the end user.

4. Allocates Human Resources: Assesses knowledge skills and distributes work accordingly, evaluates performance and provides feedback. Competent performance in allocating human resources includes accurately assessing peoples' knowledge, skill, abilities and potential; identifying present and future workload; making effective matches between individual talents and workload; and actively monitoring performance and providing feedback.

B. Information

1. Acquire and Evaluates Information: Identifies need for data, obtains them from existing sources, or creates them and evaluates their relevance and accuracy. Competently perform the task of acquiring data and evaluating its appropriateness; and determine when new information must be created.

2. Organizes and Maintains Information: Organizes, processes and maintains written or computerized records and other forms of information in a systematic fashion. Competently performing the tasks of organizing and maintaining information includes understanding and organizing information from computer, visual, oral and physical sources in readily accessible formats, such as computerized data bases, spreadsheets, microfiche, video disks, paper files, etc.; when necessary, transforming data into different formats in order to organize them by the application of various methods such as sorting, classifying or more formal methods.

3. Interprets and Communicates Information: Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial or multi-media methods. Competently performing the tasks of communicating and interpreting information to others includes determining information to be communicated; identifying the best methods to present information (e.g., overheads, handouts); if necessary, converting to desired format and conveying information to others through a variety of means including oral presentation, written communication, etc.

4. Uses Computers to Process Information: Employs computers to acquire, organize, analyze and communicate information. Competently using computers to process information includes entering, modifying, retrieving, storing and verifying data and other information; choosing format for display (e.g., line graphs, bar graphs, tables, pie charts, narrative); and ensuring the accurate conversion of information into the chosen format.

C. Interpersonal

1. Participates as a Member of a Team: Works cooperatively with others and contributes to group with ideas, suggestions and effort. Demonstrating competence in participating as a member of a team includes doing one's own share of tasks necessary to complete a project; encouraging team members by listening and responding appropriately to their contributions; building in individual team members' strengths; resolving differences for accomplishing goals; and responsibly challenging existing procedures, policies or authorities.

2. Teaches Others: Helps others learn. Demonstrating competence in teaching others includes helping others to apply related concepts and theories to tasks through coaching or other means; identifying training needs; conveying job information to allow others to see its applicability and relevance to tasks; and assessing performance and providing constructive feedback/reinforcement.

3. Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations. Demonstrating competence in serving clients and customers includes actively listening to customers to avoid misunderstandings and identifying needs; communicating in a positive manner especially when handling complaints or conflict; and efficiently obtaining additional resources to satisfy client needs.

4. Exercises Leadership: Communicates thoughts, feelings and ideas to justify a position; encourages, persuades, convinces or otherwise motivates an individual or groups, including responsibly challenging existing procedures, policies, or authority. Demonstrating competence in exercising leadership includes making positive use of the rules/values followed by others; justifying a position logically and appropriately; establishing credibility through competence and integrity; and taking minority viewpoints into consideration.

5. Negotiates to Arrive at a Decision: Works toward an agreement that may involve exchanging specific resources or resolving divergent interests. Demonstrating competence in negotiating to arrive at a decision involves researching opposition and the history of the conflict; setting realistic and attainable goals; presenting facts and arguments; listening to and resolving conflicts; adjusting quickly to new fact/ideas: proposing and examining possible options; and making reasonable compromises.

6. Works with Cultural Diversity: Works well with men and woman and with a variety of ethnic, social, or educational backgrounds. Demonstrating competence in working with cultural diversity involves understanding one's own culture and those of others and understanding how they differ; respecting the rights of others while helping them make cultural adjustments where necessary; basing impression on individual performance, not on stereotypes; and understanding concerns of members of other ethnic and gender groups.

D. Systems

1. Understands Systems: Knows how social, organizational and technological systems work and operates effectively within them. Demonstrating competence in understanding systems involves knowing how a system's structures relate to goals; responding to the demands of the system/organization; knowing the right people to ask for information and where to get resources; and functioning within the formal and informal codes of the social/organizational system.

2. Monitors and Corrects Performance: Distinguishes trends, predicts impact of actions on system operations, diagnoses deviations in the function of a system/organization and takes necessary action to correct performance. Demonstrating competence in monitoring and correcting performance includes identifying trends and gathering needed information about how the system is intended to function; detecting deviations from system; and making changes to the system to rectify system functioning and to ensure quality of product.

3. Improves and Designs System: Makes suggestions to modify existing systems to improve products or services and develops new or alternative systems. Demonstrating competence in improving or designing systems involves making suggestions for improving the functioning of the system/organization; recommending alternative system designs based on relevant feedback; and responsibly challenging the status quo to benefit the larger system.

E. Technology

1. Selects Technology: Judges which set of procedures, tools or machines, including computers and their programs, will produce the desired results. Demonstrating competence in selecting technology includes determining desired outcomes and applicable constraints; visualizing the necessary methods and applicable technology; evaluating specifications; and judging which machine or tool will produce the desired results.

2. Applies Technology to Task: Understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems. Demonstrating competence in knowing how to apply technology to task; it includes understanding how different parts of machines interact and how machines interact with broader production systems; on occasion installing machines including computers; setting up machines or systems of machines efficiently to get desired results; accurately interpreting machine output; and detecting errors from program output.

3. Maintains and Troubleshoots Technology: Prevents, identifies or solves problems in machines, computers and other technologies. Demonstrating competence in maintaining and troubleshooting technology includes identifying, understanding and performing routine preventative maintenance and service on technology; detecting more serious problems; generating workable solutions to correct deviations; and recognizing when to get additional help.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2699 (December 2003).

§905. Foundation Skills

A. Basic Skills

1. Reading: Locates, understands and interprets written information in prose and documents: including manuals, graphs, and schedules: to perform tasks; learns from text by determining the main idea or essential message; identifies relevant details, facts and specifications; infers or locates the meaning of unknown or technical vocabulary; judges the accuracy, appropriateness, style and plausibility of reports, proposals or theories of other writers.

2. Writing: Communicates thoughts, ideas, information and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow-charts; uses language, style, organization and format appropriate to the subject matter, purpose and audience; includes supporting documentation and attends to level of detail; and checks, edits and revises for correct information, appropriate emphasis, form, grammar, spelling and punctuation.

3. Arithmetic: Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator; and uses tables, graphs, diagrams and charts to obtain or convey quantitative information.

4. Mathematics: Performs computational skills needed in maintaining records, estimating results, using spreadsheets or applying statistical process.

5. Listening: Receives, attends to, interprets and responds to oral messages and other cues such as body language in ways that are appropriate to the purpose: for example, to comprehend, to learn, to evaluate critically, to appreciate, or to support the speaker.

6. Speaking: Organizes ideas and communicates oral messages appropriate to listeners and situations: participates in conversation, discussion and group presentations; selects an appropriate medium for conveying a message; uses oral language and other cues such as body language appropriate in style, tone and level of complexity to the audience and the occasion; speaks clearly and communicates a message; understands and responds to listener feedback; and asks questions when needed.

B. Thinking Skills

1. Creative Thinking: Uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.

2. Decision Making: Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.

3. Problem Solving: Recognizes that a problem exists (i.e., there is a discrepancy between what is and what should or could be); identifies possible reasons for the discrepancy; devises and implements a plan of action to resolve it; evaluates and monitors progress; and revises plan as indicated by findings.

4. Seeing Things in the Mind's Eye: Organizes and processes symbols, pictures, graphs, objects or other information: for example, sees a building from a blueprint; a system's operation from schematics; the flow of work activities from narrative descriptions; or the taste of food from reading a recipe.

5. Knowing How to Learn: Uses efficient learning techniques to acquire and apply new knowledge and skills.

6. Reasoning: Discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem.

C. Personal Qualities

1. Responsibility: Exerts a high level of effort and perseverance toward goal attainment; works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well and displaying a high level of concentration even when assigned an unpleasant task; and displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks.

2. Self-Esteem: Believes in own self-worth and maintains a positive view of self.

3. Social: Demonstrates understanding, friendliness, adaptability, empathy and politeness in new and on-going group settings; asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.

4. Self-Management: Assesses own knowledge, skills and abilities accurately; sets well-defined and realistic personal goals; monitors progress toward goal attainment and motivates self through goal achievement; exhibits self-control and responds to feedback unemotionally and non-defensively; and is a "self-starter."

5. Integrity/Honesty: Chooses ethical courses of action.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2700 (December 2003).

Weegie Peabody
Executive Director

0312#035

RULE

Board of Elementary and Secondary Education

Bulletin 109? Family and Consumer Sciences Content Standards Curriculum Framework
(LAC 28:LXXIII.Chapters 1-5)

In accordance with R.S. 49:950 et seq., the Administrative Procedure Act, the Board of Elementary and Secondary Education adopted *Bulletin 109? Family and Consumer Sciences Content Standards Curriculum Framework*. Bulletin 109 will be printed in codified format as Part LXXIII of the Louisiana Administrative Code. The Family and Consumer Sciences Standards will assist teachers in preparing students for the workplace. The action will provide Family and Consumer Sciences Standards.

Title 28
EDUCATION
Part LXXIII. Bulletin 109? Louisiana Family and Consumer Sciences Content Standards Curriculum Framework

Chapter 1. Education

§101. Mission and Goals of the State Board of Elementary and Secondary Education (SBESE)

A. As part of the scope of education in Louisiana, Family and Consumer Sciences Education embraces the mission and goals of education as adopted by the State Board of Elementary and Secondary Education.

1. The Board of Elementary and Secondary Education pledges its commitment to the proposition that every child is valued and every child will learn.

2?? ?n order that we may honor this commitment, the board will aggressively pursue new and different ideas, develop a strong systemic process for change, and dedicate our energies and resources to that mission.

3. The board recognizes that education is an on-going process in which learning is the constant and time is the variable. It is for this reason that we propose and adopt the following goals that we believe will help chart the course for every child in Louisiana:

a. focus on the early years;
b. prepare students for the workplace;
c. increase literacy, reduce dropouts;
d. support teachers;
e. support children and families;
f. provide performance based accountability.

B. The mission and goals of education in Louisiana are achieved in part through implementation of the Louisiana Content Standards Foundation Skills and of the Information Literacy Model for Lifelong Learning.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2701 (December 2003).

§103. Louisiana Content Standards Foundation Skills

A. The Louisiana Content Standards Task Force has developed the following foundation skills which should apply to all students in all disciplines.

1. Communication: A process by which information is exchanged and a concept of "meaning" is created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces. This process can best be accomplished through use of the following skills: reading, writing, speaking, listening, viewing, and visually representing.

2. Problem Solving: The identification of an obstacle or challenge and the subsequent application of knowledge and thinking processes ??which include reasoning, decision making, and inquiry??in order to reach a solution using multiple pathways, even when no routine path is apparent.

3. Resource Access and Utilization: The process of identifying, locating, selecting, and using resource tools to help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential to all learning processes. These resource tools include pen, pencil, and paper; audio/video materials; word processors; computers; interactive devices; telecommunication; and other emerging technologies.

4. Linking and Generating Knowledge: The effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continual improvement, students must be able to transfer and elaborate on these processes. "Transfer" refers to the ability to apply a strategy or content knowledge effectively in a setting or context other than that in which it was originally learned. "Elaboration" refers to monitoring, adjusting, and expanding strategies into other contexts.

5. Citizenship: The application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes working respectfully and productively together for the benefit of the individual and the community; being accountable for one's choices and actions and understanding their impact on oneself and others; knowing one's civil, constitutional, and statutory rights; and mentoring others to become productive citizens and lifelong learners.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2702 (December 2003).

§105. Information Literacy Model for Lifelong Learning

A. Students must become competent and independent users of information to be productive citizens of the 21st century. They must be prepared to live in an information-rich and changing global society. With the rapid growth of technology, the amount of information available is accelerating so quickly that teachers no longer are able to impart a complete knowledge base in a subject area. In addition, students entering the workforce must know how to access information, solve problems, make decisions, and work as part of a team.

B. Therefore, information literacy, the ability to recognize an information need and then locate, evaluate, and effectively use the needed information, is a basic skill essential to the 21st century workplace and home. Information literate students are self-directed learners who, individually or collaboratively, use information responsibly to create quality products and to be productive citizens. Information literacy skills must not be taught in isolation; they must be integrated across all content areas, utilizing fully the resources of the classroom, the school library media center, and the community. The Information Literacy Model for Lifelong Learners is a framework that teachers at all levels can apply to help students become independent lifelong learners.

1. Defining/Focusing: The first task is to recognize that an information need exists. Students make preliminary decisions about the type of information needed based on prior knowledge.

2. Selecting Tools and Resources: After students decide what information is needed, they then develop search strategies for locating and accessing appropriate, relevant sources in the school library media center, community libraries and agencies, resource people, and others as appropriate.

3. Extracting and Recording: Students examine the resources for readability, currency, usefulness, and bias. This task involves skimming or listening for key words, "chunking" reading, finding main ideas, and taking notes.

4. Processing Information: After recording information, students must examine and evaluate the data to use the information retrieved. Students must interact with the information by categorizing, analyzing, evaluating, and comparing for bias, inadequacies, omissions, errors, and value judgments. Based on their findings, they either move on to the next step or do additional research.

5. Organizing Information: Students effectively sort, manipulate, and organize the information that was retrieved. They make decisions on how to use and communicate their findings.

6. Presenting Findings: Students apply and communicate what they have learned (e.g., research report, project, illustration, dramatization, portfolio, book, book report, map, oral/audio/visual presentation, game, bibliography, hyperstack).

7. Evaluating Efforts: Throughout the information problem-solving process, students evaluate their efforts. This evaluation assists students in determining the effectiveness of the research process. The final product may be evaluated by the teacher and also other qualified or interested resource persons.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2702 (December 2003).

Chapter 3. Family and Consumer Sciences in Louisiana

§301. Introduction

A. Family and Consumer Sciences Education is a broad, comprehensive curriculum that enables individuals to function effectively as consumers, homemakers, parents, and employees or employers and to balance these roles successfully. It empowers individuals and families across the life span to manage the challenges of living and working in a diverse, global society. The unique focus is on families, work, and their interrelationships. Instruction strengthens basic academic skills in language arts, mathematics, science, and social studies and develops critical thinking skills through practical applications in real-life situations. Students gain a wide range of transferable skills that prepare them for multiple roles in today's society. The curriculum also allows entrance into the job market with the flexibility to function in new and emerging occupations. Through mastery of the key concepts (standards) and skills (benchmarks) outlined in this framework, students will become accomplished problem-solvers and informed decision makers. They will also be able to assume their places in the family and in the economic workforce as effective producers and consumers. Students of this state will also gain the skills needed to become lifelong learners.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2703 (December 2003).

§303. Mission and Goals

A. The mission of Family and Consumer Sciences Education is to prepare students for family, work, and careers by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:

1. strengthening the well-being of individuals and families across the life span;
2. becoming responsible citizens and leaders in family, community, and work settings;
3. promoting optimal nutrition and wellness across the life span;
4. managing resources to meet the needs of individuals and families;
5. balancing personal, home, family, and work lives;
6. using critical and creative thinking skills to address problems in diverse family, community, and work environments;
7. achieving successful life management, employment, and career development;
8. functioning effectively as providers and consumers of goods and services; and
9. appreciating human worth and accepting responsibility for one's actions and successes in family and work life.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2703 (December 2003).

§305. Description of Framework

A. In this document, framework refers to the entire field of Family and Consumer Sciences. A strand is the name of one of the five fields of study:

1. clothing and textiles;
2. housing, interiors, and furnishings;
3. human development and family relationships;
4. management of resources;
5. nutrition and foods.

B. The focus of each strand explains the discipline's importance to the overall education of students. The standards are descriptions of what a student should know and be able to do through subject matter, knowledge, and proficiencies gained as a result of studying that strand. Some strands have as many as 40 standards. Each standard is accompanied by benchmarks that identify processes and/or content that are used as a reference to assess student progress for the related standard. Curriculum was not addressed during the development of this framework. Each school system should assume responsibility for developing the local curriculum, using this document and the benchmarks in particular, as a guide. Content, instruction, and assessment methods should be approached by the individual teacher at the school level, based upon the approved curriculum. The relationship of each of these components is illustrated in the generic framework and the sample framework from Clothing and Textiles.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2703 (December 2003).

§307. Purpose and Development

A. This framework document articulates, organizes, and integrates the content and processes of Family and Consumer Sciences. Further, it establishes standards for Louisiana Family and Consumer Sciences Education programs, defines the parameters of the FACS discipline, and provides a guide for curriculum writers to use in developing sound programs in Family and Consumer Sciences. The standards are designed to develop students' comprehension, knowledge, and competence.

B. In 1997, the National Association of State Administrators of Family and Consumer Sciences (NASAFACS), in partnership with the Vocational Consortium offsets (V-TECS) and Southern Association of Colleges and Schools (SACS), provided leadership to the national standards project including research, development, validation/verification, implementation strategies, and dissemination phases.

C. The Louisiana FACS Content Standards Committee??comprised of FACS teachers, teacher-educators, and state and local supervisors??used the National Family and Consumer Sciences standards as a basis for Louisiana's standards. First, the national standards and benchmarks were

adapted to meet the needs of Louisiana's educational goals. The benchmarks were then cross-referenced to academic content standards and to the Louisiana Content Standards Foundation Skills.

D. The resulting framework uses the national standards to provide a unifying structure of course content, while maintaining sufficient flexibility to permit adaptability within local districts for the development of curriculum.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2703 (December 2003).

§309. Intended Audiences and Use

A. This framework is intended to be used by teachers and curriculum developers to plan curriculum, instruction, and assessment for teachers and students. It also serves as a general reference to the basic principles of Family and Consumer Sciences:

1. for teachers and curriculum developers: a guide for planning curriculum, instruction, and assessment;

2. for parents: a means of assessing the effectiveness of their children's Family and Consumer Sciences education;

3. for administrators, supervisors, and school board members: an insight for planning resource allocations, material purchases, local curriculum development, and teachers' professional development;

4. for policy makers and state education staff: a basis for developing laws, policies, and funding priorities to support local reforms;

5. for staff developers: a basis for creating professional development materials and strategies designed to increase teachers' knowledge of Family and Consumer Sciences content, teaching methodologies, and assessment strategies;

6. for colleges and universities: a guide for content and design of teacher preparation programs; and

7. for business and industry leaders and government agencies: a basis for developing effective partnerships and local reforms for funding instructional materials and professional development.

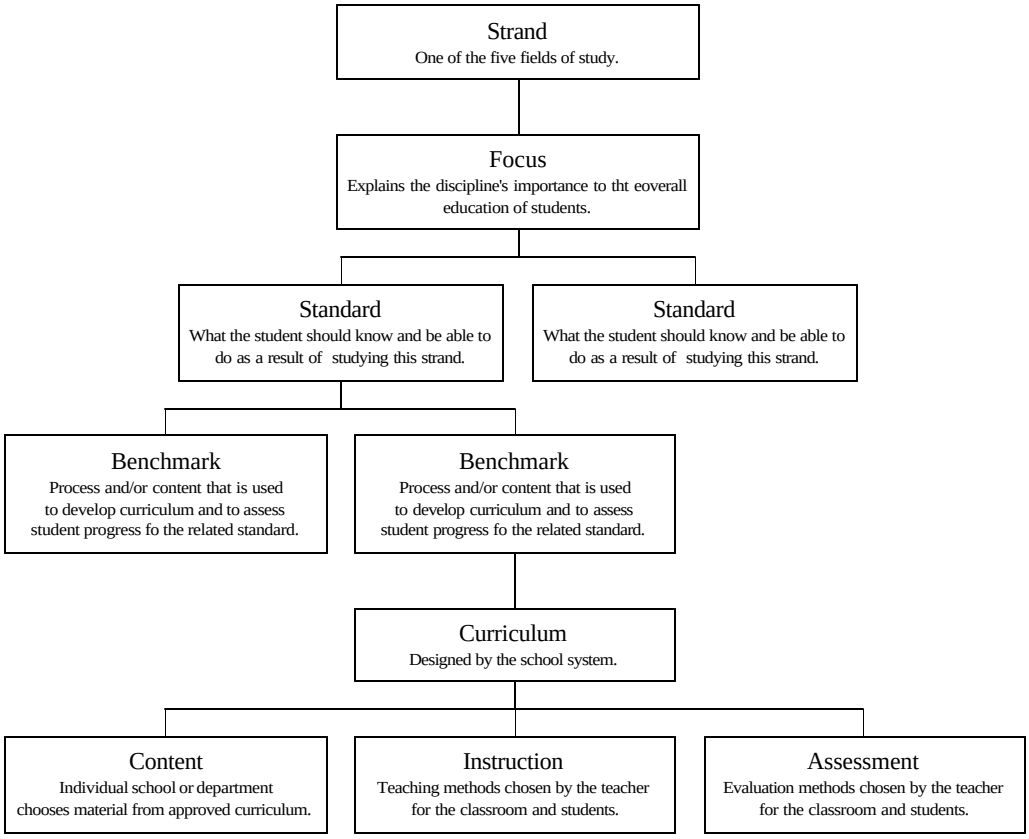
AUTHORITY NOTE: Promulgated in accordance with R.S.6(A)(10) and R.S. 17:10.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2704 (December 2003).

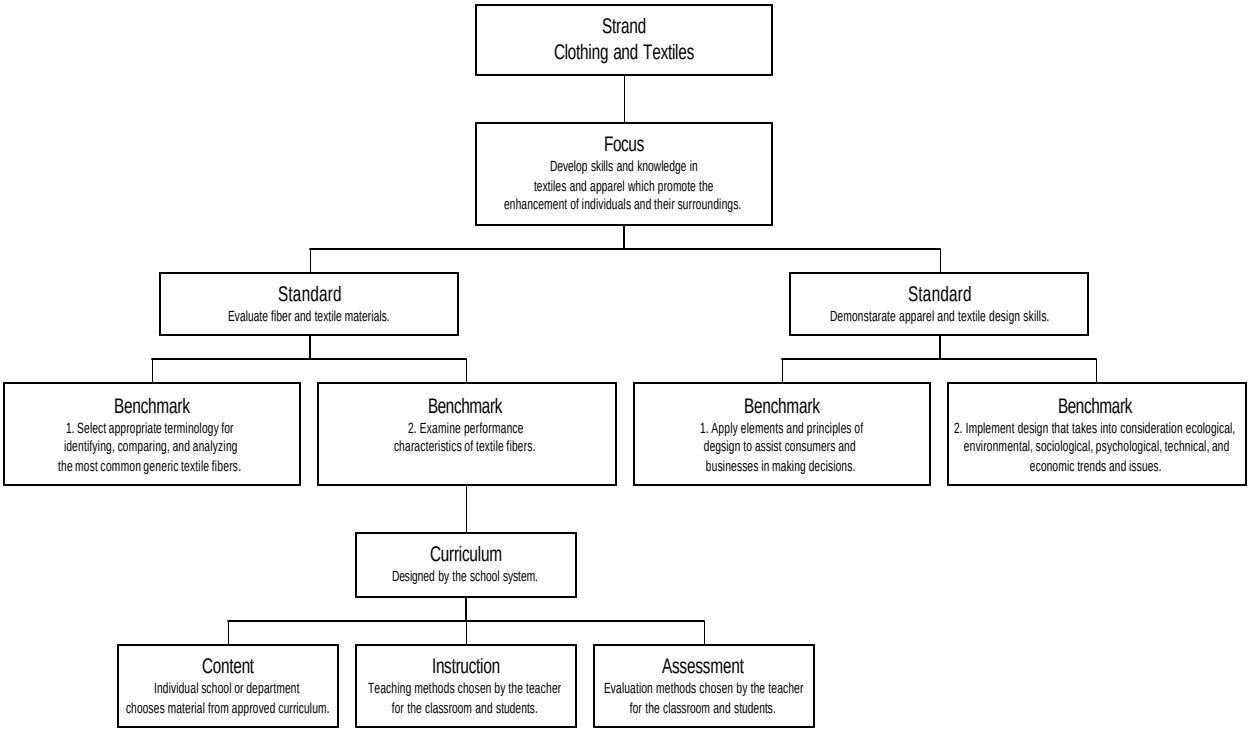
Chapter 5. Framework

§501. General

A. The Entire Field of Study



B. Quick Use References for Family and Consumer Sciences



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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2705 (December 2003).

§503. Strand: Clothing and Textiles

A. Focus. Develop skills and knowledge in textiles and apparel which promote the enhancement of individuals and their surroundings.

B. Standards

1. Evaluate fiber and textile materials.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Select appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers. 2. Examine performance characteristics of textile fibers. 3. Examine textile legislation, standards, and labeling in the global economy. 4. Assess effects of textile characteristics on design, construction, care, use, and maintenance of products. 5. Select appropriate procedures for care of textile products.	ELA 1-1,3,4,5 3-1,2,3 4-1,2 5-1,2,3,5,6 7-1,2,4 Math P-1,3,5 Science SI-A-2,5,7 PS-D-1,7 SE-A-11 SE-B-4,5 SE-C-2,4 SE-D-1,2,4,5,6	Social Studies G-1B-1,2,4 G-1C-1,2,5,6 G-1D-3,4 C-1C-2,3 C-1D-3,4 E-1A-2,6 H-1A-5 H-1B-6,9 H-1C-11	1,2,3,4,5

2. Demonstrate apparel and textile design skills.

FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Apply elements and principles of design to assist consumers and businesses in making decisions. 2. Implement design that takes into consideration ecological, environmental, sociological, psychological, technical, and economic trends and issues. 3. Demonstrate the ability to create or use a pattern from a sketch or photograph. 4. Demonstrate the ability to use technology for fashion design. 5. Demonstrate hand and/or technological designs and textile procedures. 6. Determine elements and principles of design for use in the textile industry. 7. Apply basic and complex color schemes and color theory to develop and enhance visual effects. 8. Examine the ways in which the elements and principles of design can affect visual appearance. 9. Utilize elements and principles of design in designing, constructing and/or altering textile products.	ELA 1-1,3,4 3-1,2,3 4-1,2 5-4,6 7-2,4 Math M-1,2,3,4 G-1,2,3,6 P-1 Science SE-A-1,3,11 SE-C-1,2,3,4 SE-D-1,2,3,4,5,6	Social Studies G-1B-1 G-1C-2,3,5,6 G-1D-3,4 E-1A-6,8 E-1B-2 H-1B-6	1,2,3,4,5

3. Demonstrate basic construction techniques used to produce, alter, or repair textile products.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Use a variety of equipment, tools, and supplies for apparel and textile construction. 2. Demonstrate the ability to use sewing equipment. 3. Demonstrate basic skills for producing and altering textile products. 4. Use appropriate industry materials for cleaning, pressing, and finishing textile products.	ELA 1-5 3-2 4-1,2,3,4 Math N-1,2,3,4,5 M-1,2,3,4 G-1 D-3	Social Studies G-1B-1,2,4 G-1C-2,3,4,6 G-1D-1,2,3,4,5 C-1C-3 H-1A-1,2 H-1B-6,9 H-1C-11	1,2,3,4,5

4. Analyze concepts of textile design in the manufacturing of apparel and textile products.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Examine the manufacturing processes that produce fibers and knit, woven, and non-woven textiles. 2. Explore current technology to facilitate textile design and manufacturing.	ELA 1-1,4 4-2,4,5 5-1,2,3,6 Math G-1 P-1 Science SE-A-11 SE-C-2	Social Studies G-1A-1 G-1B-2 G-1C-1,2,6 G-1D-1,2,3,4,5 C-1C-3 E-1A-1,2 E-1B-1,2 E-1C-2 H-1A-1,2 H-1B-6,9 H-1C-11,15	1,2,3,4,5

5. Evaluate elements of textile and apparel merchandising.

Benchmarks	Academic Cross-References		Louisiana
1. Review marketing strategies for apparel and textile products. 2. Assess the cost of constructing, manufacturing, altering, or repairing textile products. 3. Examine ethical consideration for merchandising apparel and textile products. 4. Examine external factors that influence	ELA 1-1,3,4,5 4-4,5 5-1,2,3,6 7-1,2,4 Math D-1,7,8,9 P-1,2 Science SE-C-2	Social Studies G-1B-1,2,4 G-1C-1 G-1D-1,2,3 C-1C-2,3 C-1D-1,3 E-1A-1,2 E-1B-1,2,4 E-1C-4 H-1A-1,2,6 H-1B-6,9 H-1C-11,15	1,2,3,4,5

Benchmarks	Academic Cross-References		Louisiana
merchandising. 5. Critique varied methods for promoting apparel and textile products.			

6. Evaluate the components of customer service.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Assess factors that contribute to quality customer relations. 2. Assess the impact of cultural diversity as a factor in customer relations. 3. Determine the skills necessary for quality customer service. 4. Determine solutions to address customer concerns.	ELA 1-3,4 2-2 4-1,2,4,5,6 5-1,2,3,6 7-1,2,4 Math N-1,2,5,7 M-1,2,3,4	Social Studies G-1A-2 G-1B-1,4 G-1C-4 C-1B-1.2 C-1C-2 H-1A-6 H-1B-6 H-1C-15	1,2,3,4,5

7. Demonstrate effective communication skills.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Demonstrate clear and logical written, verbal, and non-verbal communication. 2. Demonstrate positive interpersonal skills to resolve conflict, negotiate, work as a team, and provide leadership. 3. Use accepted textile and apparel industry terminology and technical information. 4. Practice client and interpersonal relation skills. 5. Demonstrate respect for individual differences with sensitivity to anti-bias, gender equity, age, and cultural diversity. 6. Demonstrate commitment, enthusiasm, and initiative to business goals and improvements. 7. Exercise professional ethics in all matters related to the workplace.	ELA 1-1,3,4 2-1,2,6 3-1,2,3 4-1,2,3,4,5,6 5-1,2,3,6 7-1,2,4 Math N-1,3,4,5 A-1,3,4 M-1,2,3,4 G-1,2,3 D-1,5,7,8,9 P-1,2 Science SI-A-3,6 PS-A-1	Social Studies G-1B-1,2,3,4 G-1C-6 C-1D-1,2,3,4 E-1B-2 H-1A-6	1,2,3,4,5

8. Demonstrate employability skills and general operational procedures required for business profitability and career success.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Demonstrate effective verbal, non-verbal, and technological communication skills. 2. Demonstrate interpersonal skills related to conflict resolution, negotiation, and leadership skills. 3. Demonstrate effective methods to locate, obtain, maintain, and terminate employment. 4. Examine legislation, government regulations, and public policy affecting the apparel and textile design, manufacturing, and merchandising industry. 5. Examine personal and employer responsibilities and liabilities regarding industry-related safety, security, and environmental factors. 6. Examine security and inventory control strategies, laws, and worksite policies, and analyze how they affect loss prevention and store profit. 7. Demonstrate procedures for reporting and handling accidents, safety, and security incidents. 8. Apply procedures for maintaining inventory control and loss prevention, including cash and credit transactions. 9. Examine operational costs such as mark up, mark down, cash flow, and other factors affecting profit. 10. Demonstrate knowledge of the arts, the use of various resources, and cultural impact upon design industries.	ELA 1-1,3,4,5 2-2,4,6 3-1,2,3 4-1,2,3,4,6 5-1,2,3,5,6 7-1,2,4 Math N-1,2,3,4,5,6 A-1,2,3,4 D-3,8 Science SI-1-3	Social Studies G-1B-1,2,3,4 G-1C-2,3,4 G-1D-1,2,3,4,5 C-1A-4,5,6 C-1B-4 C-1D-1 E-1A-3,7 E-1B-1,2,3 E-1C-2,4 H-1A-1,6 H-1B-6,7,9,11,15	1,2,3,4,5

9. Evaluate career paths in the textile and apparel design, manufacturing, and merchandising industries.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Research the roles and functions of individuals engaged in careers in the textiles and apparel industry. 2. Assess employment opportunities and preparation requirements. 3. Review education and training requirements for different levels of employment. 4. Research entrepreneurial opportunities related to these careers. 5. Assess how interests, education, personal priorities, and family responsibilities affect career choices in these areas.	ELA 1-1,3,4,5 2-2,6 3-1,2,3 4-1,4,6 5-2,3,6 7-1,2,4 Math N-1,3,5,7 A-1,2,3,4 D-1,6,7,8,9	Social Studies G-1B-1,4 G-1C-2,3,4,6 G-1D-5 C-1D-1 E-1A-3 E-1C-3,15	1,2,3,4,5

C. Available Courses

1. Family and Consumer Sciences I
2. Family and Consumer Sciences II
3. Clothing and Textiles
4. Advanced Clothing and Textiles
5. Clothing and Textile Services I
6. Clothing and Textile Services II

7. Adult Responsibilities
8. Family Life Education

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2706 (December 2003).

§505. Strand: Housing, Interiors, and Furnishings

A. Focus. Develop skills and knowledge that relate to housing, interior design, furnishings, and careers while promoting aesthetic, safe, and practical family living and work environments.

B. Standards

1. Evaluate housing decisions in relation to available resources and options.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Analyze housing as it relates to physical, safety, psychological, and sociological needs throughout the life span. 2. Assess housing options in communities. 3. Predict future housing trends.	ELA 1-3,4,5 2-6 3-1,2,3 4-1 5-1,2,3,5,6 7-1,2,4 Math D-1,4,5,6,7 Science SI-A-1,2,4,6 SI-B-1,2 ESS-A-1,2 SE-A-3 SE-B-5 SE-C-1,2,3,4,5 SE-D-1	Social Studies G-1A-1 G-1B-3,4 G-1C-2,3,4,5,6 G-1D-1,2,3,5 C-1A-1,2 C-1B-3,4 C-1D-1,3 E-1A-1,2,4,6 E-1B-1,3,6 H-1A-2,4,5,6 H-1C-7,11,15	1,2,3,4,5

2. Apply principles and elements of design to create environments that are aesthetic and functional.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Specify the principles and elements of design. 2. Analyze the psychological impact of the principles and elements of design on the individual. 3. Analyze the effects that the principles and elements of design have on aesthetics and function. 4. Apply color schemes and color theory to develop and enhance visual effects.	ELA 1-1,3,4 2-6 3-1,2,3 4-1 5-2,3,6 7-1,2,4 Math A-1,2 M-1,2,3,4 G-1,2,3,6 Science SI-B-4	Social Studies G-1A-1 G-1B-1 G-1C-3	1,2,3,4,5

3. Demonstrate drafting, blueprint reading, and space planning skills using available technical resources.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Interpret information provided on blueprints. 2. Evaluate floor plans for efficiency and safety in areas including, but not limited to, zones, traffic patterns, storage, electrical, and mechanical systems. 3. Draw an interior space to scale, using correct architectural symbols and drafting skills. 4. Evaluate furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features. 5. Utilize applicable building codes and universal access guidelines and regulations in space planning. 6. Create floor plans using technological resources.	ELA 1-1,3,4 2-2 3-1,2,3 4-1,2 5-1,2,3,4,6 7-1,2,4 Math N-1,2,3,4,5,6,7 A-1,2,3,4 M-1,2,3,4,5 G-1,2,3,4,5,6 D-1,2,3,4,6,7,8,9 P-1,2,3,4,5 Science SI-A-3,5	Social Studies C-1A-1,3,5 C-1D-1,2,3 E-1A-6 H-1A-6 H-1B-6,9,15,16,17 H-1C-11,15	1,2,3,4,5

4. Analyze the influences on architectural and furniture design and development.

Benchmarks	Academic Cross-References		Louisiana
1. Describe features of furnishings that are characteristic of various historical periods. 2. Analyze how prosperity, mass production, and technology are related to the various time periods. 3. Trace the development of architectural styles throughout history. 4. Relate historical architectural details to current housing and interior design trends.	ELA 1-1,3,4,5 2-2,4,6 3-1,2,3 4-1,3,4 5-1,2,3,5,6 7-1,2,4 Math G-1,2,3,4,5,6 D-1,2,3,4,6,7,8,9 Science SE-A-4 SE-B-1,2,3,4,5,6	Social Studies G-1B-1,2,4 G-1D-1,2,5 E-1A-1,2,8 E-1B-3,5 E-1C-2 H-1A-1,2,4,5,6 H-1B-4,6,7,9,15,16, H-1C-10,11	1,2,3,4,5

5. Evaluate the use of housing and interior furnishings and products that relate to specific design needs.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Evaluate product information including, but not limited to, floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath features, accessories, and building materials. 2. Defend the selection of manufacturers, products, and materials considering care, maintenance, safety, and environmental issues. 3. Demonstrate measuring, estimation, ordering, purchasing, and pricing skills. 4. Propose various interior furnishings, appliances, and equipment that provide cost and quality choices for clients.	ELA 1-1,3,4,5 2-2,6 3-1,2,3 4-1,,2,3,4,5,6 5-1,2,3,5,6 7-1,2,4 Math N-1,2,3,4,5,7 A-1,4 M-1,2,3,4 G-1,2,4 D-1,2,3,4,6,7,8,9 P-1,4,5 Science SI-A-1,3,5 SE-B-1,2,4,5 SE-D-1,2	Social Studies G-1B-1 C-1C-2,3 D-1D-1,2 E-1A-1,2,5,6 E-1B-1,2,3,5,6 E-1C-2 H-1A-2 H-1B-1,6,7,9,16,17 H-1C-9,10,11,15	1,2,3,4,5

6. Evaluate client's needs, goals, and resources to create a design plan.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Evaluate human needs, safety, space, and technology as they relate to housing and interior design goals. 2. Identify and assess a variety of available resources needed to achieve housing and interior goals. 3. Critique a design plan that addresses client's needs, goals, and resources.	ELA 1-1,3,4,5 2-2,6 3-1,2,3 4-1,4,6 5-2,3,6 7-1,2,4 Math P-1 Science SE-C-2	Social Studies G-1A-1 G-1B-1,3 G-1D-1,4 C-1D-1 E-1B-1,2 H-1A-2,6 H-1B-4,6,7,9,15,17 H-1C-10,11,15	1,2,3,4,5

7. Demonstrate design ideas through visual presentation.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Use appropriate media to prepare visual presentation of design ideas.	ELA 3-1,3 5-1,2,3,4,6 Math D-1,2,3,4,6,7,8,9 P-1,4,5 Science SI-A-3	Social Studies H-1C-15	1,2,3,4,5

8. Demonstrate effective communication skills.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Demonstrate clear and logical written, verbal, and non-verbal communication. 2. Demonstrate positive interpersonal skills to resolve conflict, negotiate, work as a team, and provide leadership. 3. Use accepted interiors and furnishings industry terminology and technical information. 4. Practice client and interpersonal relations skills. 5. Demonstrate respect for individual differences with sensitivity to anti-bias, gender equity, age, and cultural diversity. 6. Demonstrate commitment, enthusiasm, and initiative to business goals and improvements. 7. Exercise professional ethics in all matters related to the workplace.	ELA 1-1,3,4 2-1,2,6 3-1,2,3 4-1,2,3,4,5,6 5-1,2,3,6 7-1,2,4 Math N-1,3,4,5 A-1,3,4 M-1,2,3,4 G-1,2,3 D-1,5,7,8,9 P-1,2 Science SI-A-3,6 PS-A-1	Social Studies C-1D-1,2,3,4 E-1B-2 H-1A-6	1,2,3,4,5

9. Demonstrate employability skills and general procedures for business profitability and career success.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Demonstrate effective verbal, non-verbal, and technological communication skills. 2. Demonstrate interpersonal skills related to conflict resolution, negotiation, and leadership skills. 3. Demonstrate effective methods to locate, obtain, maintain, and terminate employment. 4. Examine legislation, government regulations, and public policy affecting the interiors and furnishings industry. 5. Examine personal and employer responsibilities and liabilities regarding industry-related safety, security, and environmental factors. 6. Examine security and inventory control strategies, laws, and worksite policies and analyze how they affect loss prevention and store profit. 7. Demonstrate procedures for reporting and handling accidents, safety, and security incidents. 8. Apply procedures for maintaining inventory control and loss prevention, including cash and credit transactions.	ELA 1-1,3,4,5 2-2,4,6 3-1,2,3 4-1,2,3,4,6 5-1,2,3,5,6 7-1,2,4 Math N-1,2,3,4,5,6 A-1,2,3,4 D-3,8 Science SI-A-3	Social Studies G-1B-1,2,3,4 G-1C-2,3,4,5,6 G-1D-1,2,3,4,5 C-1A-4,5,6 C-1B-4 C-1D-1 E-1A-3,7 E-1B-1,2,3 E-1C-2,4 H-1A-1,6 H-1B-6,7	1,2,3,4,5

9. Examine operational costs such as mark up, mark down, cash flow, and other factors affecting profits. 10. Demonstrate knowledge of the Arts, the use of various resources, and cultural impact upon design industries.			

10. Evaluate career paths within the interiors and furnishings industries.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Research the roles and functions of individuals engaged in interiors and furnishings careers. 2. Assess employment opportunities and preparation requirements. 3. Review education and training requirements for different levels of employment. 4. Research entrepreneurial opportunities related to these careers. 5. Assess how interests, education, personal priorities, and family responsibilities affect career choices in these areas.	ELA 1-3,4,5 2-6 3-1,2,3 4-1 5-1,2,3,6 7-1,2,4 Math N-1,3,5,7 A-1,2,3,4 D-1,6,7,8,9	Social Studies G-1B-1,4 G-1C-2,3,4,6 G-1D-1,5 C-1D-1 E-1A-3 E-1C-3 H-1C-15	1,2,3,4,5

C. Available Courses
1. Family and Consumer Sciences I
2. Family and Consumer Sciences II
3. Housing
4. Housing and Design Services
5. Adult Responsibilities

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2708 (December 2003).

§507. Strand: Human Development and Family Relationships

A. Focus

??. Integrate multiple life roles to enable individuals to connect family, community, and career responsibilities.

2. Promote optimal growth and development of self, family members, and others across the life span.

3. Analyze how the well-being of individuals and society is dependent upon the family.

4. Demonstrate respectful and caring relationships in the family, community and workplace.

5. Analyze parenting roles and responsibilities and their impact on strengthening the well-being of individuals and families.

6. Develop practices that promote optimal growth and development of children.

B. Standards

1. Analyze human growth and development across the life span.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Explain principles of human growth and development. 2. Examine major historical and current human development theories to interpret human development. 3. Examine the basic human needs and patterns that influence individual development. 4. Explain factors that shape human development from preconception through the life cycle. 5. Consider the influences of personality, temperament, and experience on learning and development. 6. Investigate the interrelationship of physical, emotional, social, and intellectual development across the life span.	ELA 1-1,3,4,5 4-1,2,4,6 5-1,2,3,6 7-1,2,4 Math P-1 Science LS-A3 LS-B1,B3,B4		1,3,4

2. Analyze personal and social forces that impact human growth and development across the life span.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Investigate the impact of heredity and family on human growth and development. 2. Determine the impact of social, economic, and technological forces on human growth and development. 3. Explain the effects of gender, ethnicity, and culture on individual development. 4. Assess the effects of environment and community on human growth and development. 5. Explain the effects of life events and conditions on individuals' physical and emotional development.	ELA 1-1,3,4,5 2-6 3-1,2,3 4-1,2,3,4 5-1,2,3,6 7-1,2,4 Math D-1 Science LS-B1,B3	Social Studies G-1B-4 G-1C-6 H-1C-15	1,2,3,4,5

3. Analyze all aspects of a child's growth and development.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Analyze principles of human growth and development. 2. Evaluate major historical and current child development theories and their effects on educational practices. 3. Examine and assess all aspects of a child's growth and development in the following areas: physical, cognitive, language acquisition, social, and emotional. 4. Determine strategies that promote a child's growth and development. 5. Analyze cultural and environmental influences when assessing children's development.	ELA 1-1,3,4,5 4-1,2,4,6 5-1,2,3,6 7-1,2,4 Math D-1 Science LS-A3 LS-B1,3,4		1,2,3,4,5

4. Evaluate the preparation necessary for a healthy emotional and physical beginning for parents and children.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Assess biological processes related to prenatal development, birth, and factors that affect the health of mother and child. 2. Review the emotional factors of prenatal development and birth involving the health of the parents and child.	ELA 1-1,3,4,5 7-1,2,4 Math N-1,5 Science LS-A3 LS -B1,3,4		1,2,3,4,5

5. Evaluate strategies that promote healthy development across the life span.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Select nurturing practices that support development across the life span. 2. Assess available support systems that meet human needs. 3. Determine communication principles and patterns that affect human growth and development.	ELA 1-1,3,4,5 4-1,2,4,6 7-1,2,4 Math P-1		1,2,3,4

6. Evaluate attributes of respectful and healthy relationships.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Determine the processes for building and maintaining respectful and healthy relationships. 2. Review functions and expectations of various types of relationships. 3. Determine factors contributing to healthy and unhealthy relationships. 4. Assess processes for handling unhealthy relationships. 5. Appraise the impact of life events and conditions on relationships. 6. Assess the effect that various stages of the life span have on relationships.	ELA 1-1,3,4,5 2-1,2,4,6 7-1,2,4 Math D-1		1,2,4

7. Analyze personal needs and characteristics which influence relationships.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Examine personal, physical, social, emotional, cognitive, and creative characteristics which influence relationships. 2. Explain how self-esteem and self-image affect relationships with others. 3. Compare physical, emotional, and intellectual responses to stable and unstable relationships. 4. Examine personal ethical standards and codes of conduct. 5. Examine the effects of personal needs on relationships.	ELA 1-1,3,4 4-4,6 7-1,2,4 Math D-1	Social Studies C-1D-2	1,2,3,4,5

8. Demonstrate the capacity to empathize with others based on multiple perspectives, needs, and characteristics that may affect personal and family relationships.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Demonstrate the impact of empathy on relationships. 2. Demonstrate awareness of cultural diversity and its impact on relationships. 3. Examine the consequences of making generalizations about cultural groups by using categories or labels.	ELA 1-1 4-1,4,6 7-1,2,4 Math D-1	Social Studies G-1B-4	1,2,3,4,5

9. Demonstrate communication skills that contribute to positive relationships.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Examine communication styles and their effects on relationships. 2. Examine factors that affect messages communicated to others. 3. Examine types of verbal and non-verbal communication. 4. Demonstrate active and reflective listening. 5. Demonstrate attitudes and behaviors that foster effective communication. 6. Examine communication barriers. 7. Demonstrate constructive feedback techniques. 8. Apply ethical principles in communication. 9. Examine how differences and similarities among people affect communication.	ELA 1-1,3,4 2-1,2,6 3-1,2,3 4-1,2,3,4,5,6 5-1,2,3,6 7-1,2,4		1,2,3,4,5

10. Apply strategies to prevent and manage conflict.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Determine causes of conflict. 2. Determine effective conflict prevention and management. 3. Determine the origin and development of attitudes and behaviors toward conflict. 4. Determine how similarities and differences among people affect conflict prevention and management. 5. Determine the roles of decision making and problem solving in reducing and managing conflict. 6. Demonstrate nonviolent strategies to address conflict. 7. Locate community resources that support conflict prevention and management. 8. Determine physical, emotional, and intellectual responses to threats.	ELA 1-1,3,4 2-1,2,6 3-1,2,3 4-1,2,3,4,5,6 5-1,2,3,6 7-1,2,4	Social Studies G-1C-4	1,2,3,4,5

11. Demonstrate leadership skills and abilities reflecting the democratic process in the family, community, and workplace.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Present the attributes of a family, team, or work group utilizing the democratic process. 2. Examine the impact of leadership skills, abilities, and styles on collaborative group actions. 3. Demonstrate leadership skills that support group members and achieve group goals. 4. Establish guidelines for leadership in the family, community, and workplace. 5. Examine leadership in relation to the ability to create and adjust to change.	ELA 1-4 2-6 3-1,2,3 4-1,2,3,4,6 7-1,2,4		1,2,3,4,5

12. Demonstrate ethical standards to guide behaviors in the family, community, and workplace.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Examine ethical standards for making judgments related to personal and family relationships. 2. Apply ethical standards when making judgments and taking action. 3. Apply guidelines for assessing the ethical nature of issues and situations. 4. Demonstrate ethical behaviors in the family, community, and workplace.	ELA 1-1 7-1,2,4		1,2,3,4,5

13. Apply strategies to manage stressful situations.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Examine ethical standards for making judgments related to personal and family relationships. 2. Apply ethical standards when making judgments and taking action. 3. Apply guidelines for assessing the ethical nature of issues and situations.	ELA 1-1 4-2 7-1,2,4 Science LS-G1,G3,G4		1,3,4,5

4. Demonstrate ethical behaviors in the family, community, and workplace.			

14. Demonstrate leadership and team skills in the family, community, and workplace.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Demonstrate ways to show respect for ideas and contributions of all group members. 2. Demonstrate ways to organize and delegate responsibilities. 3. Demonstrate ways to motivate and encourage group members. 4. Demonstrate ways to cooperate, compromise, and collaborate. 5. Demonstrate ways to develop team and community spirit. 6. Create an environment that encourages expressing ideas and perspectives. 7. Examine the strengths and limitations of team members. 8. Create strategies for integrating new members into a team. 9. Apply transferable leadership skills that may be applied in family, community and workplace environments. 10. Demonstrate transferable planning skills for designing group visions, missions, and policies related to critical issues of the family, community, and workplace.	ELA 1-1 4-1,6 7-1,2,4	Social Studies G-1B-3,4	1,2,3,4,5

15. Examine the significance of the family.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Analyze the development of families in this culture and others. 2. Analyze the impacts of social, economic, and technological forces on the family. 3. Describe the roles of family in teaching culture to family members. 4. Describe the roles of family in instilling societal skills of communication, education, and role expectations.	ELA 1-1,3,4,5 2-6 3-1,2,3 4-1,2,4,6 5-1,2,3,6 7-1,2,4 Math D-1	Social Studies G-1B-1	1,2,3,4

16. Analyze family development and change across time and cultures.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Describe family formation. 2. Describe major family responsibilities including care giving, child rearing, social, legal, education, economic, leisure, security, and spirituality. 3. Compare ways in which family members are dependent, interdependent, and independent. 4. Examine commitment and interdependence among family members. 5. Analyze the family as a system and its effects on individual family members within the family unit. 6. Examine how knowledge of family systems contributes to family well-being. 7. Examine the potential impact of a change in family membership.	ELA 1-1,3,4,5 2-1,2,3,4,6 3-1.2.3 4-1,2,4,6 7-1,2,4 Math D-1 Science LS-A3, B1,3,4	Social Studies C-1D-1,3,4	1,2,3,4,5

17. Analyze the characteristics of strong and healthy families.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Demonstrate how the use of problem-solving skills in making choices empowers family members. 2. Demonstrate leadership by supporting individual family members to clarify and pursue their own visions, empowering them to use problem-solving skills in decision making. 3. Examine the roles of family communication to enhance family stability. 4. Analyze skills and resources families use in meeting family functions. 5. Recognize difficulties in predicting long-term consequences of family actions.	ELA 1-1,3,5 4-1,2,4,6 7-1,2,4		1,2,3,4,5

18. Analyze the relationship of careers to individual and family needs and desires.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Investigate career paths to determine the skills, roles, and responsibilities associated with each. 2. Examine the potential of career path decisions related to finances, time, geographic locations, future career viability, and other considerations. 3. Examine how individual career goals can enhance the family's capacity to meet goals for all family members. 4. Examine the issues related to balancing family and work roles.	ELA 1-1,3,4,5 2-6 3-1,2,3 5-1,2,3,4,5,6 7-1,2 Math D-6,7	Social Studies G-1C-2,3,6 G-1D-4	1,2,3,4,5

19. Analyze roles and responsibilities of parenthood.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Explain the roles of parenting. 2. Explain how opinions and attitudes about childhood affect beliefs and actions in parenting. 3. Compare expectations and responsibilities of parenthood. 4. Examine consequences of parenting practices to the individual, family, and society. 5. Examine cultural differences in roles and responsibilities of parenthood.	ELA 1-1,3,4,5 4-1,2,4,6 7-1,2,4 Math N-1,2 M-1,2,4 D-1,7,9	Social Studies G-1B-3,4 C-1D-1	1,2,3,4,5

20. Analyze societal conditions that impact parenting.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Analyze the impact of personal, family, and social development on parenthood. 2. Examine society's influence on the behaviors and emotional patterns of caregivers and family members. 3. Explore the impact of changing economic conditions on parenting practices.	ELA 1-1,3,4,5 5-1,2,3,6 7-1,2,4 Math D-1	Social Studies C-1A-5 C-1B-1,2,3	1,2,3,4,5

21. Analyze parenting skills and practices needed to support physical, economical, social, intellectual, and emotional well-being throughout the life span.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Examine the interrelationships of parents and other family members and analyze their effect on others. 2. Determine the role of nurturance in supporting the development of family members. 3. Examine communication strategies which promote positive self-esteem in family members.	ELA 1-1 4-1,2,4,6 7-1,2,4		1,2,4,5

22. Analyze public policies, agencies, and services that impact parenting.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Investigate community resources and services available for protection, health, education, and wellness needs of family members. 2. Investigate community agencies and services that provide opportunities to learn parenting skills.	ELA 1-1,3,4,5 5-1,2,3,6	Social Studies C-1D-3,4	1,2,3,4,5

23. Demonstrate a safe and healthy learning environment.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Manage physical space to meet established state regulations for a safe environment. 2. Manage potential environmental hazards. 3. Demonstrate security and emergency procedures. 4. Carry out safe and healthy practices that comply with state regulations to include, but not be limited to, first aid and CPR, universal precautions, food handling, tuberculosis prevention, sanitation, and child's health status. 5. Implement strategies to teach children healthy habits. 6. Prepare nutritious meals and snacks. 7. Identify symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or	ELA 1-1,3,4,5 5-1,2,3,6 7-1,2,4 Math N-1 M-1,3 Science SE-C1,2 SE-A-11	Social Studies C-1B-6 C-1D-3	1,2,3,4,5

neglect to the designated authorities. 8. Implement basic health practices and prevention procedures regarding childhood illnesses and communicable diseases.			

24. Apply developmentally appropriate practices to the care of children.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Identify developmental milestones of a child's growth and development. 2. Apply a variety of assessment methods to observe and interpret children's behavior. 3. Identify the special needs of exceptional children. 4. Recognize individual learning styles and cultural backgrounds. 5. Arrange learning centers that provide for a child's exploration and discovery. 6. Consider the effects of cultural practices on children's behavior.	ELA 1-1,3,4,5 5-1,2,3,6 7-1,2,4	Social Studies G-1B-4	1,2,3,4,5

25. Demonstrate integrated curriculum and instruction that focus on children's developmental needs and interests.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Explore a variety of curricula and instructional models. 2. Implement learning activities in all curricular areas that meet the developmental needs of children. 3. Demonstrate a variety of teaching methods to meet individual needs of children. 4. Set up activities, routines, and transitions. 5. Implement an integrated curriculum that incorporates a child's language, learning styles, home experiences, and cultural values.	ELA 1-1,3,4,5 4-1,2,4,6 5-1,2,3,6 7-1,2,4	Social Studies G-1B-4 G-1C-4	1,2,3,4,5

26. Demonstrate positive classroom management and child guidance methods.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Establish developmentally appropriate guidelines for behavior. 2. Implement a variety of techniques for positive guidance and proactive classroom management. 3. Model problem-solving skills with children. 4. Model interpersonal skills that promote positive and productive relationships. 5. Facilitate constructive, supportive interaction and communication skills with children, families, and colleagues.	ELA 4-1,2,4,6 7-1,2,4		1,2,3,4,5

27. Demonstrate positive collaborative relationships with families and the commu nity.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Implement strategies for involving families to promote a child's growth and development. 2. Communicate information to parents regarding developmental issues and concerns related to children. 3. Demonstrate sensitivity to differences in family structure, social, and cultural backgrounds. 4. Identify resources that link families to community services based on identified priorities and concerns.	ELA 2-1,2,3,4,6 3-1,2,3 4-1,2,4,6 5-1,2,3,6 7-1,2,4	Social Studies G-1B-4 G-1C-4	1,2,3,4,5

28. Demonstrate the interrelationship of family, community, and career roles and responsibilities for individuals.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Examine the relationship of social, economic, and technological changes to work and family dynamics. 2. Examine life roles and responsibilities in relation to self, family, and the community. 3. Design strategies to manage time, finances, conflict, opportunity, and stress as they affect the individual and	ELA 1-1,3,4,5 2-6 3-1,2,3 5-1,2,3,4,5,6 7-1,2 Math N-1,2,3 D-7	Social Studies C-1B-3, 4 C-1C-3 C-1D-1, 3, 4 E-1A-1, 2, 3, 5, 6, 7 E-1B-1, 2,3, 5, 6 E-1C-2, 3, 4 H-1A-6 H-1C-15	1,2,3,4,5

family at home, at work, and in the community. 4. Examine family support systems and community resources. 5. Examine sources of formal and informal support available to families and individuals in the community.			

29. Analyze the relationship among families, communities, and employment.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Distinguish between dependency and empowerment and explain how each affects individual and family well-being. 2. Compare the concepts of service and self-interest and the impact of each on individuals, family, and community. 3. Identify how public policies, institutions, and agencies can strengthen or undermine the family. 4. Develop a plan to promote conditions that enhance family life.	ELA 1-1,3,4,5 2-6 3-1,2,3 4-1,2,4 5-1,2,3,6 7-1,2,4	Social Studies C-1D-3	1,2,3,4,5

30. Demonstrate the impact of individual and family participation on community activities.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Examine community needs related to all aspects of individual and family activities. 2. Design a plan for individuals and families to select, participate, and develop skills in community activities. 3. Execute skills needed to provide services that benefit the community. 4. Examine the effects of service to the community on individuals and families.	ELA 1-1,3,4,5 2-6 3-1.2.3 5-1,2,3,4,5,6 7-1,2	Social Studies C-1 D-1,2,3,4	1,2,3,4,5

31. Analyze issues related to the workplace and community and explain how these issues may be addressed by individuals, families, and collectively, by communities.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Examine trends in the workplace, communities, and culture that impact individuals and families. 2. Interpret policies and issues in the workplace and commun ity that impact individuals and families. 3. Examine strategies that can address the needs of individuals and families in the workplace and community.	ELA 1-1,3,4,5 2-6 3-1,2,3 4-1,2,3,4 5-1,2,3,6 7-1,2,4 Math D-1	Social Studies G-1B-1,4 G-1C-4,6 H-1C-15	1,2,3,4,5

32. Synthesize community networking opportunities in family and community services.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Identify local, state, and national agencies and informal support resources providing human services to individuals and families. 2. Research human service agencies and relevant resource information. 3. Analyze the missions and practices of human service agencies. 4. Network and form partnerships with local human service agencies. 5. Conduct needs assessments of local human service agencies. 6. Plan, conduct, and assess ongoing activities or projects, such as service learning, to address the needs of human service agencies and schools.	ELA 1-1,3,4,5 2-6 3-1,2,3 4-1,2,4,6 5-1,2,3,6 7-1,2,4	Social Studies C-1D-3,4	1,2,3,4,5

33. Analyze professional, ethical, legal, and safety issues in community services.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Identify the development of human service providers. 2. Investigate professional, ethical, legal, and safety issues that confront human service employees.	ELA 1-1,3,4,5 5-1,2,3,6 7-1,2,4	C-1D-1,3,4	1,2,3,4,5

3. Evaluate licensing laws and regulations that affect service providers and their participants. 4. Analyze harmful, fraudulent, and deceptive human service practices. 5. Identify the rights and responsibilities of human service participants and their families. 6. Demonstrate professional, ethical, legal, and safety practices in human services. 7. Demonstrate effective individual, family, and self-advocacy strategies to overcome diverse challenges facing human service participants.			

34. Evaluate conditions affecting individuals and families with a variety of disadvantaging conditions.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Describe the stages of life span development. 2. Determine health, wellness, and safety issues of individuals and families with a variety of disadvantaging conditions. 3. Determine management and living environment issues of individuals and families with a variety of disadvantaging conditions. 4. Determine personal, social, emotional, economical, vocational, educational, and recreational issues for individuals and families with a variety of disadvantaging conditions. 5. Differentiate between situations that require personal prevention or intervention from those situations that require professional assistance. 6. Identify strategies that require crisis intervention. 7. Justify the appropriate support needed to address selected human service issues.	ELA 1-1,3,4,5 4-1,2,4,6 7-1,2,4		1,2,4,5

35. Demonstrate practices, helping processes, and skills that provide human services to individuals and families with a variety of disadvantaging conditions.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Describe characteristics and issues related to special populations. 2. Identify needs and accommodations for people with a variety of disadvantaging conditions. 3. Identify ways in which the family is affected financially, socially, and emotionally by individuals with a variety of disadvantaging conditions. 4. Identify coping or adjustment strategies and stress management practices for the participant, caregivers, and family members. 5. Recognize the importance of friends, family, and community relationships to individuals with a variety of disadvantaging conditions. 6. Provide support which validates the participants' capabilities and rights to privacy, dignity, and autonomy. 7. Observe professionals meeting the physical, personal management, and community living needs of participants. 8. Assist and support professionals to enable participants to develop strategies to make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks. 9. Model verbal and non-verbal communication skills related to advising and counseling by human service professionals. 10. Appraise helping processes and skills provided by professionals in human services.	ELA 1-1,3,4,5 4-1,2,4,6 5-1,2,3,6 7-1,2,4 Math N-1,2 D-1	Social Studies C-1D-3	1,2,3,4,5

36. Demonstrate positive interactions and communication within the work environment.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Demonstrate communication and interaction skills that foster team building. 2. Demonstrate respect of individual differences with sensitivity to anti-bias, gender equity, age, and cultural diversity. 3. Prepare for and participate in program-sponsored events. 4. Demonstrate commitment, enthusiasm, and initiative to business goals and improvements.	ELA 4-1,2,4,6 7-1,2,4	Social Studies G-1B-4 G-1C-4	1,2,3,4,5

37. Demonstrate effective communication skills that enhance collaborative working relationships.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Demonstrate clear and logical written, verbal, and non-verbal communication. 2. Demonstrate positive interpersonal skills to resolve conflict, negotiate, work as a team, and provide leadership. 3. Use accepted career/service terminolo gy and technical information. 4. Practice appropriate personal hygiene and dress requirements for early childhood, education, and human service careers. 5. Practice client and interpersonal relations skills. 6. Demonstrate respect for individual differences with sensitivity to anti-bias, gender equity, age, and cultural diversity. 7. Demonstrate commitment, enthusiasm, and initiative to business goals and improvements.	ELA 1-1,3,4 2-1,2,6 3-1,2,3 4-1,2,3,4,5,6 5-1,2,3,6 7-1,2,4 Math D-1 N-5	Social Studies C-1D-1,2,3,4 H-1A-6 E-1B-2	1,2,3,4,5

38. Demonstrate transferable employability skills in relation to individual, family, community, and career roles.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Demonstrate job-seeking skills. 2. Apply communication skills in family, community and career settings. 3. Demonstrate work ethics and professionalism. 4. Maintain safe and healthy family, community, and workplace environments. 5. Demonstrate team skills needed in the family, community, and workplace. 6. Demonstrate technological literacy, as applied in family, community and workplace environments. 7. Apply the economics of work to individual, family, and community needs. 8. Relate essential living skills to employability skills for individuals. 9. Practice appropriate personal hygiene and dress requirements needed in various workplaces.	ELA 1-1,3,4,5 2-2,4,6 3-1,2,3 4-1,2,3,4,6 5-1,2,3,5,6 7-1,2,4 Math D-1	Social Studies C-1D-1,2,3,4 E-1B-3,6 E-1C-4 H-1C-15	1,2,3,4,5

39. Demonstrate professional practices and standards when working with children and families.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Participate in continuing training and educational opportunities. 2. Apply professional ethical standards accepted by the recognized professional organizations. 3. Implement federal, state, and local standards, policies, regulations, and laws which impact children, families, and programs. 4. Demonstrate employability skills. 5. Demonstrate confidentiality. 6. Maintain all records required by program and licensing standards.	ELA 1-1 7-1,2,4	Social Studies C-1D-3,4	1,2,3,4,5

40. Evaluate career paths within early childhood, family, community, and education services.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Assess the importance of early childhood, family, community, and educational services in the United States and the world. 2. Research the roles and functions of individuals engaged in early childhood, family, community, and educational services careers. 3. Assess employment opportunities and preparation requirements. 4. Review education and training requirements for different levels of employment. 5. Assess the impact of early childhood, family, community, and educational service occupations on the local, state, national, and global economies. 6. Research entrepreneurial opportunities related to these careers. 7. Assess how interests, education, personal priorities, and family responsibilities affect career choices in these areas.	ELA 1-3,4,5 2-6 3-1,2,3 4-1 5-1,2,3,6 7-1,2,4 Math D-1,7	Social Studies G-1B-1,4 G-1C-2,3,4,6 G-D-5 C-1D-1 E-1A-3 E-1C-3	1,2,3,4,5

41. Evaluate management skills for establishing a quality business related to children.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Assess various types of businesses. 2. Determine the need for quality services. 3. Investigate the legal requirements and tax laws for a business. 4. Investigate insurance issues related to businesses. 5. Critique financial plans for businesses. 6. Examine marketing and management plans that may be applied to businesses.	ELA 1-1,3,4,5 5-1,2,3,6 7-1,2,4 Math N-1,2 D-1,7,8,9	Social Studies G-1A-1,4 C-1A-1,4 E-1A-1,2,3,8 E-1B-1,2,3	1,2,3,4,5

C. Available Courses
1. Family and Consumer Sciences I
2. Family and Consumer Sciences II
3. Adult Responsibilities
4. Child Development
5. Family Life Education
6. Parenthood Education
7. Advanced Child Development
8. Child Care I
9. Child Care II
10. Home/Institutional Support Services

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2710 (December 2003).

§509. Strand: Management of Resources

A. Focus

1. Analyze the roles managing human, economic, and environmental resources may have on enabling individuals, families, and communities to achieve self-sufficiency.

2. Integrate practices in family and community services to address the unique needs of individuals and families.

3. Develop skills and strategies that focus on careers in consumer sciences.

B. Standards

1. Demonstrate management principles to meet individual and family needs and wants in relation to food, clothing, shelter, health care, and transportation.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Examine how individuals and families make choices to satisfy needs and wants. 2. Utilize a time management plan to meet individual and family goals. 3. Design a plan of work to organize tasks and responsibilities. 4. Apply consumer skills needed to purchase safe and nutritious food for individuals and the family. 5. Apply consumer skills needed to purchase, create, and maintain clothing. 6. Implement decisions related to housing and furnishings based on the needs of individuals and family members. 7. Examine information for procuring and maintaining health care to meet the needs of individuals and family members. 8. Apply consumer information for acquiring and maintaining transportation to meet the needs of individuals and family members.	ELA 1-1,3,4,5 2-6 3-1,2,3 4-1,2,4,6 5-1,2,3,6 7-1,2,4 Math N-1,2,5 M-1,4	Social Studies C-1A-5,6,7 C-1B-2,3,4,5,6 C-1D-1,3,4 E-1A-1,2,3,6,7,8 E-1B-1,2,3 E-1C-2,3,4 H-1A-6 H-1C-15	1,2,3,4,5

2. Demonstrate how a personal life plan reflects family, community, learning, leisure, and career goals.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Examine careers in relation to individual and family needs, lifestyle, values, and financial resources. 2. Plan goals for life-long learning and leisure opportunities for all family members. 3. Design strategies to promote growth of individuals within the family and within selected career paths. 4. Compose goals to support community and civic responsibilities as individuals and family members. 5. Integrate individual, family, community and work activities to meet multiple goals at one time. 6. Analyze skills and knowledge needed to develop alternative strategies for life- plan visions as unexpected changes occur related to individual, family, community, and work situations.	ELA 1-1,3,4,5 2-1,2,3,6 3-1,2,3 4-1,2,4 5-2 7-1,2,4 Math D-7	Social Studies G-1B-1,4 G-1C-2,4,6 G-1D-2,4 C-1A-6 C-1B-2,3,6 C-1D-1,2,3,4 E-1A-3 H-1C-15	1,2,3,4,5

3. Analyze the interrelationship between the economic system and consumer decisions and actions.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Examine how individuals and societies make choices to satisfy needs and wants with limited resources. 2. Examine t he components of the economic system and examine how individuals are a part of the system. 3. Consider personal responsibility for use of resources. 4. Examine laws and regulations that pertain to consumers and providers of services. 5. Examine how career decisions affect the economic status of individuals and the family, and in turn, the economic system. 6. Determine practices that allow families to maintain economic self-sufficiency. 7. Compare the availability, costs, and benefits of accessing public, nonpublic, and for profit services to assist the family. 8. Investigate how individuals exchange work or resources for income to buy goods and services and pay taxes.	ELA 1-1,3,4,5 4-4,5,6 5-1,2,3,5,6 7-1,2,4 Math N-1,5 A-1 M-4 D-1,6,7 Science SE-B1,2,4	Social Studies C-1A-3,5,7 C-1B-3 C-1D-1,2,3,4 E-1A-1,2,3,4,5,6,7 E-1B-1,2,3,4,5,6 E-1C-2,4 H-1A-6 H-1C-15	1,2,3,4,5

4. Analyze financial planning to meet the needs of individuals and families across the life span.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Investigate information related to financial management. 2. Examine the purposes of personal and legal documents related to home and family management. 3. Apply financial management practices related to budgeting, banking, credit , savings, and investments. 4. Examine the need for personal and family financial planning at various stages of the life span. 5. Explore individual and family needs for insurance for life, health, apartment/home, and auto.	ELA 1-1,3,4,5 2-6 3-1,2,3 4-2,5,6 5-1,2,3,4,5,6 7-1,2,4 Math N-1,2,3,4,5 M-2,4 D-1,6,7	Social Studies C-1D-1 E-1A-1,2,4,5,6,7 E-1B-1,2,3,4,5,6 E-1C-2,3,4 H-1C-15	1,2,3,4,5

5. Demonstrate how to develop a long-term financial management plan.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Investigate information related to financial management. 2. Examine the purposes of personal and legal documents related to home and family management. 3. Apply financial management practices related to budgeting, banking, credit, savings, and investments. 4. Examine the need for personal and family financial planning at various stages of the life span. 5. Explore individual and family needs for insurance for life, health, apartment/home, and auto.	ELA 1-1,3,4,5 2-1,2,3,4,6 3-1,2,3 4-1,2,3,4,5,6 5-1,2,3,4,5,6 7-1,2,4 Math N-1,2 M-1,4 D-1,7,8	Social Studies C-1A-5,7 C-1D-1 E-1A-1,2,3,5,6,7 E-1B-1,2,3,4,5,6 E-1C-2,3,4 H-1C-15	1,2,3,4,5

6. Demonstrate how individual and family behaviors maintain and protect the environment.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Evaluate how environmental trends and issues affect families and future generations. 2. Implement behaviors that conserve, reuse, and recycle resources to maintain the environment. 3. Demonstrat e individual and family responsibility in relation to the environment. 4. Implement government regulations for conserving natural resources.	ELA 1-1,3,4,5 2-6 4-2,4,5,6 5-1,2,3,5,6 7-1,2,4 Math D-1,6,7 Science SE-A-11 SE-B-1,2,3,4,5,6 SE-C-1,2,3,5 SE-D-1,2,3,4,5,6	Social Studies G-1D-2,4,5 C-1A-5 C-1B-6 C-1D-3 E-1A-8 E-1B-4,5,6 H-1A-6 H-1C-15	1,2,3,4,5

7. Analyze resource consumption in the home and workplace for conservation and waste management practices.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Contrast sources and types of energy. 2. Analyze sources and types of residential and commercial energy, waste disposal, and pollution issues. 3. Assess consumer programs and services provided by government, public utilities, resource recovery businesses, and environmental organizations. 4. Recommend strategies and consumer practices that help consumers and businesses conserve energy and reduce waste. 5. Evaluate waste management issues. 6. Describe roles of government, industry, and family in energy consumption and conservation as they relate to the home and workplace.	ELA 1-1,3,4,5 2-6 3-1,2,3 4-1,2,3,4,5,6 5-1,2,3,6 7-1,2,4 Math N-1,2,6 M-1 D-5 Science ESS-A1 SE-A-1 SE-B-1,2,4,5,6 SE-C-1,2,3,4,5 SE-D-1,2,3,4,5,6	C-1B-6 C-1D-1,3 E-1A-7,8 E-1B-2 H-1A-6 H-1C-15	1,2,3,4,5

8. Analyze the impact of technology on resource management for individuals and families.

Benchmarks	Academic Cross-References		Louisiana
1. Explore types of technology currently impacting consumer decision making. 2. Examine how media and technological advancement impact consumer decisions. 3. Examine the impact of technology on financial planning. 4. Identify technology to assist individuals and families with activities at home, in the community, and in the workplace.	ELA 1-1,3,4,5 4-4,5,6 5-1,2,3,4,6 7-1,2,4 Math N-1 D-7 Science SE-C-3 SI-A-3	Social Studies C-1B-6 C-1D-1,3,4 H-1C-15	1,2,3,4,5

9. Analyze technologies and their effects on managing individual, family, community, and career roles and responsibilities.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Examine the forms and functions of technologies and their relationship to individual, family, community and work roles and responsibilities. 2. Investigate the validity of claims related to the impact of technology, based on personal, ethical, and technical evaluation criteria. 3. Consider the cost of technologies in relation to various roles in terms of labor-saving, safety, health, and well-being criteria.	ELA 1-1,3,4,5 4-5 5-1,2,3,5,6 7-1,2,4 Math N-1 D-7	Social Studies C-1A-5 C-1B-1,2,3,4,6 C-1D-1,2,3,4 E-1A-2 E-1B-1,2,3 E-1C-3 H-1C-15	1,2,3,4,5

10. Demonstrate a plan for product development, testing procedures, and demonstration techniques.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Conduct market research to determine consumer trends and product development needs. 2. Design or analyze a consumer product. 3. Compare features, prices, product information, styles, and performance of consumer goods and analy ze the trade-offs among the components.	ELA 1-1,3,4,5 3-2 4-1,2,3,4,5,6 5-1,2,3,4,5,6 7-1,2,4 Math N-1,2 M-1 D-1,7 Science SI-A-1,2,3,6,7 SI-B-4,5	Social Studies E-1B-3 E-1C-2 H-1C-15	1,2,3,4,5

4. Perform a test on a product, utilizing valid and reliable testing procedures. 5. Apply statistical analysis processes to interpret, summarize, and report data from tests. 6. Analyze the labeling, packaging, and support materials of consumer goods. 7. Demonstrate a product or educate an audience.			

11. Adapt features of products or services to meet customer needs and resources.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Utilize appropriate sales techniques to compare, demonstrate, assist, and advise consumers in the selection of goods and services that meet consumer needs. 2. Compare features, prices, and product information to prioritize and use consumer goals to maximize satisfaction in product use.	ELA 1-1,3,4,5 4-1,3,4,6 5-1,2,3,5,6 7-1,2,4 Math N-1,2 M-1,3 D-1,7	Social Studies C-1D-1	1,2,3,4,5

12. Analyze policies that support consumer rights and foster consumer responsibilities.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Examine state and federal policies and laws related to consumer protection regarding goods and services purchased. 2. Investigate how policies become laws in relation to consumer responsibilities. 3. Explore how to seek information related to consumer rights issues.	ELA 1-1,3,4,5 2-6 3-1,2,3 4-2,4,5,6 5-1,2,3,5,6 7-1,2,4 Math D-2,7	Social Studies C-1A-5,7 C-1B-1,2,3,4,6 C-1C-2 C-1D-1,3,4 E-1A-1,2,4,5,6,7,8 E-1B-1,2,3,4,5,6 E-1C-2,3,4 H-1A-6 H-1C-15	1,2,3,4,5

13. Analyze the impact of consumer rights and responsibilities on business/industry, consumers, and consumer-interest advocates within business/industry, government, and grassroots organizations.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Describe national, state, and local laws and resources related to consumer protection and explain the means by	ELA 1-1,3,4,5 2-1,2,3,4,6 3-1,2,3 4-1,2,3,4,5,6	Social Studies C-1A-1,3,5,7 C-1D-1,3 E-1B-3,5	1,2,3,4,5
which policy makers motivate change in products, services, and business practices. 2. Explain strategies for consumers to exercise their rights and responsibilities. 3. Analyze the costs/benefits of consumer protection laws on goods and services. 4. Analyze the impact of consumer fraud on business and the consumer and recommend strategies to reduce the risk of fraud. 5. Explain the consumer perspective on issues through a variety of media.	5-1,2,3,5,6 7-1,2,4 Math N-1,2 M-1,4	E-1C-4 H-1A-6 H-1C-15	

14. Analyze company policies, procedures, and product knowledge to develop solutions to customer problems.

Benchmarks	Academic Cross-References		Louisiana
1. Analyze customer needs and wants. 2. Identify strategies and alternatives available to resolve customer problems considering company policies and procedures. 3. Apply product knowledge to suggest use, care, or services to meet customer satisfaction. 4. Examine consumer groups and company departments affected by customer relations decisions.	ELA 1-1,3,4 4-2,4,6 5-2,3,6 7-1,2,4 Math D-1	Social Studies C-1B-6 C-1D-1,2,3,4	1,2,3,4,5

15. Demonstrate, by using terms and phrases common to consumer affairs, those appropriate educational or promotional materials that inform, persuade, and/or educate consumers about consumer issues.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Conduct investigative research concerning consumer issues (including the Internet). 2. Prepare and present educational, advertising, or public relations materials (such as videos, press kits, public service announcements, fact sheets, etc.) for consumer use. 3. Evaluate the effect of educational or promotional materials on consumer behavior. 4. Evaluate sources of information that aid the consumer in selection or use of products and	ELA 1-1,3,4,5 2-1,2,3,4,5,6 3-1,2,3 4-1,2,3,4,5,6 5-1,2,3,4,5,6 7-1,2,4 Math N-2,5 D-1,6,7	Social Studies C-1A-1,5 C-1B-6 C-1D-1,2,3,4 E-1A-8 E-1B-1,2,3,4,5,6 E-1C-2,3 H-1A-6 H-1C-15	1,2,3,4,5

services. 5. Utilize appropriate communications technology in delivering and receiving educational and promotional messages.			

16. Demonstrate professional behaviors, skills, and knowledge in community services.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Follow rules, regulations, and work-site policies that affect employer, employee, participant, and family rights and responsibilities. 2. Demonstrate professional, collaborative relationships with colleagues, support teams, participants, and families. 3. Demonstrate cooperative working relationships across age, gender, and diverse groups. 4. Demonstrate ability to work independently, share responsibilities, accept supervision, and assume leadership roles. 5. Apply critical and creative thinking, reasoning, and problem-solving skills in community services. 6. Collect, compile, evaluate, and maintain accurate and confidential documentation to be submitted in a timely manner to appropriate sources. 7. Analyze the strengths, needs, preferences, and interests of participants through observation of formal and informal assessment practices. 8. Identify important sources of support and resources for participants. 9. Investigate appropriate technology in community services.	ELA 1-1,3,4,5 4-1,2,4,6 5-1,2,3 7-1,2,4	Social Studies C-1D-1,3,4 H-1C-15	1,2,3,4,5

17. Demonstrate effective communication skills.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Demonstrate clear and logical written, verbal, and non-verbal communication. 2. Demonstrate positive interpersonal skills to resolve conflict, negotiate, work as a team, and provide leadership. 3. Use accepted consumer affairs terminology and technical information. 4. Practice client and interpersonal relations skills. 5. Demonstrate respect for individual differences with sensitivity to anti-bias, gender equity, age, and cultural diversity. 6. Demonstrate commitment, enthusiasm, and initiative to business goals and improvements. 7. Exercise professional ethics in all matters related to the workplace.	ELA 1-1,3,4 2-1,2,6 3-1,2,3 4-1,2,3,4,5,6 5-1,2,3,6 7-1,2,4 Math N-5	Social Studies G-1B-1,2,3,4 G-1D-1,2,3,4 H-1A-6 E-1B-2	1,2,3,4,5

18. Evaluate career paths within consumer affairs occupations.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Assess the importance of consumer affairs occupations in the United States and the world. 2. Research the roles and functions of individuals engaged in careers in consumer affairs occupations. 3. Assess employment opportunities and preparation requirements. 4. Review education and training requirements for different levels of employment. 5. Assess the impact of consumer affairs occupations on the local, state, national, and global economies. 6. Research entrepreneurial opportunities related to these careers. 7. Assess how interests, education, personal priorities, and family responsibilities affect career choices in these areas.	ELA 1-3,4,5 2-6 3-1,2,3 4-1 5-1,2,3,6 7-1,2,4 Math N-1,2 A-3 M-1 D-1,7	Social Studies G-1B-1,4 G-1C-2,3,4,6 G-1D-5 C-1D-1 E-1A-3 E-1C-3 H-1C-15	1,2,3,4,5

C. Available Courses

1. Family and Consumer Sciences I
2. Family and Consumer Sciences II
3. Adult Responsibilities
4. Family Economics
5. Family and Consumer Sciences Cooperative Education
6. Family Life Education

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2719 (December 2003).

§511. Strand: Nutrition and Foods

A. Focus

1. Evaluate nutritional and wellness practices to promote individual and family well-being across the life span.

2. Develop career competencies in all aspects of food production and service, food science, dietetics, and nutrition that promote health and wellness of individuals and families.

B. Standards

1. Analyze the internal and external factors that influence nutritional practices and wellness across the life span.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Examine the psychological, cultural, and social influences related to food choices. 2. Explore the societal, governmental, socio-economic, and technological influences related to food choices and practices. 3. Examine the impact of food choices on the global community.	ELA 1-1,3,4,5 4-4,5,6 5-1,2,3,6 7-1,2,4 Math N-5 A-1,3 M-2,3,4 D-1,5 Science LS-G3,5 ESS-A2 SE-A3,11 SE-B-1,5 SE-C-2 SE-D-1,4	Social Studies G-1B-1,2,4 G-1C-2,4,6 G-1D-3,4 C-1A-1,7 C-1B-3 C-1C-3 E-1A-1,2,4,6 E-1B-1,2,3,4,5,6 E-1C-3 H-1A-6 H-1B-6,7,9,16,17 H-1C-1,4,5,6,7,8,9,10,11,15	1,2,3,4,5

2. Evaluate the nutritional content of food in relation to health and wellness needs of individuals and families.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Analyze the effect of nutrients on health, appearance, job performance, and personal/family life. 2. Examine the relationship of nutrition and wellness to individual and family health, including the extended family from the very young to the elderly. 3. Judge the impact of food addictions and eating disorders on wellness. 4. Evaluate sources of food and nutrition information that contribute to wellness. 5. Interpret information regarding nutrition to promote health and wellness.	ELA 1-1,3,4,5 4-4,5 5-1,2,3,6 7-1,2,4 Math N-2 A-1,3 M-1 D-1,5 P-2 Science LS-G1	Social Studies G-1C-2,3 G-1D-3,4 C-1B-3,4 C-1C-2 C-1D-3 E-1A-1,2 E-1B-1,2 H-1C-15	1,2,3,4,5

3. Evaluate and apply nutrition information.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Assess and use basic nutrition principles, food plans, preparation techniques, and specialized dietary plans. (1) (2) 2. Determine nutrient requirements across the life span addressing the diversity of people, culture, and religions. (1) (2) (4) 3. Appraise and interpret nutritional data from food. (1) 4. Assess principles to maximize nutrient retention in prepared foods. (2) (4) (5) 5. Assess the influence of socioeconomic and psychological factors on food and nutrition behavior. (2) 6. Choose menus based on nutrient needs. 7. Monitor recipe/formula proportions and modifications for food production. (2) 8. Critique the selection of foods to promote a healthy lifestyle. 9. Categorize foods into exchange groups and plan appropriate menus based on the nutritional needs. (4) 10. Instruct individuals on nutrition for health maintenance and disease prevention.	ELA 1-1,3,4,5 2-6 3-1,2,3 4-1,2,3,4,6 5-1,2,3,6 7-1,2,4 Math N-1,2,4 M-1,4 D-1,2,6,7 Science LS-G5	Social Studies G-1B-4 G-1C-3,4,6 G-1D-1,4 C-1C-1 C-1D-3 E-1A-1,2,4,5 E-1B-1,2,4,5,6	1,2,3,4,5

4. Demonstrate planning, selecting, storing, preparing, and serving of foods to meet needs of individuals and families across the life span.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Apply various dietary guidelines in developing food plans to meet nutrition and wellness needs. 2. Select nutritious foods for a variety of situations. 3. Select appropriate food preparation methods, based on	ELA 1-1,3,4,5 4-2,4,6 5-2,3,6 7-1,2,4 Math N-1,2,3,4 A-3 M-1,2 D-1,2,7,8 Science SI-A-2,3,4	Social Studies G-1B-1,4 G-1C-1,2,3,6 G-1D-1,2,3,4 C-1B-3 C-1C-2,3 C-1D-3 E-1A-1,2,5 E-1B-1,2,5 E-1C-3 H-1A-6 H-1B-6,18	1,2,3,4,5

available resources, to meet nutritional and health needs. 4. Construct alternative ways to meet health and special nutritional needs considering available resources. 5. Select, store, prepare, and serve nutritious and aesthetically pleasing foods that meet health and wellness needs of family members. 6. Implement a life plan that promotes wellness. 7. Demonstrate proper table setting, service, and table manners.	LS -G-2,4 PS-D-6 PS-G-1	H-1C-5,6,7,8,9,11 H-1C-15	

5. Analyze food-borne illness as a health issue for individuals and families.

Benchmarks	Academic Cross-References		Louisiana
1. Investigate the causes and prevention for food borne disease and illness. 2. Examine the role of families in teaching personal hygiene and sanitation practices to family members. 3. Determine which individuals are most at-risk for developing food-borne illness. 4. Determine the symptoms of food-borne illness and describe the health implications. 5. Consider when and where to report food borne illness.	ELA 1-1,3,4,5 2-6 4-2,4,6 5-1,2,3,6 7-1,2,4 Math N-1,2,5 A-1 M-1,3 D-1,2,7 Science LS-G-2,3,4,5	Social Studies H-1C-15	1,3,4,5

6. Evaluate the factors affecting food safety from production through marketing.

Benchmarks	Academic Cross-References		Louisiana
1. Appraise safety and sanitation practices throughout the food chain that contribute to food contamination with organisms that can lead to illness. 2. Determine contamination risks of perishable and non-perishable foods. 3. Assess changes in national and international food production and distribution systems and explain how these changes impact food supplies available in retail establishments. 4. Assess conditions that create a safe working environment for food production. 5. Research the national, state, and local inspection systems that are in place to protect the health of individuals and the public.	ELA 1-1,3,4,5 4-2 5-1,2,3,6 7-1,2,4 Math N-1,2 A-1,3 M-1 D-1,2,3 P-2 Science PS-D1 LS-G2,4,5	Social Studies G-1C-1,2,6 G-1D-3,4 C-1A-6 C-1B-3 C-1C-2 C-1D-3 E-1A-1,2,4,5,6 E-1B-1,2,3,4,5,6 H-1A-6 H-1B-15,18 H-1C-11,15	1,2,3,4,5

7. Demonstrate food safety and sanitation procedures.

Benchmarks	Academic Cross-References		Louisiana
1. Examine pathogens found in food and determine how time, temperature, pH, and moisture affect their growth, causing illness. (5) 2. Practice food service management safety/sanitation procedures. (3) 3. Design a system for documenting, investigating, and reporting incidents of a food borne illness. (3,5) 4. Apply safe shopping, storing, preparing, and serving principles during food handling to reduce the risk of food borne illness. (4) 5. Practice good personal hygiene/health procedures and report symptoms of illness. (4) (5) 6. Demonstrate proper receiving and storage of both raw and prepared foods. (4) 7. Demonstrate food handling and preparation techniques that prevent cross contamination between raw and ready-to-eat foods and between animal or fish sources and other food products. (5) 8. Examine current types and proper uses of cleaning materials and sanitizers. (4) 9. Apply OSHA's Right to Know Law and Material Safety	ELA 1-1,3,4,5 2-1,2,6 3-1,2,3 4-1,2,3,4 5-6 7-1,2,4 Math N-1,2,3 A-1 M-1 D-1,7 Science LS-G2,4,5 SE-B2	Social Studies C-1A-1,5,6 C-1B-4,6 C-1C-1,2 C-1D-3 E-1B-2,5,6 H-1C-15	1,2,3,4,5

Data Sheets and explain their requirements in handling hazardous materials. (4) 10. Apply waste disposal and recycling methods. (4) 11. Demonstrate ability to maintain necessary records to document time and temperature control, employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation. (5)			

8. Analyze information on product labels that have food safety implications for individuals and families.

Benchmarks	Academic Cross-References		Louisiana
1. Examine the labeling requirements mandated by federal, state, or local authorities for product packaging. 2. Examine the manufacturer's product descriptors and use-by/sell-by dates.	ELA 1-1,3,4,5 5-2,6 7-1,2,4 Math N-1,2 M-1,2,3 D-1,6,7 Science LS-G2,4,5	Social Studies C-1A-6 C-1B-3 C-1D-1,3 E-1B-5,6 E-1C-4 H-1A-6 H-1C-15	1,2,3,4,5

9. Evaluate the impact of science and technology on food composition and safety, nutrition, and wellness of individuals and families.

Benchmarks	Academic Cross-References		Louisiana
1. Assess current technology to locate food and nutrition information. 2. Determine how scientific and technical advancements have impacted the nutrient content, availability, and safety of foods. 3. Assess the impact of scientific and technical advancements in food processing, product development, and storage on the nutrition and wellness of individuals and families. 4. Review current technology in the selection, preparation, and home storage of food. 5. Critique nutrition assessment data using current technology.	ELA 1-1,3,4,5 4-5 5-1,2,3,5,6 7-1,2,4 Math N-1,2 M-1,2,4 D-1,6,7 Science SI-A3 PS-C4 PS-D1,2		1,2,3,4,5
6. Assess the effects of food science and technology in meeting nutritional needs.			

10. Contribute to the public dialogue about food safety and sanitation.

Benchmarks	Academic Cross-References		Louisiana
1. Interpret for others food safety and sanitation needs as related to the wellness of individuals and families. 2. Examine the need for food safety and sanitation processes and procedures that result in the wellness of individuals and families. 3. Illustrate how individuals can impact food safety and sanitation related to food eaten outside the home.	ELA 1-1,3,4,5 2-1,2,3 3-1,2,3 4-1,2,3,4,6 5-6 7-1,2,4 Math N-2 M-1 D-1,7 Science LS-G2,4,5	Social Studies C-1A-1,5,6 C-1B-6 C-1D-1,3	1,2,3,4,5

11. Demonstrate knowledge of risk-management procedures as applied to food safety, food testing, and sanitation.

*FHA/HERO Related *

Benchmarks	Academic Cross-References		Louisiana
1. Demonstrate knowledge of factors that contribute to food borne illness. (5) 2. Demonstrate knowledge of food service management safety/sanitation programs. (3) 3. Use knowledge of the system for documenting and investigating reports of a food borne illness. (3) 4. Utilize the Hazard Analysis Critical Control Point (HACCP) during all food handling processes as a method for minimizing the risk of food borne illness. (4) 5. Practice good personal hygiene/health procedures when handling food. 6. Develop procedures for receiving and storage of raw and prepared foods. (4)	ELA 1-1,3,4,5 2-1,2,6 3-1,2,3 4-1,2,3,4 5-6 7-1,2,4 Math N-1,2,3 A-1 M-1 D-1,7 Science LS-G2 SE-B1,2,4 SE-D1,2	Social Studies H-1C-15	1,2,3,4,5

7. Describe current types of cleaning materials and sanitizers and their proper use. (4) 8. Apply OSHA's Right to Know Law and Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials. (4) 9. Carry out waste disposal and recycling methods. (4)			

12. Utilize current technology in food product development.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Utilize various factors that affect food preferences in the marketing of food. 2. Utilize data in statistical analysis. 3. Prepare food for presentation and evaluation. 4. Maintain test kitchen/laboratory and related equipment and supplies. 5. Implement procedures that affect quality product performance. 6. Conduct sensory evaluations of food products. 7. Utilize technology for testing safety of food products.	ELA 1-1 4-2 5-6 7-1,2,4 Math N-1,2,5,6 A-1 M-1,4 D-1,7 Science SI-A3,4,7		1,2,3,4,5

13. Demonstrate selecting, using, and maintaining food production equipment.

Benchmarks	Academic Cross-References		Louisiana
1. Operate tools and equipment following safety procedures and OSHA requirements. (1) (3) (4) 2. Maintain tools and equipment following safety procedures and OSHA requirements. (1, 3, 4) 3. Verify the selection and use of equipment. 4. Demonstrate procedures for cleaning and sanitizing equipment. (3)	ELA 1-1,5 4-1,2,3,4,6 5-2,6 7-1,2,4 Math N-6 Science SI-A7 LS-G2	Social Studies C-1A-1,5 C-1B-6 C-1D-3	1,2,3,4,5
5. Examine efficiency of equipment purchases based on long-term business needs and specific regulations and codes related to foods. (3) (5) 6. Demonstrate procedures for storage of equipment and tools.			

14. Demonstrate planning menu items based on standardized recipes to meet customer needs.

Benchmarks	Academic Cross-References		Louisiana
1. Use computer-based menu systems. (3) 2. Apply menu planning principles to develop and modify menus. (3) (4) 3. Examine food and equipment needed for menus. 4. Design a menu layout. (3) 5. Prepare requisitions for production requirements. (4) 6. Evaluate performance of menu items. (3)	ELA 1-1,3,4,5 2-2,3,4,6 3-1,2,3 4-2 5-1,2,3,4,6 7-1,2,4 Math N-1,5 D-1 Science SI-A3		1,2,3,4

15. Demonstrate preparing all categories of menu items utilizing commercial materials to produce a variety of food products.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Apply principles of food preparation to a variety of food products. (4) 2. Demonstrate skills in knife, tool, and equipment handling. (4) 3. Demonstrate a variety of cooking methods including roasting, baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, stir-frying, convection, microwaving, and emerging technological methods. (4) 4. Utilize weights and measures to demonstrate proper scaling and measurement techniques.	ELA 1-1,3,4,5 4-2,4,6 5-6 7-1,2,4 Math N-1,2,3,4 M-1,2,4 D-1,7	Social Studies G-1B-1,2,3,4 H-1C-15	1,2,3,4,5

5. Apply use of herbs, spices, oils, and vinegars. (4) 6. Prepare various meats, seafood, and poultry. (4) 7. Prepare various stocks, soups, and sauces. (4) 8. Prepare various fruits, vegetables, and starches. (4) 9. Prepare various salads, dressings, and marinades. (4) 10. Prepare sandwiches, canapés, appetizers, and beverages. (4) 11. Prepare breakfast meats, eggs, cereals, and batter products. (4) 12. Apply the fundamentals of baking science to the preparation of a variety of products. (4) 13. Apply the fundamentals of time and temperature to cooking, cooling, and reheating of a variety of foods. (4) 14. Demonstrate food presentation techniques. (4) 15. Calculate the cost of using convenience food items. (4)			

16. Demonstrate food science, dietetics, and nutrition management functions.

Benchmarks	Academic Cross-References		Louisiana
1. Build menus incorporating customer/client's nutritional needs. (1) 2. Monitor food preparation, production, and testing systems. (1, 2) 3. Verify standards for food quality. (1) 4. Create standardized recipes. (1) 5. Project amounts of food needed. (1) 6. Examine new products. (1) 7. Implement procedures that provide cost-effective products. (1) 8. Establish par levels for the purchase of supplies based on an organization's needs. 9. Utilize Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation. (5)	ELA 1-1 2-6 3-1,2,3 4-2,4,6 5-2,3,4,6 7-1,2,4 Math N-1,2,3,4,5,6 A-1 M-1,2,4 D-1,7 Science SI-A2,3,4 LS-G2	Social Studies C-1A-1,5 C-1B-6 C-1D-3	1,2,3,4,5

17. Demonstrate implementation of food service management functions.

Benchmarks	Academic Cross-References		Louisiana
1. Apply principles of purchasing and receiving in food service operations. (4) 2. Apply the procedures involved in staff planning, recruiting, interviewing, and selection of employees. 3. Design staff schedules. 4. Conduct staff orientation, regular training and education, and on-the-job training/retrain ing. 5. Examine human resource policies including rules, regulations, and laws involving hiring, compensation, and overtime. 6. Examine the areas of legal liability within the food service industry. 7. Practice inventory procedures including first in/first out concept, date markings, and specific record keeping. (5) 8. Apply accounting principles in planning and forecasting profit and loss. 9. Implement a marketing plan. 10. Design internal/external disaster plans.	ELA 1-1,3,4,5 2-1,2,6 3-1,2,3 4-1,2,3,4,6 5-1,2,3,4,5,6 7-1,2,4 Math N-1,5 A-2 D-1	Social Studies C-1A-1,4,5 C-1B-6 C-1C-2,3 C-1D-3 E-1A-1,2,4,5,6 E-1B-2,5,6 H-1C-15	1,2,3,4,5

18. Demonstrate quality customer service used in food production industries.

Benchmarks	Academic Cross-References		Louisiana
1. Examine the role of service as a strategic component of performance. 2. Demonstrate quality services which exceed the expectations of customers. (2) (4)	ELA 1-1 2-2,3,4,6 3-1,2,3 4-1,2,3,4,6 5-6 7-1,2,4	Social Studies C-1A-1,5 C-1B-5,6 C-1D-1,3,4 E-1A-3	1,2,3,4,5

3. Examine the relationship between employees and customer satisfaction. 4. Apply strategies for resolving complaints. 5. Demonstrate sensitivity to diversity and individuals with special needs.			

19. Demonstrate effective communication skills.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Demonstrate written, verbal, and non-verbal communication. 2. Demonstrate positive interpersonal skills to resolve conflict, negotiate, work as a team, and provide leadership. 3. Use accepted food science, food service, dietetics, and nutrition industry terminology and technical information. 4. Practice grooming and dress requirements in the food industry. 5. Practice client and interpersonal relations skills. 6. Demonstrate respect for individual differences with sensitivity to anti-bias, gender equity, age, and cultural diversity. 7. Demonstrate commitment, enthusiasm, and initiative to business goals and improvements. 8. Exercise professional ethics in all matters related to the workplace.	ELA 1-1,3,4 2-1,2,6 3-1,2,3 4-1,2,3,4,5,6 5-1,2,3,6 7-1,2,4 Math N-5 Science SI-A3	Social Studies C-1D-1,2,3,4 E-1B-2 H-1A-1,6 G-1B-1,2,3,4 G-1C-6	1,2,3,4,5

20. Evaluate career paths within the food production, food science, dietetics, and nutrition industries.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Research the roles and functions of individuals engaged in food service management, food production, food science, dietetics, public health, and nutrition education careers. 2. Assess employment opportunities and preparation requirements. 3. Review education and training requirements for different levels of employment. 4. Assess the impact of the food production, food service, food science, dietetics, and nutrition industries on the local, state, national, and global economies. 5. Research entrepreneurial opportunities related to these careers. 6. Assess how interests, education, personal priorities, and family responsibilities affect career choices in these areas.	ELA 1-3,4,5 2-6 3-1,2,3 4-1 5-1,2,3,6 7-1,2,4 Math N-1,2 A-3 M-1 D-1,7 Science SE-B4,5	Social Studies E-1A-1,2,3,6 E-1B-1,2,3,4,5,6 E-1C-3 H-1C-15	1,2,3,4,5

References: Some materials were reviewed by professionals or abstracted from sets of standards from the following organizations. These numbers follow the benchmarks to which they apply.
(1) Dietary Managers Association
(2) American Dietetics Association
(3) National Restaurant Association
(4) American Culinary Federation
(5) United States Food and Drug Administration, Center for Food Safety and Applied Nutrition

C. Available Courses
1. Family and Consumer Sciences I
2. Family and Consumer Sciences II
3. Food Science
4. Nutrition and Food
5. Advanced Nutrition and Food
6. Food Services I
7. Food Services II

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2724 (December 2003).

§513. Academic Cross-Reference Codes

A.1. Cross-references to academic content standards reinforce the integration of academic and Family and Consumer Sciences skills. English Language Arts, Mathematics, Science, and Social Studies academic standards are cross-referenced in the second and third column beside each Family and Consumer Sciences standard. The academic standards are listed in full in the Appendices. The framework also references the five Louisiana Foundation Skills developed by the Louisiana Content Standards Task Force; these skills, which apply to all students in all disciplines, are:

a. communication;

b. problem solving;
c. resource access and utilization;
d. linking and generating knowledge; and
e. citizenship.

2. Codes used in the framework to identify the academic standards are given below, as well as a sample page from the framework.

B. ELA (English Language Arts). Standard number is given; then benchmark number

C. Mathematics. Strand letter is given; then benchmark number

N Number and Number Relations Strand
A Algebra Strand
M Measurement Strand G Geometry Strand
D Data, Discrete Math, and Probability Strand
P Patterns, Relations, and Functions Strand

D. Science. Strand letter is given; then benchmark letter and number

SI Science As Inquiry Strand
PS Physical Science Strand
LS Life Science Strand
SE Science and the Environment Strand

E. Social Studies. Strand letter is given; then benchmark letter and number

G Geography Strand
C Civics Strand
E Economics Strand
H History Strand

F. Example:

Standard Seven: Demonstrate design ideas through visual presentation.

*FHA/HERO Related

Benchmarks	Academic Cross-References		Louisiana
1. Use appropriate media to prepare visual presentation of design ideas.	ELA 3-1,3 5-1,2,3,4,6 Math D-1,2,3,4,6,7,8,9 P-1,4,5 Science SI-A-3	Social Studies H-1C-15	1,2,3,4,5

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2729 (December 2003).

§515. Referenced Academic Content Standards

A. The following is a list of the content standards and benchmarks that have been referenced in this document. All referenced content area standards and benchmarks are for students in grades 9-12.

B. English Language Arts (ELA)

Standard One: Students read, comprehend, and respond to a variety of materials for a variety of purposes.

1? Using knowledge of word meaning and extending basic and technical vocabulary, employing a variety of strategies.
2? Analyzing the effects of complex literary devices and complex elements on a selection.
3? Reading, responding to, and critiquing written, spoken, and visual texts.
4? Interpreting texts to generate connections to real-life situations.
5? Applying reading strategies to achieve a variety of objectives.

Standard Two: Students write competently for a variety of purposes and audiences.

1? Writing a composition of complexity that clearly implies a central idea with supporting details in a logical, sequential order.
2? Focusing on information, concepts, and ideas that show an awareness of an intended audience and/or purpose.
3? Applying the steps of the writing process, emphasizing revising and editing in final drafts.
4? Using narration, description, exposition, and persuasion to develop various modes of writing.
5? Recognizing and applying literary devices and various stylistic elements.
6? Responding to text and life experiences as a basis for writing.

Standard Three: Students communicate using conventional grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

1? Writing legibly.
2? Demonstrating a command of the grammatical and mechanical conventions of standard English.
3? Spelling and pronouncing correctly using resources

Standard Four: Students demonstrate competence in speaking and listening as tools for learning and communicating.

1? Speaking intelligibly.
2? Giving and following directions/procedures.
3? Demonstrating a command of the features of speaking when giving prepared and extemporaneous presentations.
4? Speaking and listening for a variety of audiences and purposes.
5? Listening and responding to a wide variety of media.
6? Participating in a variety of roles in group discussions.

Standard Five: Students locate, select, and make use of information from a variety of texts, media, references, and technological sources.

1? Recognizing and using organizational features of printed text, other media, and electronic information.
2? Locating and evaluating information sources.
3? Accessing information and conducting research using outlining, note taking, summarizing, interviewing, and surveying to produce documented texts and graphics.
4? Using available technology to produce, revise, and publish a variety of works.
5? Citing references using various formats.
6? Interpreting charts/graphs, tables/schedules, diagrams/maps, and organizational charts/flowcharts.

Standard Six: Students read, analyze, and respond to literature as a record of life experiences.

1? Identifying, analyzing, and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups.
2? Analyzing distinctive elements of ancient, American, British, and world literature.
3? Identifying, analyzing, and responding to a variety of classic and contemporary literature from many genres.
4? Analyzing various genres as records of life experiences.

Standard Seven: Students apply reasoning skills to their reading, writing, speaking, listening, viewing, and visually representing.

1? Using comprehension strategies in all contexts.

2? Problem solving by analyzing, prioritizing, categorizing, and evaluating; incorporating life experiences; and using available information.

3? Analyzing the effects of an author's life, culture, and philosophical assumptions and an author's purpose and point of view.

4? Distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations.

C. Mathematics

Number and Number Relations Strand (N): In problem-solving investigations, use estimation, mental arithmetic, number lines, graphs, appropriate models, manipulatives, calculators, and computers to help develop an intuitive understanding of the real number system and communicate the relationships within that system.

N.1? Demonstrating an understanding of number systems.

N.2? Demonstrating that a number can be expressed in many forms, and selecting an appropriate form for a given situation.

N.3? Using number sense to estimate and determine reasonableness of solutions.

N.4? Determining whether an exact or approximate answer is necessary.

N.5? Selecting and using appropriate computational methods for given situations.

N.6? ? Applying ratios and proportional thinking in a variety of situations.

N.7? Justifying reasonableness of solutions and verifying results.

Algebra Strand (A): In problem-solving investigations, use appropriate manipulatives, models, graphs, tables, and technology to develop the understanding of concepts and to explore the applications of algebra.

A.1? Demonstrating the ability to translate real world situations into algebraic expressions, equations, and inequalities.

A.2? Recognizing the relationship between operations involving real numbers and operations involving algebraic expression.

A.3? Using tables and graphs as tools to interpret algebraic expressions, equations and inequalities.

A.4? Solving algebraic equations and inequalities using appropriate techniques.

Measurement Strand (NI): In problem-solving investigations, use appropriate manipulatives and available technology to develop the understanding of the concepts, processes, and real-life applications of measurement.

M.1? Selecting and using appropriate units, techniques, and tools to measure quantities in order to achieve specified degrees of precision, accuracy, and error (or tolerance) of measurements.

M.2? Demonstrating an intuitive sense of measurement.

M.3? Estimating, computing, and applying physical measurement using suitable units.

M.4? Demonstrating the concept of measurement as it applies to real-world experiences.

Geometry Strand (G): In problem-solving investigations, use appropriate models, drawings, manipulatives, and technology to understand concepts and explore real-world applications of one-, two-, and three-dimensional geometry, and justify solutions.

G.1? Identifying, describing and comparing to explore and make conjectures about geometric concepts and figures.

G.2? Representing and solving problems using geometric models and the properties of those models.

G.3? Solving problems using coordinate methods, as well as synthetic and transformational methods.

G.4? Using inductive reasoning to predict, discover, and apply geometric properties and relationships.

G.5? Classifying figures in terms of congruence, similarity, and applying these relationships.

G.6? Demonstrating deductive reasoning and justification.

Data, Discrete Math, and Probability (D): In problem-solving investigations, use appropriate collecting and organizational techniques, manipulatives, and technology in order to discover trends, to formulate conjectures regarding cause-and-effect relationships, and to develop critical-thinking skills that enable the student to make informed decisions.

D.1? Designing and conducting statistical experiments that involve collecting and representing data in various forms.

D.2? Recognizing data that relates two variables as linear, exponential, or otherwise in nature.

D.3? Using simulations to estimate probability.

D.4? Demonstrating an understanding of the calculation of finite probabilities using permutations, combinations, sample spaces, and geometric figures.

D.5? Recognizing events as dependent or independent in nature and demonstrating techniques for computing multiple event probabilities.

D.6? Demonstrating the concept of distributions and recognizing normal and non-normal distributions.

D.7? Making inferences from data that are organized in charts, tables, and graphs.

D.8? Demonstrating logical thinking procedures such as flow charts and truth tables.

D.9? Using discrete math to model real-life situations.

Patterns, Relations, and Functions (P): In problem-solving investigations, use appropriate number sense, manipulatives, drawings, tables, graphs, symbolic formulas, and technology to organize information, recognize patterns which may develop, and use those patterns to make predictions.

P.1? Modeling the concepts of variables, functions, and relations as they occur in the real world and using the basic notations and terminology.

P.2? Translating between tabular, symbolic, and graphical representations of functions.

P.3? Recognizing behavior of elementary functions and using graphing technologies to represent them.

P.4? Analyzing the changes in the graphs of functions caused by changing the coefficients and constants of arbitrary functions using technology whenever appropriate.

P.5? Analyzing real-world relationships that can be modeled locally or globally by elementary functions.

D. Science

Science As Inquiry Strand (SI): Students do science by engaging in partial and full inquiries that are within their developmental capabilities.

Benchmark A: The Abilities Necessary to do Scientific Inquiry

1? Identifying questions and concepts that guide scientific investigations.

2? Designing and conducting scientific investigations.

3? Using technology to improve investigations and communications.

4? Formulating and revising scientific explanations and models using logic and evidence.

5? Recognizing and analyzing alternative explanations and models.

6? Communicating and defending a scientific argument.

7? Utilizing science safety procedures during scientific investigations.

Benchmark B: Understanding Scientific Inquiry

1? Understanding that scientists usually base their investigations on existing questions or causal/functional questions.

2? Understanding that scientists conduct investigations for a variety of reasons, such as exploration of new areas, discovery of new aspects of the natural world, confirmation of prior investigations, prediction of current theories, and comparison of models and theories.

3? Understanding that scientists rely on technology to enhance the gathering and manipulation of data.

4? Understanding that scientists must adhere to criteria such as: A proposed explanation must have a logical structure, abide by the rules of evidence, be open to questions and modifications, be based on historical and current scientific knowledge, and be adequately reported to enhance further investigations.

5? Understanding that results of scientific inquiry, new knowledge, and methods emerge from different types of investigations and public communication among scientists.

Physical Science Strand (PS): Students develop an understanding of the characteristics and interrelationships of matter and energy in the physical world

Benchmark A: Measurement and Symbolic Representation

1? Manipulating and analyzing quantitative data using the SI system.

2? Understanding the language of chemistry (formulas, equations, symbols) and its relationship to molecules, atoms, ions, and subatomic particles.

Benchmark B: Atomic Structure

1? Describing the structure of the atom and identifying and characterizing the particles that compose it (including the structure and properties of isotopes).

2? Describing the nature and importance of radioactive isotopes and nuclear reactions (fission, fusion, radioactive decay).

3? Understanding that an atom's electron configuration, particularly that of the outermost electrons, determines the chemical properties of that atom.

Benchmark C: The Structure and Properties of Matter

1? Distinguishing among elements, compounds, and/or mixtures.

2? Discovering the patterns of physical and chemical properties found on the periodic table of the elements.

3? Understanding that physical properties of substances reflect the nature of interactions among its particles.

4? Separating mixtures based upon the physical properties of their components.

5? Understanding that chemical bonds are formed between atoms when the outermost electrons are transferred or shared to produce ionic and covalent compounds.

6? Recognizing that carbon atoms can bond to one another in chains, rings, and branching networks to form a variety of structures.

7? Using the kinetic theory to describe the behavior of atoms and molecules during phase changes and to describe the behavior of matter in its different phases.

Benchmark D: Chemical Reactions

1? Observing and describing changes in matter and citing evidence of chemical change.

2? Comparing, contrasting, and measuring the pH of acids and bases using a variety of indicators.

3? Writing balanced equations to represent a variety of chemical reactions (acid/base, oxidation/reduction, etc.).

4? Analyzing the factors that affect the rate and equilibrium of a chemical reaction.

5? Applying the law of conservation of matter to chemical reactions.

6? Comparing and contrasting the energy changes that accompany changes in matter.

7? Identifying important chemical reactions that occur in living systems, the home, industry, and the environment.

Benchmark E: Forces and Motion

1? Recognizing the characteristics and relative strengths of the forces of nature (gravitational, electrical, magnetic, nuclear).

2? Understanding the relationship of displacement, time, rate of motion, and rate of change of motion; representing rate and changes of motion mathematically and graphically.

3? Understanding effects of forces on changes in motion as explained by Newtonian mechanics.

4? Illustrating how frame of reference affects our ability to judge motion .

Benchmark F: Energy

1? Describing and representing relationships among energy, work, power, and efficiency.

2? Applying the universal law of conservation of matter, energy, and momentum, and recognizing their implications.

Benchmark G: Interactions of Energy and Matter

1? Giving examples of the transport of energy through wave action.

2? Analyzing the relationship and interaction of magnetic and electrical fields and the forces they produce.

3? Characterizing and differentiating electromagnetic and mechanical waves and their effects on objects as well as humans.

4? Explaining the possible hazards of exposure to various forms and amounts of energy.

Benchmark H: Science and Technology

1? Developing an awareness and appreciation for the continuing progress in technology as it affects the quality of individual lives as well as of society in order to become better informed citizens and consumers.

2? Becoming computer literate and proficient as it applies to the computer's capability to acquire data (with sensors), interpret data (by graphing), and as a research tool (library and Internet).

Life Science Strand (LS): Students become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.

Benchmark A: The Cell

1? Observing cells, identifying organelles, relating structure to function, and differentiating among cell types.

2? Demonstrating a knowledge of cellular transport.

3? Investigating cell differentiation and describing stages of embryological development in representative organisms.

Benchmark B: The Molecular Basis of Heredity

1? Explaining the relationship among chromosomes, DNA, genes, RNA, and proteins.

2? Comparing and contrasting mitosis and meiosis.

3? Describing the transmission of traits from parent to offspring and the influence of environmental factors on gene expression.

4? Exploring advances in biotechnology and identifying possible positive and negative effects.

Benchmark C: Biological Evolution

1? Exploring experimental evidence that supports the theory of the origin of life.

2? Recognizing the evidence for evolution.

3? Discussing the patterns, mechanisms, and rate of evolution.

4? Classifying organisms.

5? Distinguishing among the kingdoms.

6? Comparing and contrasting life cycles of organisms.

7? Comparing viruses to cells.

Benchmark D: Interdependence of Organisms

1? Illustrating the biogeochemical cycles and explaining their importance.

2? Describing trophic levels and energy flows.

3? Investigating population dynamics.

4? Exploring how humans have impacted ecosystems and the need for societies to plan for the future.

Benchmark E: Matter, Energy, and Organization of Living Systems

1? Comparing and contrasting photosynthesis and cellular respiration, emphasizing their relationships.

2? Recognizing the importance of the ATP cycle in energy usage within the cell.

3? Differentiating among levels of biological organization .

Benchmark F: Systems and the Behavior of Organisms

1? Identifying the structure and functions of organ systems.

2? Identifying mechanisms involved in homeostasis.

3? Recognizing that behavior is the response of an organism to internal changes and/or external stimuli.

4? Recognizing that behavior patterns have adaptive value.

Benchmark G: Personal and Community Health

1? Relating fitness and health to longevity.

2? Contrasting how organisms cause disease.

3? Explaining the role of the immune system in fighting disease.

4? Exploring current research on the major diseases with regard to cause, symptoms, treatment, prevention, and cure.

5? Researching technology used in prevention, diagnosis, and treatment of diseases/disorders.

Earth and Space Science (ESS)

Benchmark A: Energy in the Earth System

1? Investigating the methods of energy transfer and identifying the sun as the major source of energy for most of the Earth's systems.

2? Modeling the seasonal changes in the relative position and appearance of the sun and inferring the consequences with respect to the Earth's temperature.

3? Explaining fission and fusion in relation to the Earth's internal and external heat sources.

4? Explaining how decay of radioactive isotopes and the gravitational energy from the Earth's original formation generates the Earth's internal heat.

5? Demonstrating how the sun's radiant energy causes convection currents within the atmosphere and the oceans.

6? Describing the energy transfer from the sun to the Earth and its atmosphere as it relates to the development of weather and climate patterns.

7? Modeling the transfer of the Earth's internal heat by way of convection currents in the mantle which powers the movement of the lithospheric plates.

Benchmark B: Geochemical Cycles

1? Illustrating how stable chemical atoms or elements are recycled through the solid earth, oceans, atmosphere, and organisms.

2? Demonstrating Earth's internal and external energy sources as forces in moving chemical atoms or elements.

Benchmark C: The Origin and Evolution of the Earth System

1? Explaining the formation of the solar system from a nebular cloud of dust and gas.

2? Estimating the age of the Earth by using dating techniques.

3? Communicating the geologic development of Louisiana.

4? Examining fossil evidence as it relates to the evolution of life and the resulting changes in the amount of oxygen in the atmosphere.

5? Explaining that natural processes and changes in the Earth system may take place in a matter of seconds or develop over billions of years.

Benchmark D: The Origin and Evolution of the Universe

1? Identifying scientific evidence that supports the latest theory of the age and origin of the universe.

2? Describing the organization of the known universe.

3? Comparing and contrasting the sun with other stars.

4? Identifying the elements found in the sun and other stars by investigating the spectra.

5? Describing the role of hydrogen in the formation of all the natural elements.

6? Demonstrating the laws of motion for orbiting bodies.

7? Describe the impact of technology on the study of the Earth, the solar system, and the universe.

Science and the Environment Strand (SE): In learning environmental science, students develop an appreciation of the natural environment, learn the value of environmental quality, and acquire a sense of stewardship through involvement in community action. As consumers and citizens, they are able to recognize how personal, professional, and political actions affect the natural world.

Benchmark A: Ecological Systems and Interactions

1? Demonstrating an understanding of the functions of Earth's major ecological systems.

2? Demonstrating an understanding of the functions and values of Earth's major ecological systems.

3? Describing how habitat, carrying capacity, and limiting factors influence plant and animal populations (including humans).

4? Understanding that change is a fundamental characteristic of every ecosystem and that ecosystems have varying capacities for change and recovery.

5? Describing the dynamic interactions between divisions of the biosphere.

6? Describing and explaining the Earth's biochemical and geochemical cycles and their relationship to ecosystem stability.

7? Comparing and contrasting the dynamic interaction with the biosphere.

8? Analyzing evidence that plant and animal species have evolved physical, biochemical, and/or behavioral adaptations to their environments.

9? Demonstrating an understanding of influencing factors of biodiversity.

10–Explaining that all species represent a vital link in a complex web of interaction.

11–Understanding how pollutants can affect living systems.

Benchmark B: Resources and Resource Management

1? Comparing and contrasting the various types of renewable and nonrenewable resources and explaining the relationships between these resources and populations.

2? Explaining how natural resources affect humans and how humans affect natural resources.

3? Recognizing that people of the world consume disproportionate amounts of the Earth's resources, a factor of both population size and inequitable geographic or economic distribution of resources.

4? Demonstrating an understanding that resource management issues and environmental problems may arise when resource use is motivated by short-term goals instead of long-term consequences.

5? Comparing the benefits and the costs of various resource management methods.

6? Analyzing how management of resources requires that they be viewed from a global, as well as a local, perspective.

7? Recognizing that sustainable development is a process of change in which resource use, investment direction, technological development, and institutional change meet society's future as well as present needs.

Benchmark C: Environmental Awareness and Protection

1? Evaluating the dynamic interaction of land, water, and air and its relationship to living things in maintaining a healthy environment.

2? Evaluating the relationships between quality of life and environmental quality.

3? Investigating and communicating how environmental policy is formed by the interaction of social, economic, technological, and political considerations.

4? Demonstrating that environmental decisions include analyses that incorporate ecological, health, social, and economic factors.

5? Analyzing how public support affects the creation and enforcement of environmental laws and regulations.

Benchmark D: Personal Choices and Responsible Actions

1? Demonstrating an understanding of the effects of personal choices and actions on the natural environment.

2? Describing how a healthy environment depends upon responsible human actions.

3? Analyzing how people are capable of reducing and reversing their negative impact on the environment through thinking, planning, educating, collaborating, and taking action.

4? Demonstrating that the most important factor in prevention and control of pollution is education and the resulting change in values, attitudes, and behavior patterns.

5? Explaining how responsible environmental decision making involves scientific and sociological research, consideration of value systems, investigation and evaluation of alternative, and long-term global perspectives.

6? Demonstrating a knowledge that environmental issues should be an international concern.

7? Recognizing that philosophies, objectives, and practices of various types of resource management are sometimes incompatible, often necessitating compromises and tradeoffs.

8? Recognizing that the development of accountability toward the environment is essential for the continued health of the planet.

9? Developing an awareness of personal responsibility as stewards of the local and global environment.

E. Social Studies

Geography Strand: Physical and Cultural Systems (G): Students develop a spatial understanding of the Earth's surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.

Benchmark A: The World in Spatial Terms

1? Using geographic representations, tools, and technologies to explain, analyze and solve geographic problems.

2? Organizing geographic information and answering complex questions by formulating mental maps of places and regions.

Benchmark B: Places and Regions

1? Determining how social, cultural, and economic processes shape the features of places.

2? Analyzing the ways in which physical and human characteristics of places and regions have affected historic events.

3? Analyzing the different ways in which physical and human regions are structured and interconnected.

4? Explaining and evaluating the importance of places and regions to cultural identity.

Benchmark C: Physical and Human Systems

1? Analyzing the ways in which Earth's dynamic and interactive physical process affect different regions of the world.

2? Determining the economic, political, and social factors that contribute to human migration and settlement and evaluating their impact on physical and human systems.

3? Analyzing trend in world population numbers, patterns, and predicting their consequences.

4? Analyzing the characteristics, distribution, and interrelationships of the world's cultures.

5? Describing and evaluating spatial distribution of economic systems and how they affect regions.

6? Analyzing how cooperation, conflict, and self-interests impact social, political, and economic entities on Earth.

Benchmark D: Environment and Society

1? Evaluating the ways in which technology has expanded the human capability to modify the physical environment.

2? Examining the challenges placed on human systems by the physical environment and formulating strategies to deal with these challenges.

3? Analyzing the relationship between natural resources and the exploration, colonization, and settlement of different regions of the world.

4? Evaluating policies and programs related to the use of natural resources.

5? Developing plans to solve local and regional geographic problems related to contemporary issues.

Civics Strand: Citizenship and Government (C): Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world while learning about the rights and responsibilities of citizenship.

Benchmark A: Structure and Purposes of Government

1? Analyzing the necessity and purposes of politics and government.

2? Comparing and evaluating the essential characteristics of various systems of government and identifying historical and contemporary examples of each.

3? Explaining and evaluating issues related to the distribution of powers and responsibilities within the federal system.

4? Explaining the organization and functions of local, state, and national governments and evaluating their relationships.

5? Evaluating the role and importance of law in the American political system.

6? Examining the major responsibilities of the national government for domestic and foreign policy and explaining how government is financed through taxation.

7? Explain how government is financed through taxation.

Benchmark B: Foundations of the American Political System

1? Analyzing ideas and origins of American constitutional government and evaluating how this has helped to shape American society.

2? Explaining constitutional and democratic beliefs in American society and applying them to the analysis of issues of conflicting beliefs and principles.

3? Analyzing the nature of American political and social conflict.

4? Evaluating issues related to the differences between American ideals and the realities of American social and political life.

5? Evaluating the roles of political parties, campaigns, and elections in American politics.

6? Analyzing the historical and contemporary roles of associations and groups in local, state, and national politics.

Benchmark C: International Relationships

1? Analyzing how the world is organized politically and evaluating how the interaction of political entities, such as nation-states and international organizations, affects the United States.

2? Analyzing the major foreign policy positions of the United States and evaluating their consequences.

3? Evaluating the impact of American ideas and actions on the world and analyzing the effects of significant international developments on the United States.

Benchmark D: Roles of the Citizen

1? Evaluating and defending positions on issues regarding the personal, political, and economic rights of citizens.

2? Evaluating and defending positions regarding the personal and civic responsibilities of citizens in American constitutional democracy.

3? Explaining and evaluating the various forms of political participation that citizens can use to monitor and shape the formation and implementation of public policy.

4? Analyzing and evaluating the importance of political leadership, public service, and a knowledgeable citizenry to American constitutional democracy.

Economics Strand: Interdependence and Decision Making (E): Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.

Benchmark A: Fundamental Economic Concepts

1? Analyzing the impact of the scarcity of productive resources and examining the choices and opportunity costs that result.

2? Analyzing the roles that production, distribution, and consumption play in economic decisions.

3? Applying the skills and knowledge necessary in making decisions about career options.

4? Comparing and evaluating basic economic systems.

5? Explaining the basic features of market structures and exchanges.

6? Analyzing the roles of economic institutions, such as corporations and labor unions, that compose economic systems.

7? Analyzing the roles of money and banking in an economic system.

8? Applying economic concepts to understand and evaluate historical and contemporary issues.

Benchmark B: Individuals, Households, Businesses, and Governments

1? Identifying factors that cause changes in supply and demand.

2? Analyzing how supply and demand, price, incentives, and profit influence production and distribution in a competitive market system.

3? Analyzing the impact of governmental taxation, spending, and regulation on different groups in a market economy.

4? Analyzing the causes and consequences of worldwide economic interdependence.

5? Evaluating the effects of domestic policies on international trade.

6? Analyzing Louisiana's role in the world economy.

Benchmark C: The Economy as a Whole

1? Explaining the meanings of economic indicators such as Gross Domestic Product, per capita GDP, real GDP, CPI, and unemployment rate.

2? Explaining how interest rates, investments, and inflation/deflation impact the economy.

3? Analyzing unemployment and income distribution in a market economy.

4? Explaining the basic concepts of United States fiscal policy and monetary policy and describing their effects on the economy.

History Strand: Time, Continuity, and Change (H): Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

Benchmark A: Historical Thinking Skills

1? Applying key concepts, such as chronology and conflict, to explain and analyze patterns of historical change and continuity.

2? Explaining and analyzing events, ideas, and issues within a historical context.

3? Interpreting and evaluating the historical evidence presented in primary and secondary source.s

4? Utilizing knowledge of facts and concepts drawn from history and methods of historical inquiry to analyze historical and contemporary issues.

5? Conducting research in efforts to analyze historical questions and issues.

6? Analyzing cause/effect relationships.

Benchmark B: United States History

1? Analyzing the significant changes that resulted from interactions among the peoples of Europe, Africa, and the Americas.

2? Summarizing the process by which the United States was colonized and later became an independent nation.

3? Analyzing the development of the American constitutional system.

4? Tracing territorial expansion and reform movements in the United States.

5? Analyzing the origins, major events, and effects of the Civil War and Reconstruction.

6? Analyzing the development of industrialization and examining its impact on American society.

7? Describing the immigration and internal migration patterns that have occurred in the history of the United States and examining the cultural and social changes that have resulted.

8? Evaluating the significance of the Progressive Movement.

9? Analyzing the rise of the labor and agrarian movements.

10–Explaining the changing role of the United States in world affairs through World War I.

11–Analyzing the causes, developments, and effects of the Great Depression and the New Deal.

12–Analyzing the origins, events, and results of World War II.

13–Examining and summarizing key developments in foreign and domestic policies during the Cold War era.

14–Analyzing the economic, political, social, and cultural transformation of the United States since World War II.

15–Explaining the major changes that have resulted as the United States has moved from an industrial to an information society.

16–Analyzing developments and issues in contemporary American society.

17–Discussing and demonstrating an understanding of recent developments in foreign and domestic policies.

18–Discussing and demonstrating an understanding of recent developments in foreign and domestic policies.

Benchmark C: World History

1? Analyzing the development of early human communities and civilizations.

2? Making generalizations about the cultural legacies of both the ancient river and the classical civilizations.

3? Analyzing the origins, central ideas, and worldwide impact of major religious and philosophical traditions.

4? Summarizing the developments and contributions of civilizations that flourished in Europe, Asia, Africa, and the Americas.

5? Analyzing the consequences of the economic and cultural interchange that increasingly developed among the peoples of Europe, Asia, and Africa.

6? Analyzing the impact of transoceanic linking of all major regions of the world.

7? Analyzing the political, cultural, and economic developments and trends that resulted in the transformation of major world regions.

8? Explaining how the emergence of territorial empires in Europe, Asia, and Africa unified large areas politically, economically, and culturally.

9? Tracing the expansion of European power and economic influence in the world and examining the impact of this expansion on societies in Asia and the Americas.

10–Analyzing the impact that political revolutions and new ideologies had on societies around the world.

11–Evaluating the economic, political, and social consequences of the agricultural and industrial revolutions on world societies.

12–Analyzing the patterns of worldwide change that emerged during the era of Western military and economic domination.

13–Analyzing the causes and international consequences of World War I, World War II, and other 20th century conflicts.

14–Analyzing the international power shifts and the breakup of colonial empires that occurred in the years following World War II.

15–Explaining the worldwide significance of major political, economic, social, cultural, and technological developments and trends.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2730 (December 2003).

§517. Implementing the Standards Through FHA/HERO

Note: Throughout this document, the integration of FHA/HERO is denoted below the standard to which it is related.

A. Future Homemakers of America (FHA/HERO) is the national student organization that serves and supports family and consumer sciences education. At the heart of FHA/HERO is involvement in projects and activities that students plan, carry out and evaluate themselves. These projects create ideal opportunities for students to both develop and apply family and consumer sciences skills while demonstrating mastery of the standards. FHA/HERO projects' "end products," portfolios, project reports, skills demonstrations and more, offer relevant, authentic means to assess student learning. Through their FHA/HERO involvement, students sort out thoughts, analyze situations, set goals, interact with others, apply classroom knowledge and become leaders in today's and tomorrow's families, careers and communities. FHA/HERO members encounter situations through which they:

1. apply skills in family and consumer sciences, academics and communication;

2. accept responsibility;

3. experience leadership;

4. learn to plan, implement and evaluate individual and group action;

5. build relationships;
6. develop appreciation for diversity;
7. analyze and solve problems;
8. adapt to change;
9. explore careers;
10. establish positive career-related attitudes and habits.

B. FHA/HERO is an integral part of the family and consumer sciences education program. In the local school, chapter projects and activities stem from and enhance family and consumer sciences programs of study. FHA/HERO chapters give students expanded opportunities for knowledge application, leadership training, community involvement and personal growth. Many of these experiences occur during class time, while others may occur out of class.

C. FHA/HERO National Programs. Future Homemakers of America offers a variety of national programs to guide and motivate students as they develop projects related to the family and consumer sciences national standards.

D. FHA/HERO Program Support Resources. Future Homemakers of America offers materials to support all of its national programs, as well as handbooks, guides, activity sheets, audiovisuals, brochures, *The Adviser* newsletter, *Teen Times* magazine, and more. A complete list of resources created to support students and teachers in their FHA/HERO involvement is available in the annual *FHA/HERO Publications Catalog.* A free catalog is available on request from the Future Homemakers of America's national office.

E. Contact Information. For more information about how an FHA/HERO chapter can help implement and assess the family and consumer sciences standards, contact the FHA/HERO State Adviser or the Future Homemakers of America's national office at:

National FHA/HERO
1910 Association Drive
Reston, VA 20191-1584
Phone: (703) 476-4900
Fax: (703) 860-2713
E-mail: natlhdqtrs@fhahero.org
Homepage: www.fhahero.org
Fax-on-Demand: 1-800-NFO-TOGO

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Weegie Peabody
Executive Director

0312#036

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Board of Elementary and Secondary Education

Bulletin 111? The Louisiana School, District, and State Accountability System
(LAC 28:LXXXIII.Chapters 1-43)

Editor's Note: Bulletin 111, The *Louisiana School, District, and State Accountability System* replaces the "Policy for Louisiana's Public Education Accountability System" previously contained in Bulletin 741, *The Louisiana Handbook for School Admnistrators*. See Notice of Intent repealing the "Policy for Louisiana's Public Education Accountability System" from Bulletin 741, *The Louisiana Handbook for School Administrators*, located in this issue of the *Louisiana Register*.

In accordance with R.S. 49:950 et seq., the Administrative Procedure Act, the Board of Elementary and Secondary Education adopted Bulletin 111, *The Louisiana School, District, and State Accountability System.* Bulletin 111 will be printed in codified format as Part LXXXIII of the *Louisiana Administrative Code*. Act 478 of the 1997 Regular Legislative Session called for the development of an accountability system for the purpose of implementing fundamental changes in classroom teaching by helping schools and communities focus on improved student achievement. The state's accountability system is an evolving system with different components. Bulletin 111 replaces the "Policy for Louisiana's Public Education Accountability System" previously contained in Bulletin 741, *The Louisiana Handbook for School Administrators*, adjusting existing policy and adding new components to comply with federal guidance.

Title 28
EDUCATION
Part LXXXIII. Bulletin 111? The Louisiana School, District, and State Accountability System

Chapter 1. General Provisions

§101. School Accountability

A. Every school shall participate in a school accountability system based on student achievement as approved by the Louisiana State Board of Elementary and Secondary Education (refer to R.S. 17:10.1).

B. Under *No Child Left Behind* (NCLB) the Elementary and Secondary Education Act of 2001, a state's definition of Adequate Yearly Progress (AYP) must apply the same high standards of academic achievement to all public elementary and secondary school students in the state and result in continuous and substantial academic improvement for all students. Schools shall be judged on AYP through both the school performance score component and the subgroup component of the Louisiana School Accountability System.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, IR 29:2737 (December 2003).

Chapter 3. School Performance Score Component

§301. School Performance Score Goal

A. A School Performance Score (SPS) shall be calculated for each school. This score shall range from 0.0 to 120.0 and beyond, with a score of 120.0 indicating a school has reached Louisiana's 2014 goal.

B. The school performance score shall be determined using a weighted composite index derived from three or four indicators: criterion-referenced tests (CRT), norm-referenced tests (NRT), student attendance for grades K-12, dropout rates for grades 7-12.

K-12 Indicators and Weighting	
CRT (60% K-12)	Grades 4, 8, 10, 11
NRT (30% K-12)	Grades 3, 5, 6, 7, 9
Attendance (10% K-6; 5% 7-12)	Grades K-12
Dropout Rate (5% 7-12)	Grades 7-12

C. The lowest score that a given school can receive for each individual indicator index and/or for the SPS as a whole is "0."?

D. Each school shall receive their school performance scores under one site code regardless of their grade structures.

E. Beginning in 2003, for schools that are currently in CAII or have an interim SPS of less than 45, the LDE shall release preliminary school performance scores and school improvement status at least two weeks prior to the 2003-04 school year. Beginning in 2004, preliminary accountability results issued each summer shall include both preliminary school performance scores and subgroup component analyses for those schools on the academic watch list, or in school improvement 2 or higher, or who have failed the subgroup component the prior year. Final accountability results shall be issued during the fall semester of each year.

1. In the fall of 2003, schools shall receive two SPSs.

a. The 2003 Growth SPS shall consist of 2002 and 2003 CRT and NRT data (excluding LAA and LAA-B data), and 2000-01 and 2001-02 attendance and/or dropout data.

i. Growth labels, rewards status, and school improvement status for the SPS component shall be determined by the Growth SPS.

b. The 2003 Baseline SPS shall consist of 2002 and 2003 CRT and NRT data (including LAA and LAA-B student data) and 2000-01 and 2001-02 attendance and/or dropout data.

i. Performance labels shall be determined by the Baseline SPS, except as provided for in §301.F.

2. Beginning in fall of 2004, schools shall receive two SPSs.

a. A Growth SPS, which shall consist of the CRT, NRT, and LAA data from the prior school year and the attendance and/or dropout data from the school year two years prior (example: fall 2004 Growth SPS will include spring 2004 CRT, NRT and LAA data and 2002-2003 attendance and/or dropout data).

i. The Growth SPS shall be used to determine growth labels, rewards status and school improvement status for the SPS component.

b. A Baseline SPS, which shall consist of the two prior school years' CRT, NRT, and LAA data and attendance and/or dropout data from two years' prior to the most recent assessment results (example: fall 2004 Baseline SPS will include spring 2003 and 2004 CRT, NRT, and LAA data and 2001-02 and 2002-03 attendance and/or dropout data).

i. The Baseline SPS shall be used to determine performance labels and academically unacceptable schools.

F. For 2003 only, schools with a Growth SPS below 45.0 shall have a one-year SPS computed based on 2003 CRT and NRT data and 2001-02 attendance and dropout data only. The higher of the two (Growth SPS vs. one-year SPS) shall be used to determine school improvement status and performance label.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2737 (December 2003).

§303. Calculating the SPS Component

A. Formula for Calculating an SPS [K-6]

All intermediate results and the final result shall be rounded to the nearest tenth.

The SPS for a K-6 school is calculated by multiplying the index values for each indicator by the weight given to that indicator and adding the total scores. In the example,
[(66.0 * 60%) + (75.0 * 30%) + (50.0 * 10%)] = 67.1

Indicator	Index Value	Weight	Indicator Score
CRT	66.0	60%	39.6
NRT	75.0	30%	22.5
Attendance	50.0	10%	5.0
			SPS = 67.1

B. Formula for Calculating an SPS [K-8]

The SPS for a K-8 school is calculated by multiplying the index values for each indicator by the weight given to that indicator and adding the total scores. In the example, [(71.2 * 60%) + (76.1 * 30%) + (87.7 * 5%) + (90.4 * 5%)] = 74.4

Indicator	Index Value	Weight	Indicator Score
CRT	71.2	60%	42.7
NRT	76.1	30%	22.8
Attendance	87.7	5%	4.4
Dropout	90.4	5%	4.5
			SPS = 74.4

C. Formula for Calculating an SPS for 9-12 and Combination Schools.

Combination schools are schools that contain a 10th and/or 11th grade and that also contain a 4th and/or 8th grade.

The SPS for a 9-12 school shall be calculated by multiplying the index values for each indicator by the weight given to the indicator and adding the total scores. The formula is:

SPS = (.60 * CRT Adjusted Achievement Index) + (.30 * NRT Adjusted Achievement Index) + (.05 * Dropout Index) + (.05 * Attendance Index)

D. All intermediate results and the final result shall be rounded to the nearest tenth.

The following is an example of how this calculation shall be made:
[(.60 * 66.0) + (.30 * 75.0) + (.05 * 50.0) + (.05 * 87.5)] = 69.0.

Indicator	Index Value	Weight	Indicator Score
CRT	66.0	60%	39.6
NRT	75.0	30%	22.5
Attendance Index	50.0	5%	2.5
Dropout Index	87.5	5%	4.4
			SPS = 69.0

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2738 (December 2003).

§305. Calculating the CRT Index

A. A school's CRT index score equals the sum of the student totals divided by the number of students eligible to participate in state assessments times four (number of subjects). For the CRT index, each student who scores within one of the following five levels shall receive the number of points indicated.

Advanced =	200 points
Mastery (Exceeding the Standard) =	150 points
Basic (Meeting the Standard) =	100 points
Approaching Basic (Approaching the Standard) =	50 points
Unsatisfactory =	0 points

B. A student not taking the test and not exempted will be assigned a zero CRT index.

C. A student taking the Louisiana Alternate Assessment shall be included in the CRT index as delineated in §3905 of this policy.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2738 (December 2003).

§307. Incentive Points

A. Students repeating the 4th or 8th grade must retake all parts of the LEAP 21 exam.

B. If, during spring testing, a repeating 4th grade student or Option I 8th grade student receives a score of approaching basic (approaching the standard) or above on a LEAP 21 test of mathematics, English language arts, science or social studies for which he/she received a score of unsatisfactory the previous spring, the retaining school shall receive 50 incentive points per subject in its accountability index. A student may earn a maximum of 200 incentive points for his/her school. (No incentive points will be awarded for passing parts of tests in the summer school of the year they first failed in spring testing.)

C. Option II 8th grade students (students passing one part of the LEAP 21 that have been placed on a high school campus) must retake the part of the LEAP 21 exam they failed.

1. If, during spring testing, an Option II 8th grade student receives a score of approaching basic or above on the LEAP 21 test for which he/she received a score of unsatisfactory the previous spring, the high school in which the Option II 8th grader is enrolled, shall earn 50 incentive points in its 9th grade NRT index.

D. Students repeating the GEE 21 ELA, math, science, and/or social studies tests shall not earn incentive points.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2739 (December 2003).

§309. Formula for Calculating a CRT Index for a School [K-8]

A. Calculate the total number of points by multiplying the number of students at each performance level times the points for those respective performance levels, for all content areas and summing those products.

B. Add to the sum any incentive points and divide by the product of the total number of students eligible to be tested times the number of content area tests.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2739 (December 2003).

§311. Calculating the CRT Index [9-12]

A. Calculate the total number of points by multiplying the number of students at each performance level times the points for those respective performance levels, for all content areas tested and summing those products.

B. Divide the sum by the total number of students eligible to be tested times the number of content area tests to get the raw achievement index for the grade.

C. Multiply the raw index by the product of the non-dropout rates from the previous year for that grade and for all the previous grades (see formulas below). This operation means that the grade 10 CRT index shall be multiplied by the grade 9 and grade 10 non-dropout rates plus 0.07, and the grade 11 CRT index shall be multiplied by the grade 9, grade 10 and grade 11 non-dropout rates plus 0.07. This operation shall yield the adjusted achievement index.

D.1. The formula for calculating the CRT adjusted achievement index for a high school is:

CRT Adjusted Achievement Index (Gr 10) =
Raw Achievement Index * (1-DO Gr 9 + .07) * (1-DO Gr 10 + .07)

CRT Adjusted Achievement Index (Gr 11) =
Raw Achievement Index * (1-DO Gr 9 + .07)*
(1-DO Gr 10 + .07) * (1-DO Gr 11 + .07)

2. Scores for students repeating the GEE 21 ELA, math, science, and/or social studies tests, shall not be included in SPS calculations.

Example 1 – Grade 9:
Before beginning grade 9, a class has 50 students; by the end of September, 45 remain in the class. The grade 9 dropout rate is:
(5/50) = .100.
The number of points earned on the NRT is 5000.
The raw achievement index is:
5000/45 = 111.1.
The adjusted achievement index is:
111.1 X (1 – .100 + .07) = 107.8.

Example 2 – Grade 10:
Another 5 students dropout before October of grade 10. The grade 10 dropout rate is:
5/45 = .111.
The 40 students remaining in the class earn 10,000 points on the two CRT tests. The raw achievement index is:
10,000/(40 * 2) = 125.0.
The adjusted achievement index is:
125.0 X (1 – .100 + .07) X (1 – .111 +.07) = 116.3.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2739 (December 2003).

§313. Formula for Calculating a CRT Index for a Combination School

A. Calculate the CRT index score for the K-8 portion of the school as instructed above in the K-8 directions.

B. Calculate the CRT adjusted index score for the 9-12 portion of the school as instructed above in the 9-12 directions.

C. Multiply the K-8 CRT index by the number of students eligible to take the K-8 CRT times four (number of subjects). Multiply the 9-12 CRT adjusted index by the number of tests 9-12 students were eligible to take.

D. Sum the two products in C above.

E. Divide the sum in D above by the sum of tests all students (K-12) were eligible to take.

[(K-8 CRT index * number students eligible to test *4) + (9-12 CRT adjusted index * number of tests students were eligible to take)] / Total of tests K-12 students were eligible to take.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2739 (December 2003).

Chapter 5. Calculating the NRT Index

§501. Formulas Relating Student Standard Scores to NRT Index (K-8)

A. Formulas for calculating the NRT index for 2002 Iowa Standard Scores (SS).

Index 3rd Grade = (4.167 * SS) – 679.2
Index 5th Grade = (2.941 * SS) – 544.1
Index 6th Grade = (2.500 * SS) – 477.5
Index 7th Grade = (2.174 * SS) – 428.3
Index 9th Grade = (2.083 * SS) – 447.8

B. Formulas for calculating the NRT Index Iowa Standard Scores (SS) beginning in 2003.

Index 3rd Grade = (4.181 * SS) – 693.6
Index 5th Grade = (3.101 * SS) – 599.3
Index 6th Grade = (2.462 * SS) – 470.4
Index 7th Grade = (2.153 * SS) – 427.1
Index 9th Grade = (2.060 * SS) – 430.5

C. A student not taking the test and not exempted will be assigned a zero NRT index.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2740 (December 2003).

§503. Calculating the NRT Index [K-8]

A. For the NRT index, composite standard scores shall be used for computing the SPS. Index scores for each student shall be calculated, scores totaled, and then averaged together to get a school's NRT index score.

B. Calculate the index for each student, using the grade-appropriate formula relating the standard score to NRT index.

C. Sum the total number of NRT index points for all grades in the school.

D. Divide the sum of the NRT index points by the total number of students eligible to be tested.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2740 (December 2003).

§505. Calculating the NRT Index [9-12]

A. For the NRT index, composite standard scores shall be used for computing the SPS. Index scores for each student shall be calculated, scores totaled, and then averaged together to get a school's NRT index score.

B. Calculate the index for each student, using the grade-appropriate formula relating the standard score to NRT index.

C. Sum the total number of NRT index points earned by all students. For the NRT, there shall be one score for each student**?** the NRT index calculated from the student's composite standard score. For the CRT, students shall be taking two tests at each grade.

D. Divide the sum by the total number of students eligible to be tested.

E. Multiply the raw index by the 9th grade dropout adjustment (see formula below). This operation means that the grade 9 NRT index shall be multiplied by the grade 9 non-dropout rate (in decimal form) plus 0.07.

NOTE: NRT Adjusted Achievement Index = Raw Achievement Index * (1-DO Gr 9 + .07)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2740 (December 2003).

§507. Formula for Calculating a NRT Index for a Combination School

A. Calculate the NRT index score for the K-8 portion of the school as instructed above in the K-8 directions.

B. Calculate the NRT adjusted index score for the 9-12 portion of the school as instructed above in the 9-12 directions.

C. Multiply the K-8 NRT index by the number of students eligible to take the K-8 NRT. Multiply the 9-12 NRT adjusted index by the number of 9-12 students eligible to take the NRT. Sum the two products. Divide the sum by the number of K-12 students eligible to take the NRT.

D. NRT adjusted achievement index = [(K-8 NRT index * number students eligible to test) + (9-12 NRT adjusted index * number of students eligible to test)] / total K-12 students eligible to test.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2740 (December 2003).

§509. Inclusion of Alternate Assessment Results in the NRT

A A student taking the Louisiana Alternate Assessment shall be included in the NRT index as delineated in §3905 of this policy.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2740 (December 2003).

§511. Attendance Index Calculations

A. An attendance index score shall be calculated for each school. The attendance index shall be calculated using the prior two years' average attendance rates as compared to the state's goal.

B. K-8 school attendance index formula = (16.667 * ATT) - 1483.4

C. 9-12 school attendance index formula = (16.667 * ATT) – 1450.0

D. Combination school attendance index formula =[(K-8 attendance index * number of K-8 students) + (9-12 attendance index * number of 9-12 students)] / total K-12 enrollment.

NOTE: Where ATT is the attendance percentage, the index formula uses the definition of attendance established by the Louisiana Department of Education.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2740 (December 2003).

§513. Dropout Index Calculations

A. A dropout index score for each school shall be calculated. The index shall be calculated using the prior two years' average dropout rates as compared to the state's goal.

B. The national definition of *dropout* shall be adhered to, but in certain instances the Louisiana Department of Education shall calculate an "Adjusted Dropout Rate" for accountability purposes.

C. Non-Dropout Rate (NDO) = 100 - Dropout Rate (DO)

NOTE: DO is expressed as a percentage.

D. 7-8 dropout index formula = (25 * NDO) - 2300.0

E. 9-12 dropout index formula = 187.5 – (12.5 X dropout rate)

F. Combination dropout index formula = [(7-8 dropout index * number of 7-8 students) + (9-12 dropout index * number of 9-12 students)] / total 7-12 enrollment.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2741 (December 2003).

§515. State Assessments and Accountability

A. With the exception of grade 8 Option II students and high school students who have not passed all parts of the GEE 21, Louisiana students in grades 3 through 11 will participate in only one of the following state assessments on an annual basis:

1. LEAP 21 or;
2. GEE 21 or;
3. Iowa On-Level or;
4. LEAP Alternate Assessment (LAA).

B. Grade 8 Option II students shall take both the 9th grade NRT and the LEAP 21 test they failed the previous spring.

C. All LEP students shall take the English Language Development Assessment (ELDA) annually as well as the appropriate state assessment for their enrolled grade.

D. GEE 21 scores for repeaters (in any subject) shall not be included in high school SPS calculations.

E. High school students who meet LEAP alternate assessment participation criteria shall take the LAA at the 9th, 10th, and 11th grade beginning in spring 2004.

F. Scores shall not be included in school performance score calculations for LEP students who have not been enrolled in an English-speaking school for one full school year.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2741 (December 2003).

§517. Inclusion of Students

A. As a general rule for the school performance score calculations, the test score of every eligible student who is eligible to take a test at a given school shall be included in that school's performance score regardless of how long that student has been enrolled in that school. A school that has at least 10 percent of its students transferring from outside the district and enrolled in the school after October 1 may request that the Louisiana Department of Education calculate what its SPS would have been if such out-of-district enrollees had not been included. If there is at least a 2.5 point difference between the two school performance scores, then the school may appeal any negative accountability action taken by the state? e.g., movement into school improvement, application of growth labels.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2741 (December 2003).

§519. Inclusion of Schools

A. A minimum number of testing units shall be required for school accountability calculations. For the 2003 Growth SPS, all schools shall have a minimum number of:

1. 80 testing units to include one or all four parts of the statewide criterion-referenced test; and
2. 20 students with complete composite scores on the statewide norm-referenced test.

B. Beginning in 2004, for the Baseline SPS, all schools shall have a minimum number of:

1. 80 testing units to include one or all four parts of the statewide criterion-referenced test; and
2. 20 students with complete composite scores on the statewide norm-referenced test.

C. Beginning in 2004, for the Growth SPS, all schools shall have a minimum number of:

1. 40 testing units to include one or all four parts of the statewide criterion-referenced test; and
2. 10 students with complete composite scores on the statewide norm-referenced test.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2741 (December 2003).

§521. Pairing/Sharing of Schools with Insufficient Test Data

A. In order to receive an SPS, a given school must have at least one grade level of CRT testing and at least one grade level of NRT testing. A school that does not meet this requirement must be either "paired or shared" with another school in the district as described below. For the purpose of the Louisiana Accountability System, such a school shall be defined as a "non-standard school."

B. A school with a grade-level configuration such that it participates in neither the CRT nor the NRT (e.g., a K, K-1, K-2 school) must be "paired" with another school that has at least one grade level of CRT testing and one grade level of NRT testing. This "pairing" means that a single SPS shall be calculated for both schools by averaging both schools' attendance and/or dropout data and using the test score data derived from the school that has at least two grade levels of testing.

C. A school with a grade-level configuration in which students participate in either CRT or NRT testing, but not both (e.g., a K-3, 5-6 school) must "share" with another school that has at least one grade level of the type of testing missing. Both schools shall "share" the missing grade level of test data. This shared test data must come from the grade level closest to the last grade level in the non-standard school. The non-standard school's SPS shall be calculated by using the school's own attendance, dropout, and testing data AND the test scores for just one grade from the other school.

D. A district must identify the school where each of its non-standard schools shall be either "paired or shared". The "paired or shared" school must be the one that receives by promotion the largest percentage of students from the non-standard school. In other words, the "paired or shared" school must be the school into which the largest percentage of students "feed." If two schools receive an identical percentage of students from a non-standard school, the district shall select the "paired or shared" school.

E. If a school is not paired/shared at the beginning of the school year for the baseline SPS, it shall not be paired/shared at the end of the school year for the growth SPS.

F. Requirements for the number of test units shall be the sum of the test units in a one-year period (not the number of test units in one year). A school's sharing/pairing status at the beginning of the school year for the baseline SPS shall be its status at the end of the school year for the growth SPS.

G. If a school has too few test units to be a "stand-alone" school, it may request to be considered stand-alone.

1. It shall receive an SPS that is calculated solely on that school's data, despite the small number of test units.

2. The request shall be in writing to the LDE from the LEA superintendent.

3. The school forfeits any right to appeal its growth status based on minimum test unit counts.

H. Once the identification of "paired or shared" schools has been made, this decision is binding for 10 years. An appeal to the SBESE may be made to change this decision prior to the end of 10 years, when redistricting or other grade configuration and/or membership changes occur.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2741 (December 2003).

§523. Growth Targets

A. Each school shall receive a growth target that represents the amount of progress it must make every year to reach the state's 2014 goal of 120.0.

B. In establishing each school's growth target, the Baseline SPS inclusive of students with disabilities shall be used.

C. The percentage of LEP students and students with disabilities varies significantly across schools, and the rate of growth for such students, when compared to regular education students, may be different. Therefore, the proportion of such students eligible to participate in the CRT, NRT, or LAA in each school will be a factor in determining the growth target for each school.

> PropRE * (120 - SPS)/N] + [PropSE * (120 - SPS)/(2N)] + [PropLEP * (120-SPS)/(2N)] or 2.0 points, whichever is greater.
>
> PropRE (Proportion Regular Education Students) = the number of students not in special education or LEP divided by the total number of students in the school eligible to participate in the NRT, CRT, or LAA.
>
> PropSE (Proportion Special Education Students) = the number of special education students in the school who are eligible to participate in the NRT, CRT, or LAA and who are not defined as LEP students divided by the total number of students in the school who are eligible to participate in the NRT, CRT, or LAA. For purposes of this calculation, gifted, talented, and 504 students shall not be counted as special education students, but shall be included in the calculations as regular education students
>
> Prop LEP (Proportion Limited English Proficient Students) = the number of limited English proficient students in the school participating in the NRT, CRT, or LAA divided by the total number of students in the school who are eligible to participate in the NRT, CRT, or LAA.
>
> SPS = Baseline School Performance Score.
>
> N = Number of remaining years until 2014.

D. The maximum amount of growth that a school shall be required to attain is 10.0 points. The minimum amount of growth required shall be 2.0 points.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2742 (December 2003).

§525. Growth Targets for New or Reconfigured Schools and Reconstituted Schools

A. Once a baseline for the new or reconfigured school has been established, a growth target shall be set based on the number of years remaining until 2014, with a maximum growth target of 10.0 points.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2742 (December 2003).

Chapter 7. Subgroup Component

§701. Subgroup Component Indicators

A. Each school shall be evaluated on the subgroup component. A school shall pass the subgroup component provided that each subgroup of students meets the subgroup component, and the school, as a whole, meets the criteria for status or improvement on the additional academic indicator.

1. Passing the subgroup component:

a. Participation rate test? 95 percent of the students within the subgroup participated in the standards-based assessments; and

b. Annual Measurable Objective status test (AMO status test)? the subgroup percent proficient score is at/or above the annual measurable objective in ELA and mathematics; or

c. Safe Harbor Test?

i. the percentage of non-proficient students within the subgroup reduced by at least 10 percent of the previous year's value; and

ii. the subgroup improved or met the criterion on the additional academic indicator (attendance rate for elementary and middle schools and non-dropout rate for high schools).

2. 2002-03 will be year one of judging schools based on the subgroup component.

3. 2003-04 will be year two of judging schools based on the subgroup component.

4. For the non-proficient reduction portion of the safe harbor test, a comparison of current year assessment data to the previous year assessment data shall be used. For the additional academic indicator check for the safe harbor test and for the whole school check, attendance and dropout data from two years prior will be compared to data from three years prior.

5. To ensure high levels of reliability, Louisiana will apply a 99 percent confidence interval to the calculations of subgroup component determinations for:

a. AMO status test;

b. reduction of non-proficient students (safe harbor test); and

c. status attendance/non-dropout rate analyses.

6. Louisiana will not apply a confidence interval to improvement analyses for attendance/non-dropout rate.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2742 (December 2003).

§703. Inclusion of Students in the Subgroup Component

A. Students that meet the following criteria shall be included in all subgroup component analyses for the AMO status test and reduction of non-proficient students (safe harbor test).

1. Enrolled for the Full Academic Year (FAY):

a. at school level**?** enrolled at the school on Oct. 1 and the date of testing;

b. at district level**?** enrolled in the district on Oct. 1 and the date of testing;

c. at state level**?** enrolled in a public LEA in the state on Oct. 1 and the date of testing.

2. First Administration of the Test:

a. only the first test administration will be used for the subgroup status and growth tests;

b. excludes summer school results and repeaters.

B. For analyses involving the additional academic indicator, all students in each subgroup in the school shall be included.

C. Each subgroup (African American, American Indian/Alaskan Native, Asian, Hispanic, White, Economically Disadvantaged, Limited English Proficient, Students with Disabilities, and All Students) within each school shall be evaluated separately on ELA and mathematics.

1. In calculating the subgroup component for a school, the alternate academic achievement standards for students participating in LAA will be used, provided that the percentage of LAA students at the district level does not exceed 1.0 percent of all students in the grades assessed. If the district exceeds the 1.0 percent cap, the district shall request a waiver. If the district fails to request the waiver or if the district requests the waiver but it is determined by LDE that ineligible students were administered LAA, the students that exceed the cap or that are ineligible shall be assigned a zero on the assessment and considered nonproficient.

2. Students participating in LAA shall be included in the special education subgroup.

3. LEP students shall participate in the statewide assessments.

a. Scores of all LEP students shall be included in the subgroup component calculations.

D. Subgroups shall consist of:

1. at least 10 students in order to be evaluated for the subgroup component;

2. at least 40 students in order to be evaluated for the 95 percent participation rate.

E. Subgroups shall pass the participation rate test and either the AMO status test; or the safe harbor test in order to be considered as having passed the subgroup /component.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2743 (December 2003).

§705. AMO

A. The Annual Measurable Objective (AMO) is the percent of students required to reach the proficient level in a given year on the standards-based assessments, which through 2005 will include English/language arts and mathematics tests for 4th, 8th, and 10th grades.

1. Proficient = a score of basic, mastery or advanced.

B. As required in NCLB, the AMOs have been established based on the baseline percent proficient score (proficient = CRT level of basic, mastery, or advanced) in English-language arts and mathematics in the 20th percentile school, using the 2002 CRT test scores in ELA and mathematics for grades 4, 8, and 10.

C. The AMOs for ELA and math are as follows.

School Year	ELA	Mathematics
2001-2002		
2002-2003	36.9 %	30.1 %
2003-2004	36.9 %	30.1 %
2004-2005	47.4 %	41.8 %
2005-2006	47.4 %	41.8 %
2006-2007	47.4 %	41.8 %
2007-2008	57.9 %	53.5 %
2008-2009	57.9 %	53.5 %
2009-2010	57.9 %	53.5 %
2010-2011	68.4 %	65.2 %
2011-2012	78.9 %	76.9 %
2012-2013	89.4 %	88.6 %
2013-2014	100.0 %	100.0 %

D. A 99 percent confidence interval shall be used when evaluating whether subgroups within a school have attained the Annual Measurable Objective (AMO).

E. A confidence interval is a statistic that creates a range of scores. Subgroups with a 95 percent participation rate that attain a percent proficient score within or above the confidence interval range for the AMO shall be considered as having passed the subgroup component. Confidence interval ranges are affected by subgroup size. Smaller subgroups will have a wider range and larger subgroups will have a narrower range.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2743 (December 2003).

§707. Safe Harbor

A. Subgroups that do not pass the AMO status test by attaining a percent proficient score within or above the confidence interval range shall be evaluated for safe harbor.

B. Safe harbor is attained if:

1. the subgroup makes a 10 percent reduction in its non-proficiency rate from the previous year:

a. a 99 percent confidence interval is applied to this reduction check; and

2. the subgroup:

a. achieves a 90 percent attendance rate (for schools without a 12th grade) or 90 percent non-dropout rate (for schools with a 12th grade). (A 99 percent confidence interval is applied to the 90 percent attendance rate and 90 percent non-dropout rate check); or

b. makes at least 0.1 percent improvement in attendance rate (for schools without a 12th grade) or non-dropout rate (for schools with a 12th grade) from the previous year.

C. For schools with a 12th grade, the non-dropout rate shall be evaluated for students in grade 9 and above.

D. Subgroups passing the participation rate test and achieving safe harbor shall be considered as having passed the subgroup component.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2743 (December 2003).

§709. Failing the Subgroup Component

A. A school shall fail the subgroup component if ANY subgroup within that school fails the participation rate test, the ELA or math AMO status test or the safe harbor test.

B. A school in which all subgroups have passed the subgroup component must also have the school pass the additional academic indicator:

1. achieved a 90 percent attendance rate (for schools without a 12th grade)/90 percent non-dropout rate (for schools with a 12th grade). (A 99 percent confidence interval is applied to the 90 percent attendance rate and 90 percent non-dropout rate check.); or

2. made at least 0.1 percent improvement in attendance rate (for schools without a 12th grade) or non-dropout rate (for schools with a 12th grade) from the previous year.

NOTE: If a school in which all subgroups have passed the subgroup component does not pass the additional academic indicator, it shall not pass the subgroup component.

C. Any school that has failed the subgroup component for any reason for two consecutive years will enter school improvement 2 (e.g. special education in mathematics in year one and economically disadvantaged in ELA in year two. The school has failed the subgroup component for two consecutive years and therefore, must enter SI 2).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2744 (December 2003).

Chapter 9. Growth Labels

§901. Growth Labels for 2003

Exemplary Academic Growth	A school exceeding its growth target by five points or more.
Recognized Academic Growth	A school exceeding or meeting its growth target by fewer than five points.
Minimal Academic Growth	A school improving (at least 0.1 points) but not meeting its growth target.
No Growth	A school with a change in SPS of 0 to –5.0 points.
School In Decline	A school with a declining SPS (more than –5.0 points).

NOTE: In 2004, a school shall receive a label based on its success in attaining its growth target and its subgroup performance.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2744 (December 2003).

§903. Growth Labels beginning in 2004

Exemplary Academic Growth	A school that makes its growth target, all subgroups grow at least two points, and the school is not in SI.
Recognized Academic Growth	A school that makes its growth target but any subgroup does not grow at least two points and/or the school is in SI.
Minimal Academic Growth	A school improving (at least 0.1 points) but not meeting its growth target.
No Growth	A school with a change in SPS of 0 to –2.5 points.
School In Decline	A school with a declining SPS (more than –2.5 points).

NOTE: For subgroup performance to be evaluated, there must be a minimum of 10 students in the subgroup.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2744 (December 2003).

Chapter 11. Performance Labels

§1101. Performance Labels

A. School Performance Score

Performance Label	School Performance Score
Academically Unacceptable	Below 45.0
Academic Warning?	45.0 – 59.9
?	60.0 – 79.9
? ?	80.0 – 99.9
? ? ?	100.0 – 119.9
? ? ? ?	120.0 – 139.9
? ? ? ? ?	140.0 and above

*Effective with the 2005 performance labels, the definition of an academically unacceptable school shall be any school with an SPS below 60.0. The academic warning label will be used only with the 2003 and 2004 school performance scores.

B. When a school's performance label is greater than or equal to four stars (SPS>120.0), it shall not be identified for school improvement (formerly Corrective Actions) based on its SPS and shall not receive "negative" growth labels (minimal academic growth, no growth, school in decline).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2744 (December 2003).

Chapter 13. Rewards/Recognition

§1301. Reward Eligibility

A. For 2003, a school shall receive recognition and monetary awards (as appropriated by the Legislature) when it meets or surpasses its growth target and when it shows growth in the performance of students who are classified as high poverty and special education students (at least 0.1

points). Beginning in 2004, a school shall receive recognition and monetary awards (as appropriated by the Legislature) when it achieves a growth label of exemplary or recognized academic growth.

B. School personnel shall decide how any monetary awards shall be spent; however, possible monetary rewards shall not be used for salaries or stipends.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2744 (December 2003).

§1303. Correction of Data

A. Districts and the Louisiana Department of Education (LDE) shall evaluate any instance of irregular or unusual data in the following respects for determining the allocation of rewards:

1. if irregularities are resolved and the data is corrected before rewards are provided, the rewards will be based upon the corrected data;

2. if the irregularities are resolved and the data is corrected after rewards have been distributed, the school shall be required to repay any rewards for which it was ineligible as determined by the audit findings or the State Board of Elementary and Secondary Education (SBESE) will subtract the reward amount from future funds to be awarded to the district or from some other source.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2745 (December 2003).

Chapter 15. School Improvement (formerly called Corrective Actions)

§1501. Levels of School Improvement

A. There shall be six levels of school improvement. A school that enters school improvement shall receive additional support and assistance with the expectation that extensive efforts shall be made by students, parents, teachers, principals, administrators, and the school board to improve student achievement at the school. There shall be six levels of school improvement. A school in school improvement shall begin the remedies required at the level that the school is in upon initial identification of the school for that level of school improvement, either summer preliminary or fall final accountability release. The remedies required in each level of school improvement shall be additive in nature as schools move to higher levels of school improvement (e.g., schools in SI 3 are required to meet the remedies of SI 1, SI 2, and SI 3).

SI Level	Remedy	Academically Unacceptable Schools		Subgroup Component AYP Analysis		SPS Component Failing to meet Growth Target
		Title I	Non-Title I	Title I	Non-Title I	All Schools
SI 1	District Assistance Team Revised School Improvement Plan					X X
SI 2	School Choice Scholastic Audit (Year 1)	X X	X X	X X	- X	- X
SI 3	Supplemental Educational Services (SES) Schools are eligible for DE Scholastic Audit (Year 2)	X X X	- X X	X - X	- - X	- - X
SI 4	Add from Corrective Action List Develop reconstitution plan (eligible for DE Partnership)	X X	X X	X -	X -	X -
SI 5	Implement reconstitution plan or lose school approval Develop Alternate Governance plan Develop Reconstitution "light" plan	X - -	X - -	- X -	- - X	- - X
SI 6	Alternate Governance Implement Reconstitution "light" - Substantial school reform aimed at increasing the academic performance of low achieving subgroups.	X -	X -	X -	- X	- X

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2745 (December 2003).

§1503. Entry into School Improvement

A. Schools shall enter school improvement by three methods of identification.

1. Any academically unacceptable school enters school improvement 2.

a. In 2003, schools with a growth and one-year SPS below 45.0 shall be considered academically unacceptable.

b. Beginning in 2005, schools with a Baseline SPS below 60.0 shall be considered academically unacceptable.

2. Any school that fails the subgroup component for two consecutive years is in school improvement 2.

3. Schools that fail the SPS component, based on their SPS and required growth.

a. A 1 star or academic warning school that does not make its growth target enters school improvement 1.

b. A 2 star school that does not make at least 0.1 point of growth enters school improvement 1.

c. A 3 star school that has an SPS decline of more than 2.5 points after 2003 enters school improvement 1.

B. Schools that enter school improvement 2 through method 1 or 2 above shall be considered as not meeting adequate yearly progress for the purposes of NCLB.

C. For 2003, entry into and movement through school improvement for failure to meet required growth (growth target), will be determined based on the rules in effect at the time of spring 2003 student assessment.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2745 (December 2003).

§1505. Exit from School Improvement

A. A school shall exit school improvement if:

1. it is no longer academically unacceptable and has met its growth target;

2. it is in school improvement for failure to pass the subgroup component, and it passes the subgroup component for two consecutive years and is not academically unacceptable;

3. it is in school improvement for failure to meet its required growth on the SPS component, and it meets its required growth for one year and is not academically unacceptable and has not failed the subgroup component for two consecutive years.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2746 (December 2003).

Chapter 17. Requirements for Schools in School Improvement (SI)

§1701. School Improvement 1 Requirements

A. A school shall enter SI 1 if:

1. it is not academically unacceptable; and

2. it has met the requirements of the subgroup component;

3. but:

a. it has an SPS below 79.9 and did not meet its growth target; or

b. it has an SPS of 80.0-99.9 and did not grow at least 0.1 points; or

c. beginning in 2004, it has an SPS of 100.0-119.9 and has an SPS decline of more than 2.5 points.

B. A school shall remain in SI 1 if:

1. it is not academically unacceptable;

2. it has met the requirements of the subgroup component;

3. it has not made its growth target; and

4. its new growth target is less than eight points.

NOTE: If the school meets the conditions of A, B, and C, but has a growth target > 8 points, it moves to SI 2.

C. School Improvement 1 Requirements

1. A Revised or New School Improvement Plan. All Louisiana schools were required to have a school improvement plan in place by May of 1998. Those schools placed in School Improvement 1 (SI 1) shall be required to review and either revise or completely rewrite their plan, with the assistance of a district assistance team, according to the guidelines established by the Louisiana Department of Education, and submit it to the Division of School Standards, Accountability, and Assistance.

2. Assurance Pages. Each school in school improvement 1 shall be required to provide assurances that it worked with a District Assistance Team (DAT) to develop its school improvement plan and that the plan has the essential components required in the Louisiana School Improvement Plan Template. Signatures of the DAT team members shall also be required.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2746 (December 2003).

§1703. School Improvement 2 Requirements (SI 2)

A. A school shall enter SI 2 if:

1. it is academically unacceptable; or

2. it fails the subgroup component for two consecutive years; or

3. it fails the SPS component and has a growth target of eight points or more.

B. A school shall remain in SI 2 if:

1. it is academically unacceptable, made its growth target; or

2. it passes the subgroup component for the current year, but not two consecutive years; or

3. it fails the SPS component, has a GT > 8 points, but makes its growth target.

C. All schools in SI 2 must adhere to the requirements of schools in SI 1; however, districts with school improvement 2 schools must submit to the Louisiana Department of Education a *Quarterly Monitoring of the Implementation of the School Improvement Plan*.

D. Parents of students in Academically Unacceptable Schools (AUS) and Title I schools in SI 2 for failing the subgroup component shall have the right to transfer their child to a higher performing public school as stated in Chapter 25.

1. If a school's initial identification for school improvement 2 occurs with the summer preliminary accountability release, the school shall offer choice prior to the first day of school of that school year.

2. If a school's initial identification for school improvement 2 occurs with the fall final accountability release, the school shall offer choice in January of that school year.

3. If a school is wrongly identified through the summer preliminary accountability release, the school shall continue in their choice obligations for the remainder of that school year, but shall be released from these obligations for the following school year.

E. With the assistance of the district assistance team, the school shall revise its school improvement plan to address the findings of the scholastic audit that will be conducted by an external team assigned by the LDE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2746 (December 2003).

§1704. School Improvement 3 Requirements

A. A school enters SI 3 if:

1. it was first in SI 2; and

2. it is an AUS and did not make its GT; or

3. it fails the subgroup component for the current year; or

4. it fails the SPS component and has a GT > 8 points.

B. A school stays in SI 3 if:

1. it is an AUS and it made its GT; or

2. it passes the subgroup component for the current year, but not two consecutive years; or

3. it fails the SPS component, has a GT> 8 points, but makes its growth target.

C. All schools in SI 3 must adhere to the requirements of schools in SI 2.

D. A district may choose to enter into a partnership with the LDE to provide a distinguished educator for any academically unacceptable school in SI 3, as available. The district, with the approval of the local school board, shall delineate in writing, as part of this partnership, how the expertise and recommendations of the DE will be utilized and implemented to facilitate school improvement in the assigned school. The DE shall work in an advisory capacity to help the school improve student performance. The DE shall make a public report to the school board of recommendations for school improvement. Districts shall then publicly respond to these recommendations.

E. All Title I schools in SI 3, who have failed the subgroup component, shall offer supplemental educational services to their students as stated in Chapter 27.

1. If a school's initial identification for school improvement 3 occurs with the summer preliminary accountability release, the school shall offer state approved supplemental educational services prior to the first day of school of that school year.

2. If a school's initial identification for school improvement 3 occurs with the fall final accountability release, the school shall offer state approved supplemental educational services in January of that school year.

3. If a school is wrongly identified through the summer preliminary accountability release, the school shall continue in their state approved supplemental educational service obligations for the remainder of the semester, but shall be released from these obligations for the following semester.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2746 (December 2003).

§1705. School Improvement 4 Requirements

A. All schools in SI 4 must adhere to the requirements of schools in SI 3.

B. A school enters SI 4 if:

1. it was first in SI 3; and

2. it is an AUS and did not make its GT; or

3. it fails the subgroup component for the current year; or

4. it fails the SPS component and has a GT > 8 points.

C. A school remains in SI 4 if:

1. it is an AUS and it made its GT; or

2. it passes the subgroup component for the current year, but not two consecutive years; or

3. it fails the SPS component, has a GT> 8 points, but makes its growth target.

D. All schools in SI 4, with the local school board's approval, shall select from the following corrective actions list:

1. replace school staff;

2. implement new curriculum;

3. decrease management authority;

4. contract an outside expert;

5. extend the school year or school day;

6. restructure.

E. For AUS schools, the DE may continue to serve the school in an advisory capacity.

F. A district must develop a reconstitution plan for all AUS schools at the beginning of the first school year in this level and submit the plan to the SBESE for approval by December of that school year.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2747 (December 2003).

§1706. School Improvement 5 Requirements

A. All schools in SI 5 must adhere to the requirements of schools in SI 4.

B. A school enters SI 5 if:

1. it was first in SI 4; and

2. it is an AUS and did not make its GT; or

3. it fails the subgroup component for the current year; or

4. it fails the SPS component and has a GT > 8 points.

C. A school remains in SI 5 if:

1. it is an AUS and it made its GT; or

2. it passes the subgroup component for the current year, but not two consecutive years; or

3. it fails the SPS component, has at GT> 8 points, but makes its growth target.

D. All schools that entered SI 5 due to their AUS status must implement the reconstitution plans approved by SBESE while the school was in SI 4.

E. All Title I schools that enter SI 5 due to subgroup component failure must develop alternate governance plans.

F. All non-Title I schools that enter SI 5 due to subgroup component failure must develop "Reconstitution Light" Plans.

G. All schools that enter SI 5 due to failure to meet the SPS component must develop "Reconstitution Light" Plans.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2747 (December 2003).

§1707. School Improvement 6 Requirements

A. All schools in SI 6 must adhere to the requirements of schools in SI 5.

B. A school enters SI 6 if:

1. it was first in SI 5; and

2. it is an AUS and did not make its GT; or

3. it fails the subgroup component for the current year; or

4. it fails the SPS component and has a GT > 8 points.

C. A school remains in SI 6 if:

1. it is an AUS and it made its GT; or

2. it passes the subgroup component for the current year, but not two consecutive years; or

3. it failed the SPS component, has at GT> 8 points, but makes its growth target.

D. All Title I schools that enter SI 6 due to subgroup component failure must implement their alternate governance plans. All schools that enter SI 6 due to their AUS status must operate under alternate governance. Alternate governance shall be defined as:

1. reopen as a "public charter;"

2. replace all or most of school staff (may include principal);

3. enter into a contract with an entity with demonstrated record of effectiveness to operate the public school;

4. turn operation over to the state;

5. any other major restructuring of a school's governance arrangements that makes fundamental reform.

E. All non-Title I schools that enter SI 6 due to subgroup component failure and all non-AUS schools that enter SI 6 due to failure to pass the SPS component must implement their approved "Reconstitution Light" Plans.

F. The SBESE shall monitor the implementation of reconstitution plans.

NOTE: If the SBESE does not approve a reconstitution plan, and a given school does not meet the required minimum growth, the school shall lose its state approval and all state funds.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2747 (December 2003).

Chapter 19. School Improvement? District and State Level Tasks

§1901. District Level Tasks

A. For all schools in school improvement, districts shall submit to SBESE by February 1st of each year a status report regarding the implementation of all school improvement requirements and activities in each of their school improvement schools.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2748 (December 2003).

§1903. District Support at Each Level

A. District's Responsibilities for School(s) in School Improvement 1.

1. Assign a district assistance team that will utilize the state's diagnostic process or another process meeting state approval to identify needs and work with the district assistance team to develop/revise and implement a consolidated improvement plan, including an integrated budget. The process must include:

a. opportunities for significant parent and community involvement;

b. public hearings; and

c. at least two-thirds teacher approval.

B. District's Responsibilities for School(s) in School Improvement 2:

1. continue to adhere to the requirements of SI 1 schools;

2. develop a plan with schools to correct problems identified by the scholastic audit, monitor implementation of the plan, and evaluate its effectiveness based on student assessment results;

3. assist with the scholastic audit, if necessary; and

4. offer school choice, if required, within proper timeframe.

C. District's Responsibilities for School(s) in School Improvement 3:

1. continue to adhere to the requirements of SI 2 schools;

2. may choose to enter into partnership with the LDE to provide a distinguished educator for academically unacceptable schools;

3. offer supplemental educational services for Title I schools; and

4. submit to SBESE a written response by the local school board to the DE's annual report no later than 45 days subsequent to receiving the DE's report. Failure to respond to these recommendations will result in the school being ineligible to receive the assistance of the DE.

D. District's Responsibilities for Schools in School Improvement 4:

1. continue to adhere to the requirements of SI 3;

2. may enter into a partnership with the LDE to provide a DE to work with academically unacceptable schools to design the school's reconstitution plan;

3. assist schools with an additional requirement from corrective action list:

a. replace school staff;

b. implement new curriculum;

c. decrease management authority;

d. contract an outside expert;

e. extend the school year or school day;

f. restructure.

E. District's Responsibilities to Schools in School Improvement 5:

1. continue to adhere to the requirements of SI 4, where applicable;

2. if a district has any academically unacceptable schools and those schools' reconstitution plans are approved by the SBESE, the district shall implement the approved reconstitution plans and utilize the recalculated data from the end of the previous year, school performance scores and growth targets, provided by the state. If the reconstitution plans are not approved, the schools lose state funding;

3. assist all other SI 5 schools in designing their alternate governance (Title I schools) or "Reconstitution Light" Plans (non-Title I schools) for submission to SBESE for approval.

F. District's Responsibilities to Schools in School Improvement 6:

1. assist all schools with implementation of their alternate governance or "Reconstitution Light" Plans.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2748 (December 2003).

Chapter 21. State-Level School Improvement Tasks

§2101. State Support at Each Level

A. State's Responsibilities to Districts with Schools in School Improvement 1:

1. provide diagnostic process for schools;

2. provide training for district assistance teams;

3. work to secure new funding and/or redirect existing resources to help schools implement their improvement plans;

4. provide additional school improvement funds, as available.

B. State's Responsibilities to Districts with Schools in School Improvement 2:

1. ensure that external scholastic audit is completed;

2. work to secure new funding and/or redirect existing resources to help implement their improvement plans;

3. approve school choice plans;

4. provide additional school improvement funds, as available.

C. State's Responsibilities to Districts with Schools in School Improvement 3:

1. for academically unacceptable schools, the SBESE shall offer districts the opportunity to enter into a partnership for the assistance of a distinguished educator, as available;

2. provide an approved list of supplemental educational service providers;

3. provide additional school improvement funds, as available.

D. State's Responsibilities to Districts with Schools in School Improvement 4:

1. may provide a distinguished educator to academically unacceptable schools to assist in the development and design of the reconstitution plan, as available; and

2. provide additional school improvement funds, as available.

E. State's Responsibilities to Districts with Schools in School Improvement 5:

1. SBESE shall approve or disapprove reconstitution plans for academically unacceptable schools. If the SBESE approves the reconstitution plan, a partnership may be offered to the district for the assistance of a DE to support and assist with monitoring the implementation of the reconstitution plan for schools that fail to make adequate growth;

2. SBESE shall approve or disapprove alternate governance plans for Title I schools;

3. SBESE shall approve or disapprove "Reconstitution Light" plans for schools failing to meet their growth targets;

4. provide additional school improvement funds, as available;

5. monitor the implementation of all SI 5 academically unacceptable schools' reconstitution plans.

F. State's Responsibilities to Districts with Schools in School Improvement 6:

1. monitor the implementation of all reconstitution/alternate governance plans;

2. provide additional school improvement funds, as available.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2748 (December 2003).

Chapter 23. Reconstitution/Alternate Governance Plans

§2301. Schools Requiring Reconstitution/Alternate Governance Plans

A. Districts shall develop and submit a reconstitution/alternate governance plans to the SBESE for approval by December 31st for the following types of schools.

1. Reconstitution Plan**?** AUS schools in SI 4 .

2. "Reconstitution Light" Plan**?** non-Title I schools in SI 5 for failing the subgroup component and schools in SI 5 for failing the SPS component (making their required growth).

3. Alternate Governance Plan**?** Title I schools in SI 5 for failing the subgroup component and/or academically unacceptable schools in SI 6.

4. The reconstitution plan indicates how the district shall remedy the school's inadequate growth in student performance. The plan shall specify how and what reorganization shall occur, and how/why these proposed changes shall lead to improved student performance.

5. The alternate governance plan indicates how the district shall make significant changes in the school's staffing and governance, to improve student academic achievement in the school to be able to make adequate yearly progress.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2749 (December 2003).

Chapter 25. School Choice

§2501. Schools Requiring Choice

A. An LEA must develop a school choice policy for schools that are:

1. academically unacceptable;

2. on the academic watch list;

3. Title I schools that:

a. have failed the subgroup component for one year;

b. in school improvement 2 or higher for subgroup component failure.

B. The SBESE shall approve or disapprove an LEA's School Choice Policy.

C. Beginning with the 2003-04 school year, an LEA shall notify parents of their school choice options not later than the first day of the school year for the schools that must offer choice.

1. An LEA must offer more than one choice to eligible students, if more than one school is eligible to receive students.

2. The LEA must take into account the parents' preferences among the choices offered, or the LEA may allow parents to make the final decision.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2749 (December 2003).

§2503. Student Eligibility

A. An LEA must offer choice to all students in an eligible Title I school until the school is no longer identified for improvement, i.e., the school passes the subgroup component for two consecutive years and/or is no longer academically unacceptable EXCEPT:

1. if an eligible student exercises the option to transfer to another public school, an LEA must permit the student to remain in that school until he or she has completed the highest grade in the school. However, the LEA is no longer obligated to provide transportation for the student after the end of the school year in which the student's school of origin is no longer identified for school improvement.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2749 (December 2003).

§2505. Transfer Options

A. An LEA may consider health and safety factors in determining the transfer options. Should the LEA have concerns for health and safety factors, the LEA will need to find ways to provide choice consistent with their obligations to provide a healthy and safe learning environment.

B. An LEA that is subject to a desegregation plan is not exempt from offering students the option to transfer.

1. An LEA should first determine whether it is able to offer choice within the parameters of its desegregation plan.

2. If it is not able to do so, or if the desegregation plan forbids the LEA from offering the choice option, the LEA needs to seek court approval for amendments to the plan that permit a transfer option for students.

C. Students may not transfer to any school that is academically unacceptable or that has been identified for school improvement 2 or higher for subgroup component failure.

D. If there are no schools to which students can transfer, parents must be notified that their child's school is identified for school improvement and that the child is eligible for choice. The notification will further indicate that no choice options are currently available.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2750 (December 2003).

§2507. School Choice Policy

A. If the SBESE approves an LEA's School Choice Policy, the LEA must submit an annual status report to the SBESE regarding the implementation and progress of the district's school choice policy.

B. If the SBESE fails to approve an LEA's School Choice Plan, the implicated schools will lose their school approval status.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2750 (December 2003).

Chapter 27. Supplemental Educational Services

§2701. Definition of Supplemental Services

A. Supplemental educational services are defined by the United States Department of Education as "tutoring or extra help provided to students in reading, language arts/English, and math. This extra help can be provided before or after school, on weekends, or in the summer." The No Child Left Behind Act states that these services must be of high quality, research-based, and specifically designed to increase the academic achievement of eligible children.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2750 (December 2003).

§2703. Supplemental Service Providers

A. Providers that meet the criteria specified by the Louisiana State Department of Education shall be included on the state-approved supplemental educational services provider list. The State Department of Education will post the list, beginning January 1, 2003. The provider list will be updated on a periodic basis, at least annually, as new providers are identified and meet the qualifications.

B. To be included on the approved list of supplemental educational service providers, applicants shall have met the following criteria:

1. be able to define a process for assessment that results in an individual instructional plan tied to content standards;

2. have a demonstrated level of effectiveness in increasing student academic achievement;

3. be capable of providing supplemental educational services that are of high-quality, research-based, and consistent with the instructional program of the local educational agency and the state's academic content standards;

4. provide instruction that is secular, neutral, and non-ideological;

5. be financially sound, use qualified staff, and possess the organizational capacity necessary to deliver the contracted services; and

6. meet all applicable federal, state, and local health, safety, and civil rights laws;

7. have a program accessible to students attending Title I schools in school improvement.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2750 (December 2003).

§2705. State Educational Agency Role and Responsibilities

A. The SDE shall identify providers, maintain a list of providers, and monitor services. Specifically, the SDE shall:

1. consult with parents, teachers, LEAs, and interested members of the public to identify a large number of supplemental educational service providers;

2. provide and disseminate broadly an annual notice to potential providers the process for obtaining approval to be a provider of supplemental educational services;

3. develop and apply objective criteria for approving potential providers;

4. maintain an updated list of approved providers;

5. develop, implement, and publicly report on techniques for monitoring the quality and effectiveness of services offered by approved supplemental services providers.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2750 (December 2003).

§2707. Local Educational Agency Role and Responsibilities

A. Local educational agencies (LEAs) with schools in their second year of school improvement shall:

1. identify eligible students;

2. notify parents about the availability of services and the process for obtaining supplemental educational services for their child(ren) in an understandable and uniform format. This includes:

a. the identity of approved providers whose services are in the school district or within a reasonable proximity of the district;

3. help parents choose a provider, if such help is requested;

4. determine which students should receive services when all students cannot be served;

5. enter into an agreement with a provider selected by parents of an eligible student;

6. assist the State Educational Agency (SEA) in identifying potential providers within the LEA;

7. provide information to the SEA so that it can monitor the quality and effectiveness of the services offered by providers;

8. offer the opportunity for supplemental services until the school in question is no longer identified for school improvement according to the requirements of the No Child Left Behind Act. Further, the Board of Elementary and Secondary Education, for the purposes of supplemental educational services, defines "school year" as inclusive of the summer months and strongly encourages LEAs to offer services to eligible students during this timeframe;

9. protect the privacy rights of students who receive supplemental educational services.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2750 (December 2003).

§2709. Optional LEA Responsibilities

A. Assist the State Department of Education in identifying potential providers within the school district.

B. Determine which are the lowest-achieving students who can receive services, if the demand for services exceeds the available supply.

C. Provide information to the State Department of Education to assist with monitoring the quality and effectiveness of the services offered.

D. Provide transportation to eligible students. Although the Board of Elementary and Secondary Education is aware that LEAs are not required by law to provide such services, it strongly encourages LEAs to provide transportation to eligible students in order to maximize their access and opportunities to improve academic achievement.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2751 (December 2003).

§2711. SES Agreement between Provider and LEA

A. Each local education agency shall enter into an agreement with the SES provider selected by parents of eligible students. The agreements shall contain, at minimum:

1. a description of the research-based program to be utilized;

2. the location and amount of time of instructional service;

3. specific achievement goals;

4. a timetable for improving achievement;

5. methods for measuring and reporting progress;

6. how parents/guardians and teachers will be regularly informed of progress;

7. procedures the lea will use to pay the provider;

8. confidentiality of student identities;

9. conditions for termination of the agreement, including attendance regulations and requirements.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2751 (December 2003).

Chapter 29. Progress Report

§2901. State Annual Reporting

A. The SBESE shall report annually on the state's progress in reaching Louisiana's 2014 goal. The Louisiana Department of Education shall publish individual school reports to provide information on every school's performance. The school reports shall include the following information**?** school performance scores, percent proficient scores, and school progress in reaching growth targets. Beginning fall 2002, the LDE shall report subgroup performance to schools for the following subgroups**?** African American, American Indian/Alaskan Native, Asian, Hispanic, White, Economically Disadvantaged, Limited English Proficient, Students with Disabilities, and All Students.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2751 (December 2003).

Chapter 31. Data Correction and Appeals/Waivers Procedure

§3101. Appeals/Waivers Process

A. An appeal/waiver procedure has been authorized by the State Board of Elementary and Secondary Education (SBESE) and shall be used to address unforeseen and aberrant factors impacting schools in Louisiana.

B. Districts may address data errors that were not addressed during the data dean-up period by submitting a data correction request letter (signed by the district superintendent) by August 1st of each year. The LDE shall review data correction requests and make decisions regarding the requests by September 1st. The LDE shall notify LEAs of its decision and/or actions regarding the request by October 1st. All data corrections approved by LDE shall be completed for the fall final accountability results release each fall.

C. The LDE shall review appeal/waiver requests and make recommendations to the SBESE within 60 days, beginning the last day of the appeals/waiver filing period. Within this interval, the LDE shall notify LEAs of its recommendations and allow them to respond in writing. The LDE's recommendations and LEA responses will be forwarded to SBESE for final disposition.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2751 (December 2003).

§3103. Definitions

*Appeal***?** a request for the calculation or recalculation of the School Performance Score (SPS), growth target, and/or subgroup component scores.

*Waiver***?** a temporary "withholding" of accountability decisions for no more than one accountability year. Waivers

shall be denied to aggrieved parties attempting to subvert the intent of provisions outlined in the state statute.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2751 (December 2003).

§3105. General Guidelines? Parent/School-Level Requests

A. Parents or individual schools seeking an appeal or waiver on issues relating to Louisiana's District and School Accountability System shall file their requests, regardless of the type, through the superintendent, or appointed representative as authorized by the local governing board of education.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2752 (December 2003).

§3107. General Guidelines? Local Board of Education-Level Requests

A. The Superintendent or official representative of each local governing board of education shall complete the LDE's Appeals/Waivers Request Form and provide supporting documentation to the Division of School Standards, Accountability, and Assistance no later than 30 calendar days after the official release of the final accountability results in the fall of each year.

B. Data corrections shall be grounds for an appeal or waiver request when (a) evidence attributes data errors to the LDE and/or those contractors used for the student assessment program, and/or (b) evidence attributes errors to the LEA and corrections result in a change in rewards or school improvement status. Requests concerning either the inclusion or exclusion of special education student scores in the calculations of a school's SPS and growth target, except as outlined in *Bulletin 111*, shall not be considered by the LDE.

C. Supporting documentation for appeal/waiver requests should clearly outline those data that are erroneous. Further, computations by the local boards of education should provide evidence that the school's SPS and/or subgroup component results are significantly affected by the data in question and that corrections impact rewards, or school improvement status. The local school system shall be responsible for supplying the LDE with information necessary for recalculating the school's SPS and/or subgroup component results per LDE's instructions.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2752 (December 2003).

§3109. Criteria for Appeal

A. LEA superintendents shall notify the LDE in writing of any changes to existing school configurations, changes to option status for alternative schools or pair/share status during the LDE accountability status verification process prior to the calculation of the school performance scores and subgroup component scores. Fall appeal recalculations shall be made using the information provided to the LDE in the following instances:

1. the student population in a school significantly increases by greater than or equal to 10 percent as a result of students transferring into the school from outside of the district;

2. an alternative school changes its option status by meeting the eligibility requirements;

3. a school's (inclusive of those paired or shared) enrollment has significantly changed by 50 percent or more from the previous academic year as a result of redistricting by the local governing board of education.

B. The LDE shall provide a report to the SBESE of all configuration, pair/share, or alternative option status changes.

C. If an LEA does not submit changes to school status to the LDE during the accountability status verification process, the LEA may petition the SBESE during the Appeals timeframe, after the SPS release. LEAs may petition the SBESE in instances not addressed by policy or in instances when the policy is unclear.

D. An LEA shall inform the LDE during the accountability status verification process of schools within the district that have been closed. An appeal shall be filed by the LEA in order to receive monetary rewards for any eligible closed school.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2752 (December 2003).

§3111. Criteria for Waiver

A. The recalculated SPS baseline of a school changes by 2.5 points (+/-2.5) as a result of a significant change of 10 percent or more in the student population because of students transferring into the school from outside of the district.

B. Factors beyond the reasonable control of the local governing board of education and also beyond the reasonable control of the school exist.

C. A school lacks the statistically significant number of testing units for the CRT and NRT necessary to calculate the SPS and has no systematic "feeding" pattern into another school by which data could be "shared" because the school is

1. a lab school;
2. a Type 1, 2, or 3 charter school;
3. operated by the Department of Corrections; or
4. beyond the sovereign borders of Louisiana;
5. an SSD #1or #2 school;
6. a SBESE school;
7. non-diploma bound school.

D. The student body of the school (Pre-K through K-2) comprised of primarily Pre-K and K students (greater than 50 percent of the total student membership) and has no systematic "feeding" pattern into another school or schools by which it could be "paired."

1. *Feeding pattern?* the plan used by local governing boards of education to transfer students from one school to another for educational services as a result of pupil progression into higher grades.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2752 (December 2003).

Chapter 33. New Schools and/or Significantly Reconfigured Schools

§3301. Inclusion of New Schools

A. For a newly formed school, the school district shall register the new school with the Louisiana Department of Education to have a site code assigned to that school. A new school shall not be created nor shall a new site code be issued in order to allow a school to avoid an accountability decision or prevent a school from entering the accountability system. Before a new school is created, the local education agency must work with the Louisiana Department of Education to explore ways the new school can be included in the accountability system.

B. When two or more schools are created from an existing school (e.g., grades 4-6 "split" from an existing K-6 structure, creating a K-3 school and a 4-6 school), the existing site code stays with the school that contributed most to the original SPS (as determined by the LDE), and the "new" school shall receive a new site code.

C. New schools with one year of test data shall be included in accountability. For attendance and dropout data, LEA's will have the option of using (a) the district average for schools in the same category as the new school or (b) data from the prior year, if whole grade levels from an existing school or schools moved to the new school.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2753 (December 2003).

§3303. Reconfigured Schools

A. A reconfigured school shall retain its rewards and/or school improvement status if 50 percent or more of the students remain at the school.

B. A reconfigured school shall transfer its rewards and/or school improvement status if more than 50 percent of the students transfer to another school.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2753 (December 2003).

Chapter 35. Inclusion of Alternative Education Students

§3501. Option Choices

A. Each superintendent, in conjunction with the alternative school director, shall choose from one of two options for including alternative education students in the Louisiana Accountability System for the system's alternative education schools.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2753 (December 2003).

§3503. Option I

A. The score for every alternative education student at a given alternative school shall be returned to ("sent back") and included in the home-based school's accountability calculations for both the SPS and subgroup components. The alternative school itself shall receive a "diagnostic" SPS, not to be used for rewards or corrective actions, if a statistically valid number of students were enrolled in the school at the time of testing.

B. Students included in the GED/Skills Option program will be included in school accountability. They will be required to take the 9th grade Iowa Test or participate in LEAP Alternate Assessment (LAA) while enrolled. All programs will be considered Option I for alternative education purposes, and student data will be sent back to the sending high schools for attendance, dropout, and Iowa Test scores for the purposes of the accountability system.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2753 (December 2003).

§3505. Option II

A. The score for every alternative education student shall remain at the alternative school. The alternative school shall be given its own accountability results, including an SPS and growth target, and subgroup performance data which makes the alternative school eligible for rewards and school improvement.

B. In order to be eligible for Option II, an alternative school shall meet all of the following requirements:

1. the alternative school must have its own site code and operate as a school;

2. the alternative school must have a required minimum number of students in the tested grade levels; the definition of required minimum is stated in §519; and at least 50 percent of the total school population must have been enrolled in the school for the entire school year, October 1 - May 1.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2753 (December 2003).

§3507. Option Considerations

A. Once an option is selected for an alternative school, it shall remain in that option for at least 10 years. An appeal to the SBESE may be made to change the option status prior to the end of 10 years if a school's purpose and/or student eligibility changes.

B. All students pursuing a regular high school diploma, working in curricula developed from Louisiana Content Standards, shall be included in the state-testing program, with those scores included in an SPS, and scores from CRT assessments included in the subgroup component.

1. Information on these students (e.g., number receiving a GED) shall be reported in the school's report card as a sub-report.

C. An alternative school in school improvement 3 or higher may request some flexibility in obtaining assistance from either a Distinguished Educator (DE) or a team designed to address the special needs of the alternative school population, as long as the total costs of the team do not exceed that for the DE. Sample team members could include the following**?** social workers, psychologists, educational diagnosticians, and counselors, etc.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2753 (December 2003).

Chapter 37. Inclusion of Lab Schools and Charter Schools

§3701. Special Consideration of Lab and Charter Schools

A. Such schools shall be included in the Louisiana Accountability System following the same rules that apply to traditional and/or alternative schools. The only exceptions are lab schools and Type 1, 2, and 3 charter schools that are independent schools and cannot be paired or shared with another school if they do not have at least one CRT and one NRT grade level, and/or if there is no home-based district school to which a given student's scores can be returned if all three conditions for Option II cannot be met. Therefore, if they do not have the required grade levels and/or required minimum number of students, such schools cannot receive an SPS. However, if they meet the requirements for accountability under the subgroup component, these analyses will be conducted, and school improvement and rewards decisions will be based on these results. If neither the SPS or subgroup component can be applied, the state shall publish the results from pre- and post-test student achievement results, as well as other relevant accountability data, as part of that school's report card and will include the results of these students in the aggregate state accountability report.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2754 (December 2003).

Chapter 39. Inclusion of Students with Disabilities

§3901. Assessment of Students with Disabilities

A. All students, including those with disabilities, shall participate in Louisiana's testing program. The scores of all students who are eligible to take the CRT, NRT, and LAA shall be included in the calculation of the SPS. Most students with disabilities shall take the CRT and the NRT with accommodations, if required by their Individualized Education Program (IEP). Only students with significant cognitive disabilities are eligible to participate in LEAP Alternate Assessment (LAA) as defined by the LEAP alternate assessment participation criteria. Beginning with the spring 2004 statewide assessment, LAA-B shall be eliminated from the Louisiana Education Assessment Program.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2754 (December 2003).

§3903. LEAP Alternate Assessment Participation Criteria

A. A student participating in LEAP alternate assessment shall progress toward a certificate of achievement.

B. To be eligible for participation in LEAP Alternate assessment, the student shall:

1. have a current multidisciplinary evaluation of the following exceptionalities:
   a. moderate mental disability;
   b. severe mental disability;
   c. profound mental disability; or
   d. have a current multidisciplinary evaluation of the following exceptionalities AND have an assessed level of intellectual functioning and adaptive behavior three or more standard deviations below the mean:
      i. multiple disabilities;
      ii. traumatic brain injury;
      iii. autism.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2754 (December 2003).

§3905. Inclusion of Alternate Assessment Results

A. LAA and LAA-B test scores shall be included in the 2002-2003 Baseline SPS.

B. LAA scores shall be converted according to the following scale.

LAA Score	Level	CRT/NRT Points
0.00-0.49	Unsatisfactory	0
0.50-2.49	Approaching Basic	50
2.50-3.49	Basic	100
3.50-4.49	Mastery	150
4.50-5.00	Advanced	200

1. Students taking alternate assessments shall be included in accountability calculations at the grade level in which they are enrolled in the Student Information System (SIS).

2. Students taking LAA who do not meet the alternate assessment participation criteria shall receive a score of zero in SPS component calculations and a score of non-proficient in subgroup component calculations.

3. Students taking LAA-B shall receive a score of zero in the Baseline SPS and a score of non-proficient in subgroup component calculations.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2754 (December 2003).

Chapter 41. Data Collection and Data Verification

§4101. Valid Data Considerations

A. An Unusual Data Result (UDR) shall be defined as any CRT, NRT, attendance, or dropout data that exceeds a parameter or a range of parameters, which shall be determined by the LDE and approved by the SBESE. Irregular data shall be defined as any data, which appears to contradict results, which are otherwise expected; unrealistic information; or data generated as a result of defective data collection or processing.

B. A test score shall be entered for all eligible students within a given school. For any eligible student who does not take the test, including those who are absent, a score of "0" on the CRT and NRT shall be calculated in the school's SPS. To assist a school in dealing with absent students, the Louisiana Department of Education shall provide an extended testing period for test administration. The only exception to this policy is a student who was sick during the test and re-testing periods and who has formal medical documentation for that period.

C. The districts and the LDE shall evaluate any instance of irregular or unusual data in the following respects.

D. For attendance and dropout data:

1. the LDE shall identify a statistically valid sample of all schools included in the accountability system. All schools included in this sample shall be audited;

2. additionally, the LDE shall audit all schools included in the accountability system that have an irregular or Unusual Data Result (UDR), as defined above. The LDE may have an outside team conduct the audit;

3. the findings of the audit shall be reported to the SBESE, the local district, and the local school. If the audit findings cannot be resolved, the State Superintendent of Education shall recommend to the SBESE, who shall approve the appropriate data to be used in the calculation of the school performance score.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2754 (December 2003).

§4103. NRT and CRT Data

A. For NRT and CRT data:

1. if there is evidence of an irregular or UDR, the LEA shall be required to investigate using a process as determined by the LDE and approved by the SBESE. The LEA shall report the results of its investigation to the State Superintendent of Education;

2. if the State Superintendent of Education determines that the results of the investigation do not sufficiently explain the data, s/he shall designate a team to visit the school and conduct its own investigation;

3. if the gains are validated by the visit, the school will be designated a "pacesetter" school. If the gains cannot be validated, the State Superintendent of Education may initiate further action.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2755 (December 2003).

§4105. Reported Irregularities

A. The LDE will determine and the SBESE shall approve a process for the public to report possible irregularities.

B. Anonymous complaints may be investigated.

C. All signed complaints shall be investigated.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2755 (December 2003).

Chapter 43. District Accountability

§4301. Inclusion of All Districts

A. Every school district shall participate in a district accountability system based on the performance of schools as approved by the Louisiana State Board of Elementary and Secondary Education (SBESE).

B. Indicators for district accountability.

C. There shall be two statistics reported for each school district for district accountability:

1. a District Performance Score (DPS); and

2. a District Responsibility Index (DRI).

D. District Performance Score (DPS). A District Performance Score (DPS) shall be the average of School Performance Scores (SPS) of all schools in a district. The DPS shall be reported as a numeric value.

E. District Responsibility Index (DRI). A District Responsibility Index (DRI) shall be the weighted average of four indicators[1] with each indicator to be expressed as an index. A score of 100 = good and a score of 150 = excellent.

F. The DRI indicators:

1. summer school;

2. the change in SPS for all schools relative to growth targets;

3. the change in LEAP 21 first-time passing rate from one year to the next; and

4. certified teachers.

[1]Indicators for school finance and graduation rate of high school students may be considered in the calculation of the district responsibility index at a later date.

Indicators and Weights	
Indicator	**Weighting**
1. Summer School.	30% (Part A 15% + Part B 15%)
2. The change in SPS for all schools relative to growth targets.	25%
3. The change in LEAP 21 first - time passing rate from one year to the next.	25% (Part A 12.5% + Part B 12.5%)
4. Certified Teachers.	20% (Part A 15% + Part B 5%)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2755 (December 2003).

§4303. Indicator 1? Summer School

A. The Louisiana Department of Education shall use two statistics when calculating an index score for summer school.

1. Part A? The percentage passing summer LEAP 21 tests.

a. The Louisiana Department of Education shall calculate the percentage passing summer LEAP 21 tests by using the number of students who scored unsatisfactory in the previous spring as the denominator. The scores of first-time students shall be included (i.e., not students who are repeating the grade because of a score of unsatisfactory in the previous year). This statistic shall include grades 4 and 8 and shall be weighted by the number of students failing each test in the previous spring. English language arts (ELA) and mathematics shall be counted separately. The numerator and denominator shall be the sum of counts in grade 4 ELA and mathematics plus grade 8 ELA and mathematics. Students' summer school results shall be attributed to the district in which they took the summer test.

b. Formula for converting Part A to an index? 2.5 * (percent passing + 5). Implications of index for Part A:

i. 35 percent passing of summer tests shall yield an index of 100;

ii. 55 percent passing of summer tests shall yield an index of 150.

2. Part B? The change in scale scores on LEAP 21 from spring to summer for scores that are unsatisfactory in the spring.

a. The Louisiana Department of Education shall use the mean change in scale scores on LEAP 21 from the spring to the summer administration, for all scores that were unsatisfactory in the spring administration. The scores of first-time students shall be included (i.e. not students who are repeating the grade because of a score of unsatisfactory in the previous year). If a student is tested in the spring but not in the summer, the change for that student's score shall be "0." If a student is tested in the summer but not in the spring, the spring score shall be assumed to be the 10th percentile of students tested in the spring. Four averages shall be computed for each district- ELA and mathematics for both 4th and 8th grades. The district score shall be the weighted average of the four results. Students' summer school results shall be attributed to the district in which they took the summer test.

b. Formula for converting Part B to an index? 5 * (average scale score gain). Implications of index Part B:

i. a scale score gain of 20 points shall yield an index of 100;

ii. a scale score gain of 30 points shall yield an index of 150.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2755 (December 2003).

§4305. Indicator 2? The Change in SPS for All Schools Relative to Growth Targets

A. The Louisiana Department of Education shall compute the change in School Performance Scores (SPSs) for all schools in the district. The relative change in SPSs for all schools shall be the weighted sum of gains (weighted by the school's enrollment) divided by the weighted sum of growth targets.

B. Formula for converting to an index? 100 * (the relative change in SPS). Implications of index:

1. all schools meeting their growth targets shall yield an index of 100;

2. all schools achieving 1.5 times their growth targets shall yield an index of 150.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2756 (December 2003).

§4307. Indicator 3? The Change in LEAP 21 First-Time Passing Rate from One Year to the Next

A. The Louisiana Department of Education shall calculate the simple average of two statistics when calculating an index score for the change in LEAP 21 first-time passing rate from one year to the next. The scores of first-time test-takers shall be used for each statistic.

B. Part A? Percent Passing

1. Formula for converting Part A to an index? 3.333 * (percent passing – 50).

2. Implications of index for Part A:

a. an 80 percent pass rate shall yield an index of 100;

b. a 95 percent pass rate shall yield an index of 150.

C. Part B? Improvement in Percentage Passing

1. Formula for converting Part B to an index? 25 * (change in passing rate + 2).

2. Implications of index for Part B:

a. a two percent increase yields an index of 100;

b. a four percent increase yields an index of 150.

3. The results of Part B shall be limited to a minimum value of "0" and a maximum of "200."

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2756 (December 2003).

§4309. Indicator 4? Certified Teachers

A. For the purpose of district accountability, the Louisiana Department of Education shall define certified teachers as those who hold an A, B, or C certificate or who have been certified in accordance with the 12-hour rule and whose certification includes 100 percent of the classes they teach. The Louisiana Department of Education shall use two statistics when calculating an index score for certified teachers.

B. Part A? The percentage of certified teachers in schools below the state average[1] The Louisiana Department of Education shall calculate this statistic by multiplying 100 times the number of teachers in the district that are certified divided by the number of teachers in the district. If no schools in the district are scoring below the state average, Part A of this indicator shall not apply and the total weight of this indicator shall be applied to Part B.

1. Formula for converting Part A to an index? 5* (percent certified – 70).

2. Implications of index for Part A:

a. 90 percent of teachers certified shall yield an index of 100;

b. 100 percent of teachers certified shall yield an index of 150.

C. Part B? The percentage of certified teaches in the district. The Louisiana Department of Education shall calculate this statistic by multiplying 100 times the number of teachers in the district that are certified divided by the number of teachers in the district.

1. Formula for converting Part A to an index? 5* (percent certified – 70).

2. Implications of index for Part A:

a. 90 percent of teachers certified shall yield an index of 100;

b. 100 percent of teachers certified shall yield an index of 150.

[1]The Louisiana Department of Education calculates two state averages? a state average for K-8 schools and a state average for 9-12 and combination schools. Combination schools are schools that contain 10th and/or 11th grade and a 4th and/or 8th grade (i.e., a school with grades 7-12).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2756 (December 2003).

§4311. Performance Labels

A. A district shall not receive a label for its district performance score. A label shall be reported for the District Responsibility Index (DRI) and for each of the four indicators.

District Responsibility Index	Label
120.0 or more	Excellent
100.0 – 119.9	Very Good
80.0 – 99.9	Good
60.0 – 79.9	Poor
0.0 – 59.9	Unsatisfactory

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2757 (December 2003).

§4313. Corrective Actions

A. The Louisiana Department of Education shall report district scores and labels on every school district. Consequences imposed on a district shall be based on its District Responsibility Index (DRI). Any district receiving a performance label of unsatisfactory for its DRI shall become subject to an operational audit. If a district scores unsatisfactory again within two years, the SBESE shall have the authority to act on the audit findings, including the withholding of funds to which the district might otherwise be entitled.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2757 (December 2003).

§4315. Progress Report

A. The Louisiana Department of Education shall publish a district accountability report. The report shall contain the labels for the DRI and for each of the four indicators. The report shall also contain the percent poverty, poverty ranking, and percentage of students enrolled in public education for the district.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2757 (December 2003).

Weegie Peabody
Executive Director

0312#037

RULE

Board of Elementary and Secondary Education

Bulletin 741? Louisiana Handbook for School Administrators? High School Program of Studies (LAC 28:I.901)

In accordance with R.S. 49:950 et seq., the Administrative Procedure Act, the Board of Elementary and Secondary Education adopted amendments to *Bulletin 741? Louisiana Handbook for School Administrators*, referenced in LAC 28:I.901.A, promulgated by the Board of Elementary and Secondary Education in LR 1:483 (November 1975). The changes of the Career and Technical course offerings will revise current course offerings, bringing them in-line with current industry standards. This action up-dates Career and Technical course offerings. In updating these courses offerings our Career and Technical program of studies will be more aligned with national standards.

Title 28
EDUCATION
Part I. Board of Elementary and Secondary Education
Chapter 9. Bulletins, Regulations, and State Plans
Subchapter A. Bulletins and Regulations
§901. School Approval Standards and Regulations

A. Bulletin 741

* * *

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A) (10), (11), (15); R.S. 17:7 (5), (7), (11); R.S. 17:10, 11; R.S. 17:22 (2), (6).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education LR 1:483 (November 1975), amended LR 28:269-271 (February 2002), LR 28:272 (February 2002), LR 28:991 (May 2002), LR 28:1187 (June 2002), LR 29:2757 (December 2003).

Agriculture Education

§2.105.25. Agriculture Education course offerings shall be as follows.

Course Title	Recommended Grade Level	Unit(s)
Exploratory Agriscience	7-8	-
Agribusiness	11-12	1/2
Agricultural Education Elective (1/2 Credit)	9-12	1/2
Agricultural Education Elective (1 Credit)	9-12	1
Agriscience I	9-12	1
Agriscience II	10-12	1
Agriscience III	11-12	1
Agriscience IV	12	1
Agriscience III Laboratory	11-12	1
Agriscience IV Laboratory	12	1
Agriscience-Construction	11-12	1/2
Agriscience Elective	9-12	1
Agriscience-Entrepreneurship	11-12	1/2
Agriscience Internship I	11-12	2
Agriscience Internship II	12	2
Agriscience-Leadership Development	11-12	1/2
Agriscience-Welding Systems I	11-12	1/2
Agriscience-Welding Systems II	12	1/2
Animal Systems	11-12	1/2
Aquaculture	11-12	1/2
Biotechnology	11-12	1
Cooperative Agriscience		
Education I	11-12	3
Cooperative Agriscience		
Education II	12	3
Crop Systems	11-12	1/2
Environmental Applications	11-12	1/2
Equine Science	11-12	1/2
Food and Fiber	11-12	1/2
Forestry	11-12	1/2
Horticulture I	11-12	1/2
Horticulture II	12	1/2
Precision Agriculture	11-12	1
Small Engines (Applications)	11-12	1/2
Industry Based Certifications		
ABC Carpentry in Agriscience (1 Credit)	11-12	1
ABC Carpentry in Agriscience (2 Credits)	11-12	2

ABC Carpentry in Agriscience (3 Credits)	11-12	3
ABC Electricity in Agriscience (1 Credit)	11-12	1
ABC Electricity in Agriscience (2 Credits)	11-12	2
ABC Electricity in Agriscience (3 Credits)	11-12	3
ABC Pipefitting in Agriscience (1 Credit)	11-12	1
ABC Pipefitting in Agriscience (2 Credits)	11-12	2
ABC Pipefitting in Agriscience (3 Credits)	11-12	3
ABC Welding in Agriscience (1 Credit)	11-12	1
ABC Welding in Agriscience (2 Credits)	11-12	2

Agriscience III and IV Laboratory, Agriscience Internship I and II, and Cooperative Agriscience Education I and II are offered only to students who are also enrolled in Agriscience III or Agriscience IV for two consecutive semester courses during the year.

Required prerequisites are outlined in the Agricultural Education Section of *Career and Technical Education Course Descriptions & Programs of Study.* All courses shall be taught in sequence. Level I courses are prerequisite to Level II courses. Agriscience I is prerequisite to Animal Systems, Aquaculture, Crop Systems, Equine Science, Food and Fiber, Forestry, and Agriscience-Welding Systems I. Agriscience I and Biology I are prerequisites to Biotechnology. Agriscience I and/or enrolled simultaneously in Biology I are prerequisites to Environmental Application. Agriscience I or Biology I is prerequisite to Horticulture I. Agriscience II is prerequisite to Agriscience-Construction and Precision Agriculture. Agribusiness is prerequisite to Agriscience-Entrepreneurship.

Semester courses are designed to be offered in the place of, or in addition to Agriscience III and/or IV.

Safety must be taught in all courses. Refer to *Bulletin 1674* for safety information.

Business Education

§2.105.26. Business Education course offerings shall be as follows.

Course Title	Recommended Grade Level	Unit(s)
Exploratory Keyboarding 6th, 7th, and 8th	6-8	--
Accounting I	10-12	1
Accounting II	11-12	1
Administrative Support Occupations	11-12	1
Business Communications	10-12	1
Business Computer Applications	10-12	1
Business Education Elective I (1/2 Credit)	9-12	1/2
Business Education Elective I (1Credit)	9-12	1
Business Education Elective II (1/2 Credit)	9-12	1/2
Business Education Elective II (1Credit)	9-12	1
Business English	12	1
Business Internship I	11-12	2
Business Internship II	12	2
Business Law	11-12	1/2
Computer Multimedia Presentations	11-12	1/2
Cooperative Office Education (COE)	12	3
Desktop Publishing	11-12	1
Economics	11-12	1
Entrepreneurship	11-12	1
Financial Math	9-12	1
Introduction to Business Computer Applications	9-12	1
Keyboarding	9-12	1/2
Keyboarding Applications	9-12	1/2
Lodging Management I (1 Credit)	10-12	1
Lodging Management I (2 Credits)	10-12	2
Lodging Management I (3 Credits)	10-12	3
Lodging Management II (1 Credit)	11-12	1
Lodging Management II (2 Credits)	11-12	2
Lodging Management II (3 Credits)	11-12	3
Principles of Business	9-12	1
Telecommunications	10-12	1/2
Web Design	10-12	1/2
Word Processing	11-12	1

Keyboarding and Keyboarding Applications or Introduction to Business Computer Applications shall be a prerequisite to Administrative Support Occupations, Business Computer Applications, Business Communications, Business English, Computer Multimedia Presentations, Telecommunications and Word Processing. Word Processing or Business Computer Applications is prerequisite to Desktop Publishing. Level I courses shall be prerequisite to Level II courses.

Cooperative Office Education shall be limited to seniors. The students shall have successfully completed Keyboarding/Keyboarding Applications or Introduction to Business Computer Applications and one of the following: ASO or Word Processing or BCA, and have maintained an overall "C" average. The students' attendance records should also be considered. Other prerequisites may be required by the individual school system.

English I, II, and III are prerequisites to Business English. BCA or Word Processing is prerequisite to Computer Multimedia Presentations. A basic computer course shall be prerequisite to Telecommunications. To enroll in Web Design, the student must have completed one or more of the following: Desktop Publishing, Business Computer Applications, Computer Science, Computer Multimedia or Telecommunications.

General Cooperative Education

§2.105.27. General cooperative education course offerings shall be as follows.

Course Title	Recommended Grade Level	Unit(s)
General Cooperative Education I	11-12	3
General Cooperative Education II	12	3

General Cooperative Education courses shall be limited to students who meet the specific prerequisites and requirements of one of the specialized cooperative education programs.

Marketing Education

§2.105.32. Marketing education course offerings shall be as follows.

Course Title	Recommended Grade Level	Unit(s)
Advertising and Sales Promotion	11-12	1
Cooperative Marketing Education I	11-12	3
Cooperative Marketing Education II	12	3
Entrepreneurship	11-12	1
Marketing Education Elective I (1/2 Credit)	9-12	1/2
Marketing Education Elective I (1Credit)	9-12	1
Marketing Education Elective II (1/2 Credit)	9-12	1/2
Marketing Education Elective II (1Credit)	9-12	1
Marketing Internship I	11-12	2
Marketing Internship II	12	2
Marketing Management	11-12	1
Marketing Research	11-12	1
Principles of Marketing I	9-12	1
Principles of Marketing II	10-12	1
Retail Marketing	11-12	1
Tourism Marketing	11-12	1

Keyboarding or Introduction to Business Computer Applications or being enrolled in Keyboarding or Introduction to Business Computer Applications simultaneously is a prerequisite for Advertising and Sales Promotion, Entrepreneurship, Research Marketing and Tourism Marketing. Principles of Marketing I and II and another advanced Marketing class is a prerequisite for Marketing Management. English I and II are prerequisites for Marketing Research. Principles of Marketing or one other marketing course is a prerequisite for Cooperative Marketing Education I.

Health Occupations

§2.105.28. Health Occupations course offerings shall be as follows.

Course Title	Recommended Grade Level	Unit(s)
AHEC of a Summer Career Exploration	9-12	1/2
Allied Health Services I	10-12	1 or 2
Allied Health Services II	11-12	1 or 2
Cooperative Health Occupations	11-12	3
Dental Assistant I	10-12	1 or 2
Dental Assistant II	11-12	2 or 3
Emergency Medical Technician? Basic	10-12	2
First Responder	9-12	1/2, 1 or 2
Health Occupations Elective	9-12	1/2 or 1
Health Occupations Internship I	11-12	2
Health Occupations Internship II	12	2
Health Science I	11-12	1 or 2
Health Science II	12	1 or 2
Introduction to Emergency Medical Technology	10-12	2
Introduction to Health Occupations I	9-12	1
Introduction to Pharmacy Assistant	10-12	1 or 2
Medical Assistant I	10-12	1 or 2
Medical Assistant II	11-12	1 or 2
Medical Assistant III	12	1 or 2
Medical Terminology	9-12	1
Nursing Assistant I	10-12	1 or 2
Nursing Assistant II	11-12	1 or 2

Level I courses shall be prerequisite to Level II courses. Introduction to Health Careers and/or Medical Terminology shall be a recommended prerequisite to Allied Health Services I, Introduction to Emergency Medical Technology, Introduction to Pharmacy Assistant, Medical Assistance I and Nursing Assistant I.

Health Occupations Internship and Cooperative Health Occupations students shall have successfully completed a minimum of two Health Occupations courses.

Introduction to Health Careers and Biology I are recommended prerequisite to Health Science I.

Medical Assistant III shall be limited to seniors. The students shall have successfully completed Medical Assistant II.

Family and Consumer Sciences Education

§2.105.29. Family and consumer sciences education course offerings shall be as follows.

Course Title	Recommended Grade Level	Unit(s)
Exploratory Family and Consumer Sciences	7-8	--
Family and Consumer Sciences I	9-12	1
Family and Consumer Sciences II	10-12	1
Food Science	9-12	1
Adult Responsibilities	11-12	1/2
Child Development	10-12	1/2
Clothing and Textiles	10-12	1/2
Personal and Family Finance	10-12	1/2
Family Life Education	10-12	1/2
Housing and Interior Design	10-12	1/2
Nutrition and Food	10-12	1/2
Parenthood Education	10-12	1/2
Advanced Child Development*	10-12	1/2
Advanced Clothing and Textiles*	10-12	1/2
Advanced Nutrition and Food*	10-12	1/2
Family and Consumer Sciences Elective I	9-12	1/2
Family and Consumer Sciences Elective I	9-12	1
Family and Consumer Sciences Elective II	9-12	1/2
Family and Consumer Sciences Elective II	9-12	1

*The related beginning semester course is prerequisite to the advanced semester course.

Family and Consumer Sciences Education (FCCLA)

§2.105.30. Course offerings for family and consumer sciences-related occupations shall be as follows.

Course Title	Recommended Grade Level	Unit(s)
Clothing and Textile Occupations I	11-12	1
Clothing and Textile Occupations I	11-12	2
Clothing and Textile Occupations I	11-12	3
Clothing and Textile Occupations I	11-12	1
Clothing and Textile Occupations 1	11-12	2
Clothing and Textile Occupations 1	11-12	3
Early Childhood Education I	11-12	1
Early Childhood Education I	11-12	2
Early Childhood Education I	11-12	3
Early Childhood Education II	11-12	1
Early Childhood Education II	11-12	2
Early Childhood Education II	11-12	3
Family and Consumer Sciences Internship I**	11-12	2
Family and Consumer Sciences Internship II	12	2
Food Services I	10-12	1
Food Services I	10-12	2
Food Services I	10-12	3
Food Services II	10-12	1
Food Services II	10-12	2
Food Services II	10-12	3
Food Service Technician	11-12	1
Housing and Interior Design Occupations	11-12	1
Housing and Interior Design Occupations	11-12	2
Housing and Interior Design Occupations	11-12	3
ProStart I	11-12	1
ProStart I	11-12	2
ProStart I	11-12	3
ProStart II	11-12	1
ProStart II	11-12	2
ProStart II	11-12	3
Cooperative Family and Consumer Sciences Education**		3

**Family and consumer sciences cooperative education shall be limited to seniors who meet one or more of the following prerequisites: (1) one unit in a service course; (2) two specialized semester courses in the same area; or (3) one specialized semester course and the teacher-coordinator's consent. Job placement shall be in the same area of training as the prerequisite.

Technology Education

2.105.31. Technology Education course (formerly industrial arts) offerings shall be as follows.

Course Title	Recommended Grade Level	Unit(s)
Communication/Middle School	6-8	-
Construction/Middle School	6-8	-
Manufacturing Technology/Middle School	6-8	-
Modular Technology/Middle School	6-8	-
Transportation Technology/Middle School	6-8	-
Advanced Electricity/Electronics	10-12	1
Advanced Metal Technology	10-12	1
Advanced Technical Drafting	10-12	1
Advanced Wood Technology	10-12	1
Architectural Drafting	10-12	1
Basic Electricity/Electronics	9-12	1
Basic Metal Technology	9-12	1
Basic Technical Drafting	9-12	1
Basic Wood Technology	9-12	1

Communication Technology	9-12	1
Construction Technology	10-12	1
Cooperative Technology Education	10-12	3
Energy, Power, and Transportation Technology	9-12	1
General Technology Education	9-12	1
Manufacturing Technology	9-12	1
Materials and Processes	10-12	1
Physics of Technology I	10-12	1
Physics of Technology II	11-12	1
Power Mechanics	9-12	1
Technology Education Computer Applications	9-12	1
Technology Education Elective I (½ credit)	9-12	½
Technology Education Elective I (1credit)	9-12	1
Technology Education Elective II (½ credit)	9-12	½
Technology Education Elective II (1credit)	9-12	1
Technology Education Internship I	11-12	2
Technology Education Internship II	12	2
Welding Technology	10-12	1
Industry Based Certification Courses		
Process Technician I	11-12	1
Process Technician II	11-12	1
ABC Carpentry I TE (1 credit)	11-12	1
ABC Carpentry I TE (2 credits)	11-12	1
ABC Carpentry I TE (3 credits)	11-12	1
ABC Carpentry II TE (1 credit)	11-12	1
ABC Carpentry II TE (2 credits)	11-12	1
ABC Carpentry II TE (3 credits)	11-12	1
ABC Electrical I TE (1 credit)	11-12	1
ABC Electrical I TE (2 credits)	11-12	1
ABC Electrical I TE (3 credits)	11-12	1
ABC Electrical II TE (1 credit)	11-12	1
ABC Electrical II TE (2 credits)	11-12	1
ABC Electrical II TE (3 credits)	11-12	1
ABC Instrumentation Control Mechanic I (1 credit)	11-12	1
ABC Instrumentation Control Mechanic I (2 credits)	11-12	1
ABC Instrumentation Control Mechanic I (3 credits)	11-12	1
ABC Instrumentation Control Mechanic II (1 credit)	11-12	1
ABC Instrumentat ion Control Mechanic II (2 credits)	11-12	1
ABC Instrumentation Control Mechanic II (3 credits)	11-12	1
ABC Pipe Fitter I TE (1 credits)	11-12	1
ABC Pipe Fitter I TE (2 credits)	11-12	1
ABC Pipe Fitter I TE (3 credits)	11-12	1
ABC Pipe Fitter II TE (1 credit)	11-12	1
ABC Pipe Fitter II TE (2 credits)	11-12	1
ABC Pipe Fitter II TE (3 credits)	11-12	1
ABC Welding Technology I TE (1 credit)	11-12	1
ABC Welding Technology I TE (2 credits)	11-12	1
ABC Welding Technology I TE (3 credits)	11-12	1
ABC Welding Technology II TE (1 credit)	11-12	1
ABC Welding Technology II TE (2 credits)	11-12	1
ABC Welding Technology II TE (3 credits)	11-12	1

NOTE: Technology education courses must follow the sequences as outlined in the Technology Education section of the *Career and Technical Education Course Descriptions and Programs of Study*.

All courses shall be taught in sequence: Level I courses are prerequisite to Level II courses; Basic Technical Drafting is prerequisite to Architectural Drafting; and Technology Education Internship I and II require completion of two courses in the Technology Education program of study area.

Safety must be taught in all courses. Refer to *Bulletin 1674* for safety information.

Weegie Peabody
Executive Director

0312#038

RULE

Board of Elementary and Secondary Education

Bulletin 741? Louisiana Handbook for School Administrators? Policy for Louisiana's Public Education Accountability System
(LAC 28:I.901)

Editor's Note: Louisiana's revised accountability policy shall now be contained in *Bulletin 111? The Louisiana School, District, and State Accountability System*, and is printed in codified format as Title 28, Part LXXXIII of the Louisiana Administrative Code. See the Notice of Intent adopting *Bulletin 111? The Louisiana School, District, and State Accountability System* located in this issue of the *Louisiana Register*.

In accordance with R.S. 49:950 et seq., the Administrative Procedure Act, the Board of Elementary and Secondary Education adopted an amendment to *Bulletin 741? The Louisiana Handbook for School Administrators*, referenced in LAC 28:I.901.A, promulgated by the Board of Elementary and Secondary Education in LR l:483 (November 1975). Act 478 of the 1997 Regular Legislative Session called for the development of an Accountability System for the purpose of implementing fundamental changes in classroom teaching by helping schools and communities focus on improved student achievement. The State's Accountability System is an evolving system with different components. The changes repeal the "Policy for Louisiana's Public Education Accountability System" from *Bulletin 741? The Louisiana Handbook for School Administrators*. Louisiana's revised accountability policy shall now be contained in *Bulletin 111? The Louisiana School, District, and State Accountability System.* Bulletin 111 shall be printed in codified format as Part LXXXIII of the Louisiana Administrative Code.

Title 28
EDUCATION
Part I. Board of Elementary and Secondary Education
Chapter 9. Bulletins, Regulations, and State Plans
Subchapter A. Bulletins and Regulations
§901. School Approval Standards and Regulations

A. Bulletin 741

* * *

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A) (10), (11), (15); R.S. 17:7 (5), (7), (11); R.S. 17:10, 11; R.S. 17:22 (2), (6).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education LR 1:483 (November 1975), amended LR 28:269 (February 2002), LR 28:272 (February 2002), LR 28:991 (May 2002), LR 28:1187 (June 2002), LR 29:2760 (December 2003).

The Louisiana School and District Accountability System

1.007.00	District Accountability	Repealed.
1.007.01	Indicators for District Accountability	Repealed.
1.007.02	Performance Labels	Repealed.
1.007.03	Corrective Actions	Repealed.
1.007.04	Progress Report	Repealed.
2.006.00	School Accountability	Repealed.
2.006.01	Indicators for School Performance Scores	Repealed.
2.006.02	Louisiana's 10- and 20-Year Education Goals [K-8 and 9-12]	Repealed.
2.006.03	School Performance Scores	Repealed.
2.006.04	Data Collection and Data Verification	Repealed.
2.006.05	Growth Targets	Repealed.
2.006.06	Growth Labels	Repealed.
2.006.07	Performance Labels	Repealed.
2.006.08	Rewards/Recognition	Repealed.
2.006.09	Corrective Actions	Repealed.
2.006.10	Reconstitution Plan	Repealed.
2.006.11	School Choice	Repealed.
2.006.12	Progress Report	Repealed.
2.006.13	Appeals Procedures	Repealed.
2.006.14	Student Mobility	Repealed.
2.006.15	Pairing/Sharing of Schools with Insufficient Test Data	Repealed.
2.006.16	New Schools and/or Significantly Reconfigured Schools	Repealed.
2.006.17	Inclusion of Alternative Education Students	Repealed.
2.006.18	Inclusion of Students with Disabilities	Repealed.
2.006.19	Inclusion of Schools with Very Low Numbers of Students	Repealed.

Weegie Peabody
Executive Director

0312#039

RULE

Board of Elementary and Secondary Education

Bulletin 746? Louisiana Standards for State Certification of School Personnel? All-Level (K-12) Certification Areas (LAC 28:I.903)

In accordance with R.S. 49:950 et seq., the Administrative Procedure Act, the Board of Elementary and Secondary Education has amended *Bulletin* 746? *Louisiana Standards for State Certification of School Personnel*, referenced in LAC 28:I.903.A. This policy amends the structure for undergraduate programs for all level (K-12) areas of art, dance, foreign language, health and physical education, and music. It also provides for all-level programs through the three new alternate routes: Practitioner Teacher Program, Master' Program, Non-Master'/Certification-only Program. The policy continues the conversion to new teacher education programs, providing options for the five all-level (K-12) certification areas of art, dance, foreign language, health and physical education, and music through new undergraduate and alternate teacher education programs.

Title 28
EDUCATION

Part I. Board of Elementary and Secondary Education
Chapter 9. Bulletins, Regulations, and State Plans
Subchapter A. Bulletins and Regulations

§903. Teacher Certification Standards and Regulations

A. Bulletin 746

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AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 (A)(10), (11), (15); R.S. 17:7(6); R.S. 17:10; R.S. 17:22(6); R.S. 17:391.1-391.10; R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education in LR 1:183, 311, 399, 435, 541 (April, July, September, October, December 1975), amended LR 28:760 (April 2002), LR 28:763 (April 2002), LR 28:765 (April 2002), LR 28:990 (May 2002), LR 29:2761 (December 2003).

All-Level (K-12) Certification Areas

All-Level Undergraduate Program Structure †		Art	Dance	Foreign Language	Health and Physical Education	Vocal and/or Instrumental Music
General Education Coursework	English	6 hours	6 hours	6 hours	6 hours	6 hours
	Mathematics	6 hours	6 hours	6 hours	6 hours	6 hours
	Sciences	9 hours	9 hours	9 hours	9 hours	9 hours
	Social Studies	6 hours	6 hours	6 hours	6 hours	6 hours
	Arts	3 hours	3 hours	3 hours	3 hours	3 hours
FOCUS AREA		31 semester hours of Art Coursework	31 semester hours Dance Coursework	31 semester hours Foreign Language Coursework*	31 semester hours H&PE Coursework	31 semester vocal music; or 31 semester hours instrumental music; or 50 hours Vocal and Instrumental Music,
Knowledge of the Learner and the Learning Environment (These hours may be integrated into other areas in developing new courses)	Child Development/ Psychology, Adolescent Psychology, Educational Psychology, The Learner with Special Needs, Classroom Organization and Management, and Multicultural Education (Note: Courses should address needs of both the regular and exceptional child, and be pro-vided across all K-12 grade levels)	18 hours Emphasis across all grade levels K-12	18 hours Emphasis across all grade levels K-12	18 hours Emphasis across all grade levels K-12	18 hours Emphasis across all grade levels K-12	18 hours Emphasis across all grade levels K-12
Methodology and Teaching	Reading	3 hours	3 hours	3 hours	3 hours	3 hours
	Teaching Methodology and Strategies	6 hours	6 hours	6 hours	6 hours	6 hours
	Student Teaching**	9 hours	9 hours	9 hours	9 hours	9 hours
Flexible Hours for the University's Use***		27 hours	27 hours	27 hours	27 hours	2-27 hours
TOTAL HOURS †		124 hours	124 hours	124 hours	124 hours	124 hours

Note: If students do not possess basic technology skills, they should be provided coursework or opportunities to develop those skills early in their program.

*If foreign language is French, at least 12 hours must be earned through a two-semester residence in a university abroad OR through two summers of intensive immersion study on a LA university campus, an out-of-state university, or abroad.

**Students must spend a minimum of 270 clock hours in student teaching, with at least 180 of such hours spent in actual teaching. A substantial portion of the 180 hours of actual student teaching shall be on an all-day basis.

***In addition to the student teaching experience, students should be provided actual teaching experience (in addition to observations) in classroom settings during sophomore, junior, and senior years within schools with varied socioeconomic and cultural characteristics. It is recommended that pre-service teachers be provided a minimum of 180 hours of direct teaching experience in field-based settings prior to student teaching.

†Candidates who complete all-level programs will be certified for regular education across grades K-12 and are eligible to add endorsements for 7-12 teaching areas. Candidates may devote flexible hours toward acquisition of a second academic focus in a 7-12 teaching area.

Louisiana Alternate Certification Programs

Practitioner Teacher Program Alternative Path to Certification

State-approved private providers and Louisiana colleges or universities with an approved teacher education program may choose to offer a Practitioner Teacher Program. Practitioner Teacher Programs may offer certification in Grades 1-6, Grades 4-8, or Grades 7-12 (regular or special education). The Practitioner Teacher Program is a streamlined certification path that combines intensive coursework and full-time teaching.

1. Admission to the Program. Program providers will work with district personnel to identify Practitioner Teacher Program candidates who will be employed by districts during the fall and spring. To be admitted, individuals should:

a. possess a baccalaureate degree from a regionally accredited university;

b. have a 2.50 GPA on undergraduate work. Appropriate, successful work experience can be substituted for the required GPA, at the discretion of the program provider. However, in no case may the GPA be less than 2.20. (Note: State law requires that upon completion of the program, the teacher candidate has a 2.50 GPA for certification.);

c. pass the PRAXIS Pre-Professional Skills Test (e.g., reading, writing, and mathematics). (Individuals who already possess a graduate degree will be exempted from this requirement.);

d. pass the PRAXIS content specific examinations:

(1) candidates for grades 1-6 (regular and special education): pass the *Elementary Education: Content Knowledge* specialty examination;

(2) candidates for grades 4-8 (regular and special education): pass the *Middle School: Content Knowledge* specialty examination;

(3) candidates for grades 7-12 (regular and special education): pass the *content specialty examination(s)* in the content area(s) in which they intend to teach;

(4) candidates for all-level K-12 areas of Art, Dance, Foreign Language, Health and Physical Education, and Music: pass the content specialty examination. If no exam has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area. Provider must develop a process to assure that candidates demonstrate necessary performance skills in the all-level certification area;

e. meet other non-course requirements established by the college or university.

2. Teaching Preparation (Summer) 9 credit hours (or equivalent 135 contact hours) All teachers will participate in field-based experiences in school settings while completing the summer courses (or equivalent contact hours).

Grades 1-6, 4-8, and 7-12 practitioner teachers will successfully complete courses (or equivalent contact hours) pertaining to child or adolescent development or psychology, the diverse learner, classroom management/organization, assessment, instructional design, and instructional strategies before starting their teaching internships.

Mild/Moderate Special Education 1-12 practitioner teachers will successfully complete courses (or equivalent contact hours) that focus on special needs of the mild/moderate exceptional child, classroom management, behavioral management, assessment and evaluation, methods and materials for mild/moderate exceptional children, and vocational and transition services for students with disabilities.

All-Level K-12 practitioner teachers will successfully complete courses (or equivalent contact hours) pertaining to child and adolescent psychology, the diverse learner, classroom management and organization, assessment; instructional design, and instructional strategies across grade levels K-12 before starting their teaching internships.

3. Teaching Internship and First-Year Support 12 credit hours (or equivalent 180 contact hours)

Practitioner teachers will assume full-time teaching positions in districts. During the school year, these individuals will participate in two seminars (one seminar during the fall and one seminar during the spring) that address immediate needs of the Practitioner Teacher Program teachers and will receive one-on-one supervision through an internship provided by the program providers. The practitioner teacher will also receive support from school-based mentor teachers provided by the Louisiana Teacher Assistance and Assessment Program (LaTAAP) and principals. Note: For all-level areas (art, dance, foreign language, health and physical education, and music), experiences should be provided across grades K-12.

4. Teaching Performance Review (End of First Year)

Program providers, principals, mentors, and practitioner teachers will form teams to review first-year teaching performance of practitioner teachers and determine the extent to which the practitioner teachers have demonstrated teaching proficiency. If practitioner teachers demonstrated proficiency, they will enter into the assessment portion of the Louisiana Teacher Assistance and Assessment Program during the next fall. (If a practitioner teacher who passed the assessment portion of the Louisiana Teacher Assistance and Assessment program prior to entering the Practitioner Teacher Program continues to demonstrate the Louisiana Components of Effective Teaching at the "competent" level, the team may, by unanimous decision, exempt the teacher from completing the assessment part of the Louisiana Teacher Assistance and Assessment Program.)

If weaknesses are cited, teams will identify additional types of instruction needed to address the areas of need. Prescriptive plans that require from one to nine credit hours (or 15 to 135 equivalent contact hours) of instruction will be developed for practitioner teachers. In addition, teams will determine whether practitioner teachers should participate in the new teacher assessment during the fall or whether the practitioner teachers should receive additional mentor support and be assessed after the fall.

5. Prescriptive Plan Implementation (Second Year) 1-9 credit hours (15 to 135 contact hours)

Practitioner teachers who demonstrate areas of need will complete prescriptive plans.

6. Louisiana Assessment Program (Second Year)

Practitioner teachers will be assessed during the fall or later, depending upon their teaching proficiencies.

7. PRAXIS Review (Second Year)

Program providers will offer review sessions to prepare practitioner teachers to pass remaining components of the PRAXIS.

8. Certification Requirements

(Requirements must be met within a three-year time period. A practitioner teacher's license will not be renewed if all course requirements are not met with these three years.)

Private providers and colleges or universities will submit signed statements to the Louisiana Department of Education that indicate that the student completing the Practitioner Teacher Program alternative certification path met the following requirements.

a. Passed the PPST components of the PRAXIS. (Note: This test was required for admission.)

b. Completed the Teaching Preparation and Teaching Internship segments of the program with an overall 2.50 or higher GPA.

c. Passed the Louisiana Teacher Assistance and Assessment Program.

d. Completed prescriptive plans (if weaknesses were demonstrated).

e. Passed the specialty examination (PRAXIS) for the area(s) of certification. (Note: This test was required for admission.)

1) Grades 1-6 (regular and special education): Elementary Education: Content Knowledge Exam #0014.

2) Grades 4-8 (regular and special education): Middle School Education: Content Knowledge Exam #0146.

3) Grades 7-12 (regular and special education): Content specialty examination in area(s) in which candidate intends to teach. (Note: This test was required for admission. If no exam was adopted for Louisiana in the certification area, candidates were required to present a minimum of 31 semester hours of coursework specific to the content area for admission to the program.)

4) All-Level K-12 areas (art, dance, foreign language, health and physical education, and music): Content specialty examination in area(s) in which candidate intends to teach. (Note: This test was required for admission. If no exam was adopted for Louisiana in the certification area, candidates were required to present a minimum of 31 semester hours of coursework specific to the content area for admission to the program.) Provider must develop a process to assure that candidates for all-level certification demonstrate necessary performance skills in the area of certification.

f. Passed the Principles of Learning and Teaching examination (PRAXIS).

1) Grades 1-6: Principles of Learning and Teaching K-6.

2) Grades 4-8: Principles of Learning and Teaching 5-9.

3) Grades 7-12 and All-Level K-12 Certification: Principles of Learning and Teaching 7-12.

4) Mild/Moderate Special Education 1-12: Special education exams (to be determined).

9. Ongoing Support (Second and Third Year)

Program providers will provide support services to practitioner teachers during their second and third years of teaching. Types of support may include on-line support, Internet resources, special seminars, etc.

10. Professional License (Practitioner License to Level 2)

Practitioner teachers will be issued a Practitioner License when they enter the program. They will be issued a Level 1 Professional License once they have successfully completed all requirements of the program; after three years of teaching, they will be eligible for a Level 2 license.

Undergraduate/Graduate Courses and Graduate Programs

Universities may offer the courses at undergraduate or graduate levels. Efforts should be made to allow students to use graduate hours as electives if the students are pursuing a graduate degree.

Masters Degree Program Alternative Path to Certification

A Louisiana college or university with an approved teacher education program may choose to offer an alternative certification program that leads to a master's degree. The college or university may choose to offer the masters degree program as either a Master of Education or a Master of Arts in Teaching. Masters Degree Programs may offer certification in Grades PK-3, 1-6, 4-8, 7-12, All-Level K-12 (Art, Dance, Foreign Language, Health and Physical Education, and Music), or Mild-Moderate Special Education.

Admission to the Program

To be admitted, individuals should:

1. possess a baccalaureate degree from a regionally accredited university;

2. have a 2.50 GPA, or higher, on undergraduate work;

3. pass the Pre-Professional Skills Test (e.g., reading, writing, and mathematics) on the PRAXIS (Individuals who already possess a graduate degree will be exempted from this requirement.);

4. pass the PRAXIS content-specific subject area examination:

a. candidates for PK-3 (regular and special education): pass the Elementary Education: Content Knowledge (#0014) specialty exam;

b. candidates for grades 1-6 (regular and special education): pass the Elementary Education: Content Knowledge (#0014) specialty exam;

c. candidates for grades 4-8 (regular and special education): pass the Middle School Education: Content Knowledge (#0146) specialty exam;

d. candidates for grades 7-12 (regular and special education): pass the content specialty examination(s) of the PRAXIS in the content area(s) in which they intend to teach. If no exam has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area;

e. candidates for all-level K-12 Areas of Art, Dance, Foreign Language, Health and Physical Education, and Music: pass the content specialty examination. If no exam has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area. Provider must develop a process to assure that candidates demonstrate necessary performance skills in the all-level certification area;

5. meet other non-course requirements established by the college or university.

Program Requirements

1. Knowledge of Learner and the Learning Environment 15 credit hours

Grades PK-3, 1-6, 4-8, and 7-12: Child or adolescent development or psychology, the diverse learner, classroom management/organization, assessment, instructional design and instructional strategies.

Mild/Moderate Special Education 1-12: Special needs of the mild/moderate exceptional child, classroom management, behavioral management, assessment and evaluation, methods and materials for mild/moderate exceptional children, vocational and transition services for students with disabilities.

All-Level (Grades K-12): Child AND adolescent psychology, the diverse learner, classroom management/organization, assessment, instructional design and instructional strategies, across grade levels K-12.

2. Methodology and Teaching 12-15 credit hours

Methods courses and field experiences. Note: For all-level K-12 areas (Art, Dance, Foreign Language, Health and Physical Education, and Music), experiences should be provided across grades K-12.

3. Student Teaching or Internship 6- 9 credit hours Note: For all-level K-12 areas (Art, Dance, Foreign Language, Health and Physical Education, and Music), experiences should be provided across grades K-12.

TOTAL: 33-39 credit hours

Certification Requirements

Colleges or universities will submit signed statements to the Louisiana Department of Education which indicate that the student completing the Masters Degree Program alternative certification path met the following requirements.

1. Passed PPST components of the PRAXIS. (Note: This test was required for admission.)

2. Completed coursework (undergraduate and masters program) with an overall 2.50 or higher GPA.

3. Passed the specialty examination (PRAXIS) for the area of certification. (Note: This test was required for admission.)

a. Grades PK-3: Elementary Education: Content Knowledge (#0014) specialty examination.

b. Grades 1-6: Elementary Education: Content Knowledge (#0014) specialty examination.

c. Grades 4-8: Middle School Education: Content Knowledge (#0146) specialty examination.

d. Grades 7-12 and All-Level K-12 Certification: Specialty content test in areas to be certified. (Note: This test was required for admission.) If no exam was adopted for Louisiana in the certification area, for admission purposes, candidates were required to present a minimum of 31 semester hours of coursework specific to the content area.

e. Mild/Moderate Special Education 1-12: Special Education.

4. Passed the Principles of Learning and Teaching examination (PRAXIS).

a. Grades PK-3: Principles of Learning and Teaching K-6.

b. Grades 1-6: Principles of Learning and Teaching K-6.

c. Grades 4-8: Principles of Learning and Teaching 5-9.

d. Grades 7-12; All-Level K-12 Certification: Principles of Learning and Teaching 7-12.

Universities offering alternative certification options were required to begin implementation of the newly adopted paths on or before July 2002.

No students should be accepted into the "old" post-baccalaureate alternate certification program after Spring Semester 2003. Candidates already in the "old" alternative certification program would be given until August 31, 2006 to complete their programs.

Non-Masters/Certification-Only Program

Alternative Path to Certification

This program is designed to serve those candidates who may not elect participation in or be eligible for certification under either the Practitioner Teacher Alternate Certification Program or the Master's Degree Alternate Certification Program. The program may also be accessible in some areas of the state in which the other alternate certification programs are not available. Non-Master's/ Certification-Only Programs may offer certification in PK-3, 1-6, 4-8, 7-12, All-Level K-12 (Art, Dance, Foreign Language, Health and Physical Education, and Music), or Mild-Moderate Special Education.

Admission to the Program

To be admitted, individuals should:

1. possess a baccalaureate degree from a regionally accredited university;

2. have a 2.20 GPA, or higher, on undergraduate coursework. (An overall 2.50 GPA is required for certification. Those candidates with a GPA lower than 2.50 may have to take additional courses in the program to achieve a 2.50 GPA.);

3. pass the PRAXIS Pre-Professional Skills Test (PPST) (Individuals who already possess a graduate degree will be exempted from this requirement.); and

4. pass the PRAXIS content-specific subject area examination:

a. candidates for PK-3 (regular and special education): pass the Elementary Education: Content Knowledge (#0014) specialty exam;

b. candidates for grades 1-6 (regular and special education): pass the Elementary Education: Content Knowledge (#0014) specialty exam;

c. candidates for grades 4-8 (regular and special education): pass the Middle School Education: Content Knowledge (#0146) specialty exam;

d. candidates for grades 7-12 (regular and special education): pass the content specialty examination(s) of the PRAXIS in the content area(s) in which they intend to teach. If no exam has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area;

e. candidates for all-level K-12 areas of Art, Dance, Foreign Language, Health and Physical Education, and Music: pass the content specialty examination. If no exam has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area. Provider must develop a process to assure that candidates demonstrate necessary performance skills in the all-level certification area.

Program Requirements

This program will provide the same rigor as other certification routes provided by aligning with such empirically-based standards as National Council for the Accreditation of Teacher Education (NCATE), Interstate New Teacher Assessment and Support Consortium (INTASC), Louisiana Components of Effective Teaching (LCET), and the Louisiana Content Standards. This program will also emphasize collaboration between the university and the school districts in order to share and exchange strategies, techniques, and methodologies; and integrate field-based experiences into the curriculum.

Program Structure

1. Knowledge of Learner and the Learning Environment* 12 hours

Grades PK-3, 1-6, 4-8, and 7-12: Child/ or adolescent development / or psychology, the diverse learner, classroom management/organization/environment, assessment, instructional design, and reading/instructional strategies that are content- and level-appropriate.

Mild/Moderate Special Education 1-12: Special needs of the Special Education Mild/Moderate exceptional child, classroom management, behavioral management, assessment and evaluation, methods and materials for Special Education Mild/Moderate exceptional children, vocational and transition services for students with disabilities.

All-Level K-12 Areas: Child psychology and adolescent psychology; the diverse learner; classroom management/organization/environment; assessment; instructional design, and reading/instructional strategies across grade levels K-12.

*All courses for regular and special education will integrate effective teaching components, content standards, technology, reading, and portfolio development. Field-based experiences will be embedded in each course.

2. Methodology and Teaching 6 hours

Methods courses to include case studies and field experiences. Note: For all-level K-12 areas (Art, Dance, Foreign Language, Health and Physical Education, and Music), experiences should be provided across grades K-12.

3. Internship or Student Teaching 6 hours

Will include methodology seminars that are participant-oriented. Note: For all-level K-12 areas (Art, Dance, Foreign Language, Health and Physical Education, and Music), internship or student teaching experiences should be provided across grades K-12.

4. Prescriptive Plan 1-9 hours

The prescriptive plan can be pre-planned courses for individual programs or can be individualized courses for the candidate who demonstrates areas of need, not to exceed 9 semester hours.

TOTAL 24-33 hours

Certification Requirements

Colleges or universities will submit signed statements to the Louisiana Department of Education that indicate the student completing the Non-Master's/Certification-Only alternative certification path met the following requirements.

1. Passed the PPST components of the PRAXIS. (Note: This test was required for admission.) (Individuals who already possess a graduate degree will be exempted from this requirement).

2. Completed all coursework (including the certification program) with an overall 2.5 or higher GPA.

3. Passed the specialty examination (PRAXIS) for the area(s) of certification. (Note: This test was required for admission.)

a. Grades PK-3: Elementary Education: Content Knowledge (#0014) specialty examination.

b. Grades 1-6: Elementary Education: Content Knowledge (#0014) specialty examination.

c. Grades 4-8: Middle School Education: Content Knowledge (#0146) specialty examination.

d. Grades 7-12 and All-Level K-12 Certification: Specialty content test in areas to be certified. (Note: This test was required for admission. If no exam was adopted for Louisiana in the certification area, candidates were required to present a minimum of 31 semester hours of coursework specific to the content area for admission to the program.)

4. Passed the Principles of Learning and Teaching examination (PRAXIS).

a. Grades PK-3 (regular and special education): Principles of Learning and Teaching K-6.

b. Grades 1-6 (regular and special education): Principles of Leaming and Teaching K-6.

c. Grades 4-8 (regular and special education): Principles of Learning and Teaching 5-9.

d. Grades 7-12 (regular and special education and All-Level K-12 Certification: Principles of Learning and Teaching 7-12.

Universities offering the Non-Master's/Certification-Only alternative certification option are required to begin implementation of the newly adopted paths during or before Summer 2003.

No students should be accepted into the "old" post-baccalaureate alternate certification program after Spring Semester 2003. Candidates already in the "old" alternative certification program would be given until August 31, 2006, to complete their programs.

Weegie Peabody
Executive Director

0312#040

RULE

Board of Elementary and Secondary Education

Bulletin 746? Louisiana Standards for State Certification of School Personnel? College of Arts/Humanities/Science (LAC 28:I.903)

In accordance with R.S. 49:950 et seq., the Administrative Procedure Act, the Board of Elementary and Secondary Education has amended *Bulletin 746? Louisiana Standards for State Certification of School Personnel*, referenced in LAC 28:I.903.A. This policy adds a non-education undergraduate degree program option as a means to obtain secondary education certification, through a minor in secondary education. This policy provides a certification option for those who wish to become certified, do not want an undergraduate degree in education, and wish to obtain a pure content undergraduate degree.

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Chapter 9. Bulletins, Regulations, and State Plans
Subchapter A. Bulletins and Regulations
§903. Teacher Certification Standards and Regulations

A. Bulletin 746

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AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 (A)(10), (11), (15); R.S. 17:7(6); R.S. 17:10; R.S. 17:22(6); R.S. 17:391.1-391.10; R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 1:183, 311, 399, 435, 541 (April, July, September, October, December 1975), amended LR 28:760 (April 2002), LR 28:763 (April 2002), LR 28:765 (April 2002), LR 28:990 (May 2002), LR 29:2767 (December 2003).

College of Arts/Humanities/Sciences
Degree Pathway to Secondary Education Certification

The following certification structure identifies courses that candidates must complete if pursuing a degree through the College of Arts/Humanities/Sciences with an education minor to become certified to teach.

Areas		College of Arts/Science Degree Secondary Pathway BA or BS Degree in a Content Area	
General Education Coursework	**English**	6 hours	
	Mathematics	6 hours	
	Science	9 hours	
	Social Studies	6 hours	
	Arts	3 hours	
Focus Areas	**Major in a Content Area**: (semester hours can include General Education Coursework, if appropriate, and additional coursework)	31 hours (minimum)	
	Minor in Education: 33 hours (should address the needs of the regular and the exceptional child)	**Knowledge of the Learner and Learning Environment** (should address the following areas): Adolescent Development/ Psychology, Educational Psychology, The Learner with Special Needs, Classroom Organization and Management, Multicultural Education	**15 hours**
		Reading	**3 hours**
		Methodology	**6 hours**
		Student Teaching	**9 hours**
Flexible Hours*		30-39* hours	
Total Hours		**124 hours**	

*The number of flexible hours is dependent upon the number of General Education courses in English, Mathematics, Science, and Social Studies that can be applied toward the major. The number of hours for the major should be a minimum of 31 hours, and the total curriculum (including flexible hours) should be 124 credit hours.

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Weegie Peabody
Executive Director

0312#041

RULE

Board of Elementary and Secondary Education

Bulletin 746? Louisiana Standards for State Certification of School Personnel? Higher Certificates for Teachers (LAC 28:I.903)

In accordance with R.S. 49:950 et seq., the Administrative Procedure Act, the Board of Elementary and Secondary Education has amended *Bulletin 746? Louisiana Standards for State Certification of School Personnel*, referenced in LAC 28:I.903.A. This policy amends current policy, to provide for new licensure categories of Level 2* (asterisk) and Level 3* (asterisk) certificates for non-public school teachers. Nonpublic school teachers were able to move to higher certificates under the old licensure structure. This amended policy is necessitated by the move to a new licensure structure in July 2002.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 1:183, 311, 399, 435, 541 (April, July, September, October, December 1975), amended LR 28:760 (April 2002), LR 28:763 (April 2002), LR 28:765 (April 2002), LR 28:990 (May 2002), LR 29:2767 (December 2003).

Higher Certificates for Teachers in Non-Public Schools Who Have Not Completed the State Teacher Assessment Program

Louisiana state certified teachers teaching in any approved on-public schools shall be awarded a permanent teaching certificate, provided they have successfully:

1. taught for three years in the teacher's area of certification; and

2. completed a teacher assessment program for three consecutive years at the same non-public school. This assessment shall be performed by the non-public school principal and shall, as a minimum, include satisfactory assessment of the teacher's performance in the following areas: planning, management, instruction, and professional development.

The three years of teaching in the area of certification and the three consecutive years of teacher assessment may be accomplished concurrently or during different school years. The principal of the non-public school shall certify when the above criteria have been met.

Teachers in a non-public school who have taught three consecutive years in the same non-public school and who have completed the school-based teacher assessment program successfully are eligible for a Type B* certificate or a Level 2* certificate which is valid in non-public schools only. The asterisk behind the "B" or "2" would refer to statements at the bottom of the certificate which read as follows.

If this teacher enters a public school system in Louisiana, he/she will be required to successfully complete the state teacher assessment program.

If a teacher with a Level 2* certificate moves to a public school setting, the regular renewal guideline will apply, namely professional development Continuing Learning Units (CLUs) at the rate of 150 every five-year period.

The same asterisk would appear on the Type A and Level 3 certificates.

The accumulation of the required three years of experience began with the 1998-1999 school year. Any non-public school that seeks participation for its teachers in state teacher assessment will be allowed to participate in the program.

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Weegie Peabody
Executive Director

0312#042

RULE

Board of Elementary and Secondary Education

Bulletin 746? Louisiana Standards for State Certification of School Personnel? Highly Qualified Middle School Teacher (LAC 28:I.903)

In accordance with R.S. 49:950 et seq., the Administrative Procedure Act, the Board of Elementary and Secondary Education has amended *Bulletin 746? Louisiana Standards for State Certification of School Personnel*, referenced in LAC 28:I.903.A. This policy sets guidelines for highly qualified status for middle school teachers for the period July 1, 2003 through June 30, 2004, in terms of PRAXIS exam requirements. This action helps to align Louisiana policy with the No Child Left Behind Act of 2001.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 1:183, 311, 399, 435, 541 (April, July, September, October, December 1975), amended LR 28:760 (April 2002), LR 28:763 (April 2002), LR 28:765 (April 2002), LR 28:990 (May 2002), LR 29:2768 (December 2003).

Highly Qualified Middle School Teachers
One-Year Policy for July 1, 2003, through June 30, 2004

Candidates for certification in middle school (grades 4-8) who passed PRAXIS Exam #0146 (Middle School: Content Knowledge) prior to July 1, 2003, are grandfathered in as "highly qualified" for the one-year period beginning July 1, 2003, and ending June 30, 2004, and are required to meet "highly qualified" status for "not new" middle school teachers by the end of school year 2005-2006.

Middle school teachers "new to the profession" who complete PRAXIS exams after June 30, 2003, are required to successfully complete the middle school content-specific exams in any of the four academic disciplines (English/language arts, mathematics, science, and social studies) in which they are teaching in order to achieve "highly qualified" status.

Weegie Peabody
Executive Director

0312#043

RULE

Board of Elementary and Secondary Education

Bulletin 746? Louisiana Standards for State Certification of School Personnel? Nonpublic Temporary Certificate (LAC 28:I.903)

In accordance with R.S. 49:950 et seq., the Administrative Procedure Act, the Board of Elementary and Secondary Education has amended *Bulletin? 746, Louisiana Standards for State Certification of School Personnel*, referenced in LAC 28:I.903.A. This policy adds a new licensure category, the Nonpublic Temporary Certificate, to the certificates being issued by the state. This allows teachers in nonpublic schools to be temporarily licensed under renewal requirements particular to the nonpublic school setting.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 1:183, 311, 399, 435, 541 (April, July, September, October, December 1975), amended LR 28:760 (April 2002), LR 28:763 (April 2002), LR 28:765 (April 2002), LR 28:990 (May 2002), LR 29:2768 (December 2003).

Nonpublic Temporary Certificate

A Non-public Temporary Certificate will be granted to those teachers practicing in a non-public school setting who need temporary credentialing.

An initial fee must be paid with the first application for this certificate, with no fee requirement for renewal. The guideline for renewal of this Non-Public Temporary

Certificate is six semester hours of professional coursework per year.

Weegie Peabody
Executive Director

0312#044

RULE

Board of Elementary and Secondary Education

Bulletin 746**?** Louisiana Standards for State Certification of School Personnel**?** Policy for Add-On of Teaching Level and of Teaching Areas within Levels
(LAC 28:I.903)

In accordance with R.S. 49:950 et seq., the Administrative Procedure Act, the Board of Elementary and Secondary Education has amended *Bulletin 746***?** *Louisiana Standards for State Certification of School Personnel*, referenced in LAC 28:I.903.A. This policy provides an objective standard for the add-on of teaching level endorsements and of teaching area endorsements within levels, forming a bridge from the old certification structure requirements to the new certification structure requirements. The state has moved from an old certificate structure to a new structure. This policy simplifies the addition of endorsement areas for teachers and provides an objective means of moving from the old to the new.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 1:183, 311, 399, 435, 541 (April, July, September, October, December 1975), amended LR 28:760 (April 2002), LR 28:763 (April 2002), LR 28:765 (April 2002), LR 28:990 (May 2002), LR 29:2769 (December 2003).

Add-On of Teaching Level and Teaching Areas within Levels

Initial Certification (Prior Program)	Seeking This Endorsement	Requirements
1-4, 1-6, or 1-8	PK-3	1. Content Emphasis: Achieve passing score for Praxis Elementary Education: Content Knowledge (#0014) **AND** 2. Accumulate 12 hours of combined Nursery School and Kindergarten coursework **OR** Achieve passing Praxis score for Praxis Early Childhood Education Exam (#0020) **AND** 3. Complete a one-year supervised internship in PK or K **OR** Present evidence of at least three years of successful teaching experience at PK-K level **AND** 4. Education Content Emphasis: Candidate must have accumulated 9 semester hours of reading coursework, 3 semester hours early literacy concepts of mathematics, and 3 semester hours child development/psychology
4-8, 5-8, 7-12, Mild/Moderate, or All-Level K-12 *(Art, Dance, Foreign Language, Health, PE, H&PE, Music)*	PK-3	1. Content Emphasis: Achieve passing score for Praxis Elementary Education: Content Knowledge (#0014) **OR** Accumulate content and teaching methodology hours for an academic major in Early Childhood: 12 hours English 12 hours Reading/ Language Arts 18 hours Mathematics 9 hours Sciences 9 hours Social Studies **AND** 2. Achieve passing Praxis score for Praxis Early Childhood Education Exam (#0020) **OR** Accumulate 12 hours (content and teaching methodology) in Nursery School and Kindergarten combined **AND** 3. Present evidence of at least three years of successful teaching experience at the PK-3 level **OR** Complete a one-year supervised internship in PK–3 **AND** 4. Education Content Emphasis: Candidate must have accumulated 9 semester hours of reading coursework, 3 semester hours early literacy concepts of mathematics, and 3 semester hours child development/psychology.

Initial Certification (Prior Program)	Seeking This Endorsement	Requirements
PK-K or PK-3	1-6	1. Content Emphasis: Achieve passing score for Praxis Elementary Education: Content Knowledge (#0014) **OR** Accumulate hours (content and teaching methodology) for an academic major in elementary: 24 Reading/Language Arts 21 Mathematics total 15 Sciences 12 Social Studies **AND** 2. Achieve passing score for Praxis Principles of Learning and Teaching K-6 **AND** 3. Present evidence of at least three years of successful teaching experience at the 1-6 level **OR** Complete a one-year supervised internship in 1-6 **AND** 4. Education Content Emphasis: Candidate must have accumulated 9 semester hours of reading coursework, 3 semester hours of early literacy concepts of mathematics, and 3 semester hours of child development/ psychology.
4-8, 5-8	1-6	1. Content Emphasis: Achieve passing score for Praxis Elementary Education: Content Knowledge (#0014) **AND** 2. Achieve passing score for Praxis Principles of Learning and Teaching K-6 **AND** 3. Present evidence of at least three years of successful teaching experience at the 1-6 level **OR** Complete a one-year supervised internship in 1-6 **AND** 4. Education Content Emphasis: Accumulate 9 semester hours of reading coursework, 3 semester hours early literacy concepts of mathematics, and 3 semester hours child development/psychology
7-12	1-6	1. Content Emphasis: Achieve passing score for Praxis Elementary Education: Content Knowledge (#0014) **OR** Accumulate hours (content and teaching methodology) for an academic major in elementary: 24 Reading/Language Arts 21 Mathematics total 15 Sciences 12 Social Studies **AND** 2. Achieve passing score for Praxis Principles of Learning and Teaching K-6 **AND** 3. Present evidence of at least three years of successful teaching experience at the 1-6 level **OR** Complete a one-year supervised internship in 1-6 **AND** 4. Education Content Emphasis: Candidate must have accumulated 9 semester hours of reading coursework, 3 semester hours early literacy concepts of mathematics, and 3 semester hours child development/psychology
Mild/Moderate Special Education or All-Level K-12 *(Art, Dance, Foreign Language, Music, Health, Physical Education, and H&PE)*	1-6	1. Content Emphasis: Pass Elementary Education: Content Knowledge Praxis exam (#0014) **OR** Accumulate hours (content and teaching methodology) for an academic major in Elementary Education: 24 Reading/Language Arts 21 Mathematics total 15 Sciences 12 Social Studies **AND** 2. Present evidence of at least three years of successful teaching experience at the 1-6 level **OR** Complete a one-year supervised internship in 1-6 **AND** 3. Education Content Emphasis: Candidate must have accumulated 9 semester hours reading coursework, 3 semester hours early literacy concepts of mathematics, and 3 semester hours child development/psychology.

Initial Certification (Prior Program)	Seeking This Endorsement	Requirements
PK-3, 1-4, 1-6, 5-8, or 7-12	4-8 Specialty Area of English, Math, Science, or Social Studies	1. Accumulate 31 hours in the specialty content area **OR** Achieve passing Praxis score for Middle School: Specialty Area Exam in the content area **AND** 2. Achieve passing score for Praxis Principles of Learning and Teaching 5-9 **AND** 3. Present evidence of at least three years of successful teaching experience at the 4-8 level **OR** Complete a one-year supervised internship in 4-8 **AND** 4. Education Content Emphasis: Candidate must have accumulated 9 semester hours of reading coursework and 3 semester hours adolescent psychology.
PK-3, 1-4, 1-6, 1-8, 4-8, or 5-8	7-12	1. Pass Praxis specialty area exam requirement **OR** Accumulate 31 hours in content-specific area **AND** 2. Achieve passing score for Praxis Principles of Learning and Teaching 7-12 **AND** 3. Present evidence of at least three years of successful teaching experience at the 7-12 level **OR** Complete a one-year supervised internship in 7-12 **AND** 4. Education Content Emphasis: Complete 3 semester hours of adolescent psychology and 3 semester hours of secondary teaching methods
PK-3, 1-4, 1-6, 4-8, 1-8, 7-12, or Mild/Moderate Special Education	An All-Level (K-12) Area *[Art, Dance, Foreign Language, Music, Health, Physical Education, and H&PE]*	1. Pass the Praxis specialty area exam **OR** Accumulate 31 semester hours in the content specialty area **AND**
		2. Complete a supervised internship in the all-level area as a demonstration of performance skill **OR** Present evidence of at least three years of successful teaching experience in the all-level area **AND**
		3. Education Content Emphasis: Present 3 semester hours of credit in child development or psychology and 3 semester hours of credit in adolescent psychology, or 3 semester hours of credit in a course that combines child and adolescent psychology

Initial Certification (Prior Program)	Seeking This Endorsement	Requirements
PK-3, 1-4, 1-6, 4-8, 5-8, 1-8, 7-12, or All-Level K-12 *(Art, Dance, Foreign Language, Music, Health, Physical Education, and H&PE)*	Mild/Moderate Special Education	1. Content Emphasis: Pass Praxis content knowledge Praxis exam required for the level **AND** 2. Special Education Emphasis: 15 hours of coursework: to include Methods/Materials for Mild/Moderate Exceptional Children (3); Assessment and Evaluation of Exceptional Learners (3); Behavioral Management of Mild/Moderate Exceptional Children (3); Vocational and Transition Services for Students with Disabilities (3); and Practicum in Assessment and Evaluation of M/M Exceptional Learners (3) **AND** 3. Earn a passing score on Mild/Moderate Special Education Praxis content specialty exam(s) required in Louisiana **AND** 4. Complete a one-year supervised internship in Mild/Moderate **OR** Present evidence of at last three years of successful teaching experience in mild/moderate
Mild/Moderate Special Education or All-Level K-12 *(Art, Dance, Foreign Language, Music, Health, Physical Education, and H&PE)*	4-8 Specialty Area of English, Math, Science, or Social Studies	1. Accumulate 31 hours in the specialty content area **OR** Achieve passing score for Middle School: Specialty Area Praxis Exam in the content area **AND**

		2. Complete a one-year supervised internship in 4-8 in the content specialty area **OR** 3. Present evidence of at last three years of successful teaching experience in 4-8 in the content specialty area **AND** 4. Education Content Emphasis: Candidate must have accumulated 9 semester hours of reading coursework, 3 semester hours of adolescent psychology, and 3 semester hours of middle school teaching methods.
	7-12	1. Pass Praxis specialty area exam requirement **OR** Accumulate 31 hours in content-specific area **AND** 2. Present evidence of at least three years of successful teaching experience at the 7-12 level **OR** Complete a one-year supervised internship in 7-12 **AND** 3. Education Content Emphasis: Complete 3 semester hours of adolescent psychology and 3 semester hours of secondary teaching methods

Weegie Peabody
Executive Director

0312#046

RULE

Board of Elementary and Secondary Education

Bulletin 746? Louisiana Standards for State Certification of School Personnel? PRAXIS Exams and Passing Scores for Louisiana Certification (LAC 28:I.903)

In accordance with R.S. 49:950 et seq., the Administrative Procedure Act, the Board of Elementary and Secondary Education has amended *Bulletin 746? Louisiana Standards for State Certification of School Personnel*, referenced in LAC 28:I.903.A. This policy specifies the exam and passing score for the following certification areas: secondary areas of French, mathematics, and Spanish; middle school mathematics; and the all-level (K-12) areas of Music and Physical Education. It names four new special education pedagogy exams and passing scores to be used for the certification areas of Hearing Impaired, Mild to Moderate Disabilities, Severe to Profound Disabilities, and Early Interventionist. It names one exam and the passing score to be used with the two separate certification areas of elementary education and early childhood education. Finally, it specifies the exam the state will use, along with a passing score, for determining highly qualified status for paraprofessionals.

Five exams currently used by the state have been retired by Educational Testing Service, necessitating the adoption of new exams for the areas of French, secondary Mathematics, Music, Physical Education, and Spanish. In response to the No Child Left Behind Act, the board approved an exam to be used for paraprofessionals. The four special education exams, as well as the exam for middle school mathematics, are new exams to be used in Louisiana. Also, the board periodically revisits passing scores of previously adopted exams and adopts new passing scores, as is the case with the exam entitled "Elementary Education: Content Knowledge;" and the Board sanctioned use of this exam for Early Childhood Education candidates as well as for Elementary Education candidates.

Title 28
EDUCATION
Part I. Board of Elementary and Secondary Education
Chapter 9. Bulletins, Regulations, and State Plans
Subchapter A. Bulletins and Regulations
§903. Teacher Certification Standards and Regulations

A. Bulletin 746

* * *

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 (A)(10), (11), (15); R.S. 17:7(6); R.S. 17:10; R.S. 17:22(6); R.S. 17:391.1-391.10; R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 1:183, 311, 399, 435, 541 (April, July, September, October, December 1975), amended LR 28:760 (April 2002), LR 28:763 (April 2002), LR 28:765 (April 2002), LR 28:990 (May 2002), LR 29:2772 (December 2003).

PRAXIS/NTE SCORES
Minimum Score Requirements for Certification in Louisiana, Effective 6/1/04
(See next pages for NTE tests/scores required for certification in Louisiana prior to 9/1/99* and as of 9/1/99)

Area Test	Area Score	Pre-Professional Skills Test			Principles of Learning & Teaching			
					PLT	PLT		PLT
		**PPST:R	**PPST:W	**PPST:M	K-6	5-9	OR	7-12
Administration and Supervision (0410)	620	---	---	---	---	---		---
Agriculture***	---	172	171	170	---	---		161
Art Education***	---	172	171	170	161	154	or	161
Biology & General Science (0030)	580	172	171	170	---	---		161
Business Education (0100)	540	172	171	170	---	---		161
Chemistry/Physics/General Science (0070)	530	172	171	170				161
Early Childhood PK-3: Elementary Education: Content Knowledge #0014	150	172	171	170	Pedagogy Requirement: Early Childhood Education (0020)			510
Elementary Education: **Through 9/30/02**: Curriculum, Instruction, & Assessment (0011) Content Area Exercises (0012) **Effective 10/1/02**: Content Knowledge (#0014) **Effective 6/1/04**: Content Knowledge (#0014)	156 137 147 150	172	171	170	161	---		---
English Language, Literature, & Composition: Content Knowledge (0041) Pedagogy (0043)	160 130	172	171	170	---	---		161
French: Content Knowledge (0173)	156	172	171	170	---	---		161
German (0180)	500	172	171	170	---	---		161
Home Economics Education (0120)	510	172	171	170	---	---		161
Industrial Arts Education***	---	172	171	170	---	---		161
Mathematics: Content Knowledge (0061) Effective 6/1/07 Effective 6/1/10	125 130 135	172	171	170	---	---		161
Middle School: Mathematics (0069)	148	172	171	170	---	154		---
Music: Content Knowledge (0113)	151	172	171	170	161	154	or	161
ParaPro Assessment (0755)	450	--	--	--	--	--	--	--
Physical Education: Content Knowledge (0091)	146	172	171	170	161	154	or	161
Spanish: Content Knowledge (0191)	160	172	171	170	---	---		161
Social Studies: Content Knowledge (0081) Interpretation of Materials (0083)	149 152	172	171	170	---	---		161
Speech Communications***	---	172	171	170	---	---		161

*Individuals who achieved the required NTE score(s) may use those in lieu of the replacement PRAXIS test.
**Computerized PPST (C-PPST) available as an option.
***Area test is not required for certification in Louisiana.

PPST:R**?** Pre-Professional Skills Test: Reading (0710)
PPST:W**?** Pre-Professional Skills Test: Writing (0720)
PPST:M**?** Pre-Professional Skills Test: Mathematics (0730)
PLT K-6**?** Principles of Learning & Teaching K-6 (0522)
PLT 5-9**?** Principles of Learning & Teaching 5-9 (0523)
PLT 7-12**?** Principles of Learning & Teaching 7-12 (0524)

Computer-Based Tests (prior to 1/16/02):
CBT Reading (0711) 319
CBT Writing (0721) 316
CBT Mathematics (0731) 315
Computerized PPST (after 1/16/02)**?** same passing scores as written PPST: Reading (#5710), Writing (#5720), Mathematics, (#5730)

All Praxis scores used for certification must be sent directly from ETS to the State Department of Education electronically, or the original Praxis score report from ETS must be submitted with candidate's application.

Special Education Areas

Area Test	Area Score	Pre-Professional Skills Test			Pedagogy Requirement	
		**PPST:R	**PPST:W	**PPST:M		
Early Interventionist		172	171	170	Education of Exceptional Students: Core Content Knowledge (0353)	143
Hearing Impaired		172	171	170	Education of Exceptional Students: Core Content Knowledge (0353) Education of Deaf and Hard of Hearing Students (0271)	143 160
Mild to Moderate Disabilities		172	171	170	Education of Exceptional Students: Core Content Knowledge (0353) Education of Exceptional Students: Mild to Moderate Disabilities (0542)	143 141

Area Test	Area Score	Pre-Professional Skills Test			Pedagogy Requirement	
		**PPST:R	**PPST:W	**PPST:M		
Severe to Profound Disabilities		172	171	170	Education of Exceptional Students: Core Content Knowledge (0353) Education of Exceptional Students: Severe to Profound Disabilities (0544)	143 147

PRAXIS/NTE SCORES

Minimum Score Requirements for Certification in Louisiana, Effective 9/1/99 (and later, as noted)

(See next page for NTE tests/scores required for certification in Louisiana prior to 9/1/99)*

Area Test	Area Score	Pre-Professional Skills Test			Principles of Learning & Teaching			
					PLT	PLT		PLT
		**PPST:R	**PPST:W	**PPST:M	K-6	5-9	OR	7-12
Administration and Supervision (0410)	620	---	---	---	---	---		---
Agriculture***	---	172	171	170	---	---		161
Art Education***	---	172	171	170	161	154	or	161
Biology & General Science (0030)	580	172	171	170	---	---		161
Business Education (0100)	540	172	171	170	---	---		161
Chemistry/Physics/General Science (0070)	530	172	171	170				161
Early Childhood Education (0020)	510	172	171	170	161	---		---
Elementary Education: Through 9/30/02: Curriculum, Instruction, & Assessment (0011) Content Area Exercises (0012) Effective 10/1/02: Content Knowledge (#0014)	156 137 147	172	171	170	161	---		---
English Language, Literature, & Composition: Content Knowledge (0041) Pedagogy (0043)	160 130	172	171	170	---	---		161
French (0170)	520	172	171	170	---	---		161
German (0180)	500	172	171	170	---	---		161
Home Economics Education (0120)	510	172	171	170	---	---		161
Industrial Arts Education***	---	172	171	170	---	---		161
Mathematics (0060)	550	172	171	170	---	---		161
Middle School Effective 10/1/02: Content: Knowledge (0146)	150	172	171	170	---	154		---
Music Education (0110)	530	172	171	170	161	154	or	161
Physical Education (0090)	550	172	171	170	161	154	or	161
Social Studies: Content Knowledge (0081) Interpretation of Materials (0083)	149 152	172	171	170	---	---		161
Spanish (0190)	540	172	171	170	---	---		161
Special Education***	---	172	171	170	161	154	or	161
Speech Communications***	---	172	171	170	---	---		161

*Individuals who achieved the required NTE score(s) may use those in lieu of the replacement PRAXIS test.

**Computerized PPST (C-PPST) available as an option.

***Area test is not required for certification in Louisiana.

PPST:R? Pre-Professional Skills Test: Reading (0710)
PPST:W? Pre-Professional Skills Test: Writing (0720)
PPST:M? Pre-Professional Skills Test: Mathematics (0730)
PLT K-6? Principles of Learning & Teaching K-6 (0522)
PLT 5-9? Principles of Learning & Teaching 5-9 (0523)
PLT 7-12? Principles of Learning & Teaching 7-12 (0524)

Computer-Based Tests (prior to 1/16/02):

CBT Reading (0711)	**319**
CBT Writing (0721)	316
CBT Mathematics (0731)	315

Computerized PPST (after 1/16/02)? same passing scores as written PPST: Reading (#5710), Writing (#5720), Mathematics, (#5730)

All Praxis scores used for certification must be sent directly from ETS to the State Department of Education electronically, or the original Praxis score report from ETS must be submitted with candidate's application.

NTE SCORES
NTE Minimum Score Requirements for Certification in Louisiana Prior to September 1, 1999

Area Test	Area Score	Core Battery Test		
		CS	GK	PK
Administratio n and Supervision (0410)	620	---	---	---
Agriculture*	---	645	644	645
Art Education*	---	645	644	645
Biology & General Science (0030)	580	645	644	645
Business Education (0100)	540	645	644	645
Chemistry/Physics/General Science (0070)	530	645	644	645
Early Childhood Education (0020)	510	645	644	645
Education in Elementary School (0010)	550	645	644	645
English Language/Literature (0040)	550	645	644	645
French (0170)	520	645	644	645
German (0180)	500	645	644	645
Home Economics Education (0120)	510	645	644	645
Industrial Arts Education*	---	645	644	645
Mathematics (0060)	550	645	644	645
Music Education (0110	530	645	644	645
Physical Education (0090)	550	645	644	645
Social Studies (0080)	550	645	644	645
Spanish (0190)	540	645	644	645
Special Educ ation *	---	645	644	645
Speech*	---	645	644	645

*Area test is not required for certification in Louisiana.
CS = Core Battery: Communication Skills (0500)
GK = Core Battery: General Knowledge (0510)
PK = Core Battery: Professional Knowledge (0520)

Weegie Peabody
Executive Director

0312#045

RULE

Board of Elementary and Secondary Education

Bulletin 746? Louisiana Standards for State Certification of School Personnel? Types of Certificates for Speech/Language Pathology Assistants
(LAC 28:I.903)

In accordance with R.S. 49:950 et seq., the Administrative Procedure Act, the Board of Elementary and Secondary Education has amended *Bulletin 746? Louisiana Standards for State Certification of School Personnel*, referenced in LAC 28:I.903.A. This policy removes the words "Level 1" from the initial Speech/Language Pathology Type C certificate title, allowing the word "assistant" to designate the requirement of supervision. Later, when a master's degree has been earned and all other requirements of the Louisiana Board of Examiners for Speech-Language Pathology and Audiology have been completed, the word "assistant" can be removed from the certificate. This policy will allow the fully sanctioned professional to practice without the word "assistant" on his or her certificate.

Title 28
EDUCATION
Part I. Board of Elementary and Secondary Education
Chapter 9. Bulletins, Regulations, and State Plans
Subchapter A. Bulletins and Regulations
§903. Teacher Certification Standards and Regulations

A. Bulletin 746

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AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 (A)(10), (11), (15); R.S. 17:7(6); R.S. 17:10; R.S. 17:22(6); R.S. 17:391.1-391.10; R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 1:183, 311, 399, 435, 541 (April, July, September, October, December 1975), amended LR 28:760 (April 2002), LR 28:763 (April 2002), LR 28:765 (April 2002), LR 28:990 (May 2002), LR 29:2775 (December 2003).

Types of Certificates for Speech/Language Pathology Assistants

The following provis ions will govern all speech/language pathology assistants certified after Spring Semester 1996.

Type C

A type C certificate for Speech/Language Pathology Assistant, valid for three years and renewable, may be issued to an individual who earns a baccalaureate degree from a regionally accredited institution, including completion of the undergraduate portion of an educational training program, approved by the State Board of Elementary and Secondary Education, in disorders of communication (speech, language, and hearing disorders), with credits distributed as provided for speech, language, and hearing specialists, including general, professional, and specialized academic education and has completed at least 100 clock hours of supervised clinical practicum.

Assis tant designates the requirement of supervision by a certified and licensed speech/language pathologist. When a master's degree is earned in disorders of communication (speech, language, and hearing disorders), and when all mandatory supervised experiences and other requirements of the Louisiana Board of Examiners for Speech-Language Pathology and Audiology have been completed, the designation requiring supervision shall be removed upon request.

Ancillary Certificate

An ancillary certificate for Speech/Language Pathology Assistant, valid for three years and renewable, may be issued to an individual who has earned a baccalaureate degree in speech/language pathology from a regionally accredited institution and has completed at least 100 clock hours of supervised clinical practicum.

Assistant designates the requirement of direct supervision by a certified and licensed speech/language pathologist.

Ancillary Speech/Language Pathology Assistant certificates authorize service as a speech pathology assistant only, not as a regular classroom teacher.

Mandatory September 20, 1996

Weegie Peabody
Executive Director

0312#047

RULE

Department of Environmental Quality
Office of Environmental Assessment
Environmental Planning Division

Emissions Inventory, Toxics Emissions Reporting, and Related Fee Methodology (LAC 33:III.211, 918, 919, and 5107)(AQ220)

Under the authority of the Environmental Quality Act, R.S. 30:2001 et seq., and in accordance with the provisions of the Administrative Procedure Act, R.S. 49:950 et seq., the secretary has amended the air regulations, LAC 33:III.211, 918, 919, and 5107 (Log #AQ220).

This Rule revision clarifies and updates requirements for emissions inventory. Since parish attainment designations may change, the charts listing the designations have been removed. The definition of "significant change" has been clarified in order to prevent confusion in its interpretation. In the past, the emissions inventory has been used to assess the criteria pollutant annual fees. This Rule links the emissions inventory directly to the appropriate fees section. Changes have been made in order to correlate LAC 33:III.919 with the recently promulgated Consolidated Emissions Reporting Rule (67 FR 39602-39616, No. 111, 6/10/02). $PM_{2.5}$ and ammonia are now specifically listed as required inventory pollutants. No additional data elements that are not already collected in the inventory are required in these changes, though more are listed for Rule completeness. LAC 33:III.211 is clarified to ensure that proper facilities are assessed Air Toxic Annual Emissions Fees. LAC 33:III.918 is revised to strengthen the language for regulatory purposes and for correlation with LAC 33:III.919. LAC 33:III.5107 is revised for housekeeping purposes to correct the submittal contact and address and the certification statement. This Rule is also a revision to the Louisiana State Implementation Plan for air quality. The basis and rationale for the revision to emissions inventory is clarification and compliance with federal requirements. The fee methodology and toxic emissions reporting changes are for clarification.

This Rule meets an exception listed in R.S. 30:2019(D)(2) and R.S. 49:953(G)(3); therefore, no report regarding environmental/health benefits and social/economic costs is required. This Rule has no known impact on family formation, stability, and autonomy as described in R.S. 49:972.

Title 33
ENVIRONMENTAL QUALITY
Part III. Air

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

§211. Methodology

A. - B.13.e. …

14. Air Toxics Annual Emissions Fees based on actual annual emissions that occurred during the previous calendar year shall be assessed on major stationary sources of toxic air pollutants that are subject to the requirements at LAC 33:III.5109, including facilities granted approval through the permitting process.

15. - 15.b. …

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

HISTORICAL NOTE: Promulgated by the Department of Environmental Quality, Office of Air Quality and Nuclear Energy, Air Quality Division, LR 13:741 (December 1987), amended LR 14:611 (September 1988), amended by the Department of Environmental Quality, Office of Air Quality and Radiation Protection, Air Quality Division, LR 17:1205 (December 1991), LR 18:706 (July 1992), LR 19:1419 (November 1993), amended by the Office of Management and Finance, Fiscal Services Division, LR 22:17 (January 1996), amended by the Office of Environmental Assessment, Environmental Planning Division, LR 26:264 (February 2000), LR 26:2444 (November 2000), LR 29:2776 (December 2003).

Chapter 9. General Regulations on Control of Emissions and Emissions Standards

§918. Recordkeeping and Annual Reporting

A. Data for emissions reports shall be collected annually. These reports are to be submitted to the Office of Environmental Assessment, Environmental Evaluation Division by March 31 of each year (for the period January 1 to December 31 of the previous year) unless otherwise directed by the department. The report shall include all data applicable to the emissions source or sources as required under LAC 33:III.919.

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

HISTORICAL NOTE: Promulgated by the Department of Environmental Quality, Office of Air Quality and Nuclear Energy, Air Quality Division, LR 13:741 (December 1987), amended by the, Office of Air Quality and Radiation Protection, Air Quality Division, LR 22:339 (May 1996), amended by the Office of Environmental Assessment, Environmental Planning Division, LR 26:2450 (November 2000), LR 29:2776 (December 2003).

§919. Emissions Inventory

Emissions inventory data shall be submitted to the department on magnetic media in the format specified by the Office of Environmental Assessment, Environmental Evaluation Division. *Facilities* are defined as all emissions points under common control on contiguous property. *Emissions point* is defined as the source of emissions that should have a Source Classification Code (SCC). Detailed instructions are provided, on an annual basis, for completing and submitting emissions inventories. The state point source emissions inventory will be compiled from the emissions inventories submitted in accordance with this Section from the facilities that meet the criteria for applicability in Subsection A of this Section. The state area source, non-road and on-road mobile source, and biogenic emissions inventories are compiled by the department from data that may be requested from other federal, state, or local agencies or other private entities.

A. Applicability. The owner or operator of the following facilities shall submit annual emissions inventories to the Office of Environmental Assessment, Environmental Evaluation Division. The inventory shall include all air pollutants for which a National Ambient Air Quality Standard (NAAQS) has been issued and all NAAQS precursor pollutants.

1. Any facility located in a 1-hour ozone nonattainment parish is required to report if the facility emits or has the potential to emit any one or more of the following:

a. 10 tons per year (TPY) of volatile organic compounds (VOC);

b. 25 TPY of nitrogen oxides (NO_x);

c. 100 TPY of carbon monoxide (CO), sulfur dioxide (SO_2), particulate matter of less than 10 microns (PM_{10}), or particulate matter of less than 2.5 microns ($PM_{2.5}$); or

d. 5 TPY of lead (Pb).

2. Any facility located in a parish that adjoins a 1-hour ozone nonattainment parish is required to report if the facility emits or has the potential to emit any one or more of the following:

a. 50 TPY of VOC;

b. 100 TPY of NO_x, CO, SO_2, PM_{10}, or $PM_{2.5}$; or

c. 5 TPY of Pb.

3. Any facility located in an attainment parish is required to report if the facility emits or has the potential to emit any one or more of the following:

a. 100 TPY of VOC, NO_x, CO, SO_2, PM_{10}, or $PM_{2.5}$; or

b. 5 TPY of Pb.

4. Any facility in Louisiana defined as a major stationary source of hazardous air pollutants in Section 112(a)(1) of the Federal Clean Air Act (FCAA) or of toxic air pollutants in LAC 33:III.Chapter 51 is required to report.

5. Any facility in Louisiana that has a 40 CFR Part 70 (Title V) Operating Permit is required to report, regardless of emissions limits.

6. No facility classes or categories are exempted.

B. Types of Inventories

1. Annual Emissions Statement. Facilities as identified in Subsection A of this Section, shall submit an Annual Emissions Statement (AES) for all criteria pollutants for which a NAAQS has been issued and for NAAQS precursor pollutants. Except as provided in Subparagraph B.2.d of this Section, the AES shall consist of an inventory of actual emissions and the allowable (permitted) emissions limits of VOC, NO_x, CO, SO_2, Pb, PM_{10}, $PM_{2.5}$, and ammonia, and an annual Certification Statement in accordance with Subparagraph B.5.a of this Section. The emissions inventory may be an initial emissions inventory for facilities submitting their first emissions inventory, or an annual emissions inventory update for facilities which have previously submitted an emissions inventory. Actual emissions shall be reported for all sources of emissions at a facility, including fugitive emissions, flash gas emissions, insignificant sources (as defined in LAC 33:III.501.B.5, Table A), and excess emissions occurring during maintenance, start-ups, shutdowns, upsets, and downtime. For purposes of this Section, the term *actual emissions* is the calculation or estimate of the actual emissions of a pollutant, in accordance with Subsection C of this Section, for the calendar year or other period of time if requested by the department. *Excess emissions* are defined as emissions quantities greater than normal operations. Where there is an enforceable document, such as a permit, that establishes allowable levels, the AES shall include the allowable emissions level as identified in the permit Maximum Allowable Emissions Rate Table and the allowable tons per year.

2. Statewide Annual Emissions Inventory Update. After the initial submittal of an emissions inventory facilities as identified in Subsection A of this Section shall comply with the following requirements.

a. An update to the emissions inventory is required if there is a significant change in the values currently in the emissions reporting system for operating conditions including start-ups, shutdowns, or process changes at the source that results in an increase or reduction in annual emissions of an individual pollutant: VOC, NO_x, CO, SO_2, Pb, PM_{10}, $PM_{2.5}$, or ammonia. VOCs that are also toxic air pollutants shall be considered for the purpose of determining significant change. A *significant change* is defined as the lesser of the following:

i. a 5 percent increase or decrease in the total potential or actual emissions from the facility;

ii. a 50 ton per year increase or decrease in the total potential or actual emissions from the facility; or

iii. a 10 ton per year increase or decrease in the potential or actual emissions from any single emissions point (stack, vent, or fugitive).

b. An update to the emissions inventory is required if there is a cessation of all production processes and termination of operations at the facility.

c. An update to the minimum data submitted in accordance with Paragraph B.5 of this Section is required if there is any change.

d. Unless an update is required in accordance with Subparagraph B.2.a, b, or c of this Section, then only the Certification Statement is required for the annual submittal.

3. Ozone Nonattainment Area Requirement. Facilities in ozone nonattainment areas that meet the applicability in Paragraph A.1 of this Section shall submit an annual inventory. In addition to the minimum data requirements of Paragraph B.5 of this Section, the inventory shall consist of actual, annual emissions and typical weekday emissions that occur during the three-month period of greatest or most frequent ozone exceedances. *Typical weekday emissions* are defined as an average daily emissions rate that is calculated for each week of the three-month period of greatest or most frequent ozone exceedances. The department will indicate in the annual instructions which three-month period has the greatest or most frequent ozone exceedances in each ozone nonattainment area.

4. Special Inventories. Upon request by the administrative authority, any facility subject to any Rule of the Environmental Quality regulations, LAC Title 33, shall file additional emissions data with the department. The request shall specify a reasonable time for response, which shall not be less than 60 days from receipt of the request.

5. Minimum Data Requirements. The minimum data requirements for the emissions inventory are listed below. Operating and process rate information are provided for information only, and do not constitute permit limits. Submittal of a report of excess emissions above allowable limits under this regulation does not pre-empt the need for compliance with LAC 33:III.Chapter 5 that requires a permit request to initiate or increase emissions, nor does it qualify as a notice of excess emissions. Format and submittal requirements will be published annually by the department. Any new or modified data requirements will be included in the annual requests for updates. Any substantive changes will be established in accordance with the Administrative Procedure Act. Except for the annual Certification Statement, the minimum data requirements apply to initial

submittals only. Data requirements for updates require that only those data elements that have changed be submitted.

a. Certification Statement. A Certification Statement, required by Section 182(a)(3)(B) of the FCAA, shall be signed by a responsible official as defined in LAC 33:III.502.A, or a person designated by the responsible official, and shall accompany each emissions inventory to attest that the information contained in the inventory is true and accurate to the best knowledge of the certifying official. The Certification Statement shall include the full name, title, signature, date of signature, and telephone number of the certifying official.

b. Facility Identification Information. The facility identification information shall include:

i. full name, physical location, and mailing address of facility;

ii. UTM horizontal and vertical coordinates; and

iii. SIC code(s).

c. Operating Information. The operating information shall include:

i. percentage annual throughput by season. The four seasons will represent one calendar year. The first season, winter, will represent January, February, and December of the reporting year; spring will be March-May; summer will be June-August; and fall will be September-November;

ii. days per week during the normal operating schedule;

iii. hours per day during the normal operating schedule; and

iv. weeks per year during the normal operating schedule.

d. Process Rate Data. The process rate data shall include:

i. annual process rate (annual throughput). The SCC prescribes the units to be used with each SCC for annual fuel/process rate reporting;

ii. in nonattainment parishes, peak ozone season daily process rate. The SCC prescribes the units to be used with each SCC for peak ozone season daily process rate reporting. *Peak ozone season daily process rate* is an average of emissions from a daily operation during the peak ozone season months; and

iii. annual average heat, ash, and sulfur content and design capacity, where applicable.

e. Control Equipment Information. The control equipment information shall include:

i. current primary and secondary control equipment; and

ii. current control equipment efficiency (percent). The actual efficiency should reflect the total control efficiency from all control equipment and include downtime and maintenance degradation. If the actual control efficiency is unavailable, the design efficiency or the control efficiency limit imposed by a permit shall be used.

f. Emissions Information. The emissions information shall include:

i. estimated actual criteria pollutant and precursor emissions at the emissions point level, in tons per year, if applicable, for an annual emissions rate and pounds per day for a typical ozone season day. Actual emissions estimates must include all emissions, i.e., upsets, downtime, fugitive emissions, and insignificant sources;

ii. permitted criteria pollutant and precursor emissions at the emissions point level in tons per year and in pounds per hour;

iii. estimated emissions method;

iv. calendar year for the emissions; and

v. emissions factor (if emissions were calculated using an emissions factor).

g. Stack Parameters. The stack parameters shall include:

i. stack height;

ii. stack diameter;

iii. exit gas temperature;

iv. exit gas velocity; and

v. exit gas flow rate.

C. Calculations. Actual measurement with continuous emissions monitoring systems (CEMS) or approved stack testing is the desired method of calculating emissions from an emissions point. In lieu of CEMS data, emissions shall be calculated using the best available information. Sources of emissions factors include the Compilation of Air Pollution Emission Factors (AP-42), calculations published in Engineering Journals, or other EPA or department-approved estimation methodologies.

D. Reporting Requirements. The annual emissions inventory shall be submitted to the department no later than March 31 for the previous calendar year unless otherwise directed.

E. Enforcement. The department reserves the right to initiate formal enforcement actions, under R.S. 30:2025, for failure to submit emissions inventories as required in this Section.

F. Fees. The annual emissions inventory will be used to assess the criteria pollutant annual fee as per LAC 33:III.223.

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

HISTORICAL NOTE: Promulgated by the Department of Environmental Quality, Office of Air Quality and Nuclear Energy, Air Quality Division, LR 13:741 (December 1987), repealed and repromulgated by the Office of Air Quality and Radiation Protection, Air Quality Division, LR 19:184 (February 1993), repromulgated LR 19:485 (April 1993), amended LR 19:1418 (November 1993), LR 20:1101 (October 1994), LR 22:339 (May 1996), amended by the Office of Environmental Assessment, Environmental Planning Division, LR 26:2450 (November 2000), LR 29:2776 (December 2003).

Chapter 51. Comprehensive Toxic Air Pollutant Emission Control Program

Subchapter A. Applicability, Definitions, and General Provisions

§5107. Reporting Requirements, Availability of Information, and Public Notice Provisions

A. Annual Emissions Reporting. The owner or operator of any stationary source that emits any toxic air pollutant listed in Table 51.1 or Table 51.3 shall submit a completed annual emissions report to the Office of Environmental Assessment, Environmental Evaluation Division in a format specified by the department. The owner or operator shall identify on the emissions report the quantity of emissions in the previous calendar year for any such toxic air pollutant emitted.

1. …

2. Subsequent Annual Emissions Reports. After the initial annual emissions report, the owner or operator of any stationary source subject to the requirements in Subsection A of this Section shall submit a completed annual emissions report to the Office of Environmental Assessment, Environmental Evaluation Division on or before July 1 of each year. Each subsequent report shall identify the quantity of emissions of all toxic air pollutants listed in Table 51.1 or Table 51.3.

3. Initial and subsequent annual emissions reports and revisions to any emissions report shall include a certification statement to attest that the information contained in the emissions report is true, accurate, and complete, and signed by a responsible official, as defined in LAC 33:III.502. The certification statement shall include the full name of the responsible official, title, signature, date of signature, and phone number of the responsible official. The certification statement shall read:

> "I certify, under penalty of perjury, that the emissions data provided is accurate to the best of my knowledge, information, and belief, and I understand that submitting false or misleading information will expose me to prosecution under state regulations."

B. - D.2. …

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:2060 and R.S. 30:2001 et seq.

HISTORICAL NOTE: Promulgated by the Department of Environmental Quality, Office of Air Quality and Radiation Protection, Air Quality Division, LR 17:1204 (December 1991), amended LR 18:1363 (December 1992), LR 19:890 (July 1993), amended by the Office of the Secretary, LR 19:1022 (August 1993), repromulgated LR 19:1142 (September 1993), amended by the Office of Air Quality and Radiation Protection, Air Quality Division, LR 23:58 (January 1997), LR 24:1276 (July 1998), amended by the Office of Environmental Assessment, Environmental Planning Division, LR 26:2004 (September 2000), LR 26:2460 (November 2000), LR 29:2778 (December 2003).

James H. Brent, Ph.D.
Assistant Secretary

0312#060

RULE

Department of Environmental Quality
Office of Environmental Assessment
Environmental Planning Division

Waste Tire Regulations
(LAC 33:VII.10505, 10519, 10525, 10527, and 10533)(SW034)

Under the authority of the Environmental Quality Act, R.S. 30:2001 et seq., and in accordance with the provisions of the Administrative Procedure Act, R.S. 49:950 et seq., the secretary has amended the Solid Waste regulations, LAC 33:VII.10505, 10519, 10525, 10527, and 10533 (Log #SW034).

The Rule clarifies and adds definitions and reporting requirements for collection centers, adds recall and adjustment tires to the fee system, changes the number of unmanifested tires that can be dropped off at collection centers from 20 to 5 per day per customer, and adds requirements for generators other than new tire dealers to maintain purchase receipts, inventory records, and sales invoices for three years. Waste tires have been coming from out-of-state into the waste tire program. There has been no fee collected on these tires, but they have been processed, marketed, and paid for through the Louisiana Waste Tire Program. The basis and rationale for this Rule are to protect the Waste Tire Management Fund from being depleted by paying for ineligible out-of-state tires.

This Rule includes technical amendments that were suggested and approved at the legislative oversight committee hearing held on December 3, 2003, by the House Environmental Committee and Senate Committee on the Environment. These amendments remove the new definition of *eligible tire* that was proposed and reword new language in §10525.A.1 to clarify that processors can accept both program-eligible and ineligible tires, but only be reimbursed from the Waste Tire Management Fund for eligible tires.

This Rule meets an exception listed in R.S. 30:2019(D)(2) and R.S. 49:953(G)(3); therefore, no report regarding environmental/health benefits and social/economic costs is required. This Rule has no known impact on family formation, stability, and autonomy as described in R.S. 49:972.

Title 33
ENVIRONMENTAL QUALITY
Part VII. Solid Waste
Subpart 2. Recycling

Chapter 105. Waste Tires

§10505. Definitions

A. The following words, terms, and phrases, when used in conjunction with the Solid Waste Rules and Regulations, shall have the meanings ascribed to them in this Section, except where the context clearly indicates a different meaning.

* * *

*Adjustment Tire***?** a tire that becomes unusable for any reason within the manufacturer's control and is returned to the dealer under a tire warranty by the tire manufacturer. Tire adjustments are initiated by the consumer.

* * *

*Recall Tire***?** a tire that is specified as defective by the manufacturer and returned to the dealer so that the dealer may provide a replacement or repair. Recalls are initiated by the manufacturer.

* * *

*Used Tire***?** a tire that can be salvaged and sold as a good, functional vehicle tire.

*Used Tire Dealer***?** any person, business, or firm that engages in the sale of used tires for use on motor vehicles.

* * *

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:2411-2422.

HISTORICAL NOTE: Promulgated by the Department of Environmental Quality, Office of Solid and Hazardous Waste, Solid Waste Division, LR 18:37 (January 1992), amended LR 20:1001 (September 1994), LR 22:1213 (December 1996), amended by the Office of Environmental Assessment, Environmental Planning Division, LR 26:2773 (December 2000), LR 27:829 (June 2001), LR 27:2226 (December 2001), LR 28:1953 (September 2002), LR 29:2779 (December 2003).

§10519. Standards and Responsibilities of Generators of Waste Tires

A. - E.1. ...

2. "All Louisiana tire dealers are required to collect a waste tire cleanup and recycling fee of $2 for each passenger/light truck tire, $5 for each medium truck tire, and $10 for each off-road tire, upon sale of each new tire. These fees shall also be collected upon replacement of all recall and adjustment tires. Tire fee categories are defined in the Waste Tire Regulations. No fee shall be collected on tires weighing more than 500 pounds or solid tires. This fee must be collected whether or not the purchaser retains the waste tires. Tire dealers must accept from the purchaser, at the time of sale, one waste tire for every new tire sold, unless the purchaser elects to retain the waste tire."

F. - O. ...

P. Generators other than new tire dealers (e.g., used tire dealers, salvage yards, and recappers) shall maintain a complete record of purchase invoices, inventory records, and sales invoices for a period of no less than three years. These records shall be open for inspection and/or audit by the administrative authority at all reasonable hours.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:2411-2422.

HISTORICAL NOTE: Promulgated by the Department of Environmental Quality, Office of Solid and Hazardous Waste, Solid Waste Division, LR 18:40 (January 1992), amended LR 20:1001 (September 1994), amended by the Office of Environmental Assessment, Environmental Planning Division, LR 26:2777 (December 2000), LR 27:830 (June 2001), LR 27:2227 (December 2001), LR 28:1953 (September 2002), LR 29:1818 (September 2003), LR 29:2780 (December 2003).

§10525. Standards and Responsibilities of Waste Tire Processors

A. Receipt of Tires

1. Upon receiving a shipment containing waste tires, the processor shall be responsible for verifying the number of waste tires in the shipment by actually counting each waste tire. The processor shall sign each waste tire manifest upon receiving waste tires. Processors can be reimbursed from the Waste Tire Management Fund for only those eligible tires accepted from authorized Louisiana transporters or from generators as specified in LAC 33:VII.10519.K.

2. Each processor shall accept no more than five unmanifested tires per day per customer. The processor shall maintain a log for all unmanifested loads. The log shall include, at the minimum, the following:

a. the name and address of the customer;

b. the license plate number of the vehicle delivering the tires;

c. the phone number of the customer;

d. the number of tires received;

e. the date;

f. the time; and

g. the signature of the customer delivering the tires.

B. - F. ...

G. Processors shall maintain a complete set of records pertaining to manifested tires or shredded waste tire material coming in or leaving their place of business. This shall include, but is not limited to, manifests, monthly reimbursement reports, records of all payments from/to end markets, inventory records, logs, any documents related to out-of-state tire activity, and financial records. These records shall be maintained for a period of no less than three years and shall be open for inspection by the administrative authority at all reasonable hours.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:2411-2422.

HISTORICAL NOTE: Promulgated by the Department of Environmental Quality, Office of Solid and Hazardous Waste, Solid Waste Division, LR 18:41 (January 1992), amended LR 20:1001 (September 1994), LR 22:1213 (December 1996), amended by the Office of Environmental Assessment, Environmental Planning Division, LR 26:2779 (December 2000), LR 27:831 (June 2001), LR 27:2228 (December 2001), LR 28:1953 (September 2002), LR 29:2780 (December 2003).

§10527. Standards and Responsibilities for Waste Tire Collectors and Collection Centers

A. Receipt of Tires

1. All collection center operators shall satisfy the manifest requirements of LAC 33:VII.10533. All collection center operators shall be responsible for counting the tires in the shipment. The collection center shall report monthly to the administrative authority, due no later than the fifteenth of the following month, the total number of tires received at the facility. These records shall be maintained by the collection center for a minimum of three years and are subject to audit by the administrative authority.

2. Each collection center shall accept no more than five unmanifested tires per day per customer. The collection center shall maintain a log for all unmanifested loads. The log for all unmanifested loads shall include, at the minimum, the following:

a. the name and address of the customer;

b. the license plate number of the vehicle delivering the tires;

c. the phone number of the customer;

d. the number of tires received;

e. the date;

f. the time; and

g. the signature of the customer delivering the tires.

B. - G.5. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:2411, et seq.

HISTORICAL NOTE: Promulgated by the Department of Environmental Quality, Office of Solid and Hazardous Waste, Solid Waste Division, LR 18:41 (January 1992), amended LR 20:1001 (September 1994), amended by the Office of Environmental Assessment, Environmental Planning Division, LR 26:2780 (December 2000), LR 29:2780 (December 2003).

§10533. Manifest System

A. All shipments of more than 20 waste tires shall be accompanied by a waste tire manifest provided by the department and executed in accordance with this Section. Tires transported in Louisiana that are not eligible tires, as defined in LAC 33:VII.10505, shall be clearly labeled ineligible on the manifest.

B. - D. ....

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:2411 et seq.

HISTORICAL NOTE: Promulgated by the Department of Environmental Quality, Office of Solid and Hazardous Waste, Solid Waste Division, LR 20:1001 (September 1994), amended by the

Office of Environmental Assessment, Environmental Planning Division, LR 26:2780 (December 2000), LR 27:831 (June 2001), LR 27:2228 (December 2001), LR 29:2780 (December 2003).

James H. Brent, Ph.D.
Assistant Secretary

0312#059

RULE

Office of the Governor
Division of Administration
Board of Cosmetology

Deadline Extension for Applying for Special Permits
(LAC 46:XXXI.321, 701, 1103,
1105, 1109, 1111, 1705, 1709)

The Louisiana State Board of Cosmetology, under authority of the Louisiana Cosmetology Act, R.S. 37:561-607, and in accordance with the Administrative Procedure Act, R.S. 49:950 et seq., has amended certain Rules with regard to licensing of cosmetologists.

The revision is necessitated to correct certain clerical errors and to extend the deadlines for applying for special permits for alternative hair care and shampoo assistant under the grandfather provisions.

There should be no adverse fiscal impact on the state as a result of these revisions. The Louisiana State Board of Cosmetology operates solely on self-generated funds. Further, the Rules have no known impact on family formation, stability or autonomy as described in R.S. 49:972.

Title 46
PROFESSIONAL AND OCCUPATIONAL STANDARDS
Part XXXI. Cosmetologists

Chapter 3. Schools and Students

§321. Responsibilities of Students

A. Students. Students shall not be allowed to perform any professional cosmetology work for which the student does not possess a license, prior to completion of the curriculum, passing the examination administered by the board and receipt of an initial license. Any student found to be in violation of this Rule will forfeit all hours completed in beauty school, and any school knowingly permitting a serious violation of this Section shall be subject to suspension or revocation of its license.

B. Services. Students attending beauty school shall not provide cosmetology services, whether for a fee or not, in any licensed beauty salon or shop or in any premises that is not licensed unless the student possesses a license to perform such services. This regulation applies even though the student's immediate family or the student has an ownership interest in the beauty shop/salon in question. Any student found to be in violation of this Rule will be in jeopardy of losing a portion of their hours.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:575(A)(2).

HISTORICAL NOTE: Promulgated by the Office of the Governor, Division of Administration, Board of Cosmetology, LR 29:329 (March 2003), amended LR 29:2781 (December 2003).

Chapter 7. Safety and Sanitation Requirements

§701. Sanitation Requirements for Cosmetology Salons and Cosmetology Schools

A. - M. ...

N. Tools and Implements. All tools and implements that come in direct contact with a client shall be sterilized, sanitized or disposed of after each use.

O. - P. ...

Q. Blood Spill Kits. Blood spill kits must be available in every salon and in every school.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:575(A)(9).

HISTORICAL NOTE: Promulgated by the Office of the Governor, Division of Administration, Board of Cosmetology, LR 29:329 (March 2003), amended LR 29:2781 (December 2003).

Chapter 11. Special and Temporary Permits

§1103. Special Permit for Microdermabrasion

A. - B. …

C. Proof Required. For the purpose of this Section, evidence of practicing esthetics shall be demonstrated by presenting the following:

1. copies of W-2's or 1099's and a sworn statement by the issuer indicating that the individual worked the equivalent of 25 hours per week for at least 48 weeks during a period of one year performing esthetic services; or

C.2. - D. …

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:575(B)(2).

HISTORICAL NOTE: Promulgated by the Office of the Governor, Division of Administration, Board of Cosmetology, LR 29:331 (March 2003), amended LR 29:2781 (December 2003).

§1105. Special Permit for Alternative Hair Design

A. …

B. Grandfathering. Notwithstanding the provisions of Subsection A, any person who applies for a special permit to practice alternative hair design on or before March 30, 2004 who satisfactorily demonstrates two years of experience in the practice of alternative hair design shall be issued a permit without the necessity of taking the alternative hair design exam.

C. - C.4. …

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:575(B)(2).

HISTORICAL NOTE: Promulgated by the Office of the Governor, Division of Administration, Board of Cosmetology, LR 29:332 (March 2003), amended LR 29:2781 (December 2003).

§1109. Special Permit for Shampoo Assistants

A. Shampoo Assistants. Beginning January 1, 2003, a special permit authorizing the performance of shampooing shall be issued to any person who:

1. applies on or before March 30, 2004 and presents evidence to the board of six months of continuous employment as an assistant to a licensed cosmetologist prior to January 1, 2003; or

2. - B. …

C. Cosmetologists. No person holding a current cosmetology license shall be required to obtain a special permit to shampoo.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:575(A)(2).

HISTORICAL NOTE: Promulgated by the Office of the Governor, Division of Administration, Board of Cosmetology, LR 29:332 (March 2003), amended LR 29:2781 (December 2003).

§1111. Special Permit for Make-Up Application

A. …

B. Cosmetologists and Estheticians. No person holding a current cosmetology or esthetics license shall be required to obtain a special permit to apply cosmetic preparations or make-up.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:575(B)(2).

HISTORICAL NOTE: Promulgated by the Office of the Governor, Division of Administration, Board of Cosmetology, LR 29:332 (March 2003), amended LR 29:2782 (December 2003).

Chapter 17. Miscellaneous Provisions

§1705. Destruction of Premises

A. Inspection. When any school or salon is made unusable by virtue of storm, fire, flood or any other act of God or by virtue of expropriation proceedings, the premises selected to permanently replace such facility will be inspected without an inspection fee, provided that such facility is replaced within six months of its destruction.

B. - C. …

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:575(A)(2).

HISTORICAL NOTE: Promulgated by the Office of the Governor, Division of Administration, Board of Cosmetology, LR 29:334 (March 2003), amended LR 29:2782 (December 2003).

§1709. Picture Identification

A. All licensees and permitees shall have in their possession a picture identification at any time at which a service is being performed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:575(A)(2).

HISTORICAL NOTE: Promulgated by the Office of the Governor, Division of Administration, Board of Cosmetology, LR 29:334 (March 2003), amended LR 29:2782 (December 2003).

Saraphia T. Wilson
Executive Director

0312#028

RULE

Department of Health and Hospitals
Board of Examiners for
Licensed Professional Counselors

Licensure of Licensed Professional Counselors
and Licensed Marriage and Family Therapists
(LAC 46:LX.Chapters 1-47)

The Licensed Professional Counselors Board of Examiners, under authority of the Louisiana Mental Health Counselor Licensing Act, R.S. 37:1101-1122, and in accordance with the Administrative Procedure Act, R.S. 49:950 et seq., hereby repeals and adopts certain Rules with regard to licensing of licensed professional counselors and licensed marriage and family therapists.

Title 46
PROFESSIONAL AND OCCUPATIONAL STANDARDS
Part LX. Licensed Professional Counselors
Subpart 1. Licensed Professional Counselors

Chapter 1. General Provisions

§101. Statutory Authority

A. The Louisiana Licensed Professional Counselors Board of Examiners was initially created and empowered by Act 892 of the 1987 Legislature to provide regulation of the practice of mental health counseling and provide for the regulation of the use of the title "Licensed Professional Counselor" (R.S. 37:1102). Subsequently Act 1195 of 2001 empowered the Board to provide regulation of marriage and family therapy and the use of the title "Licensed Marriage and Family Therapist" [R.S.37:1102(B)]. Therefore, the Professional Counselors Board of Examiners establishes the rules and regulations herein pursuant to the authority granted to, and imposed upon said board under the provisions of the Louisiana Revised Statutes, Title 37, Chapter 13, R.S. 37:1101-1122.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1101-1122.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Licensed Professional Counselors Board of Examiners, LR 29:128 (February 2003), amended LR 29:2782 (December 2003).

§103. Description of Organization

A. The Louisiana Licensed Professional Counselors Board of Examiners, hereafter referred to as the board, resides in the Department of Health and Hospitals, and consists of ten members, who shall be residents of the state of Louisiana. Each term shall be for four years. The governor shall make seven appointments to the board from a list of qualified candidates submitted by the executive board of the Louisiana Counseling Association. The governor shall make three appointments to the board from a list of candidates submitted by the executive board of the Louisiana Association for Marriage and Family Therapy. Each appointment by the governor shall be submitted to the senate for confirmation. Board membership shall consist of three licensed professional counselors, three educators who are licensed professional counselors and whose function is the training of mental health counselors in accredited programs, three licensed marriage and family therapists, and one individual from the public at large. No board member shall serve more than two full consecutive terms. The professional membership of the board shall be licensed under this Chapter. No board member shall be liable in any civil action for any act performed in good faith in the execution of his duties under Chapter 13 of Title 37.

1. The licensed professional counselor board shall establish a Marriage and Family Therapy Advisory Committee, which shall consist of the three board members appointed by the governor from the list of names submitted by the executive board of the Louisiana Association for Marriage and Family Therapy.

2. The function of the advisory committee shall be established by rules and regulations developed by the advisory committee, promulgated by the board, and approved jointly by the House and Senate Health and Welfare Committee.

3. The functions and duties of the advisory board may include but are not limited to the following:

a. develop rules and regulations in accordance with the Administrative Procedure Act as it may deem necessary to implement the provisions of this Chapter for promulgation and implementation by the board;

b. examine and qualify all applicants for licensure as marriage and family therapists and recommend to the board each successful applicant for licensure, attesting to his professional qualifications to be a licensed marriage and family therapist;

c. develop for the board application forms for licensure pursuant to this Chapter; and

d. maintain complete records of all meetings, proceedings, and hearings conducted by the advisory committee.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1101-1122.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Licensed Professional Counselors Board of Examiners, LR 29:128 (February 2003), amended LR 29:2782 (December 2003).

§105. Vacancies

A. The governor shall fill, within 30 days, for the remainder of the term, any vacancy occurring in board membership for an unexpired term from a list of qualified candidates as prescribed in Section 1104(C) of R.S. 37:1101-1122.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1101-1122.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Licensed Professional Counselors Board of Examiners, LR 29:128 (February 2003), amended LR 29:2783 (December 2003).

§309. Quorum

A. Six members of the board shall constitute a quorum of the board at any meeting or hearing for the transaction of business and may examine, approve, and renew the license of applicants.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1101-1122.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Licensed Professional Counselors Board of Examiners, LR 29:129 (February 2003), amended LR 29:2783 (December 2003).

Chapter 9. Fees

§901. General

A. The board shall collect the following fees stated in R.S. 37:1106.

1.	Application, license and seal	$200
2.	Privileging review for appraisal and other specialty areas	$100
3.	Registration of Supervision	$100
4.	Renewal of license	$150
5.	Late fee for renewal	$ 50
6.	Reissue of license duplicate	$ 25
7.	Name change on records	$ 25
8.	Copy of LPC file	$ 25
9.	Copy of any documents	cost incurred

B. The late fee will be incurred the day after a licensee's designated renewal deadline (no grace period). No part of any fee shall be refundable under any conditions. All fees for licensing must be paid to the board by certified check or money order. The renewal shall be deemed timely when:

1. the renewal is delivered on or before the due date; or

2. the renewal is mailed on or before the due date. If the renewal is received by mail on the first working day following the due date, there shall be a rebuttable presumption that it was timely filed. In all cases where the presumption does not apply, the timeliness of the mailing shall be shown only by an official United States postmark or by official receipt or certificate from the United States Postal Service made at the time of mailing which indicates the date thereof. For purpose of this Section, "by mail" applies only to the United States Postal Service.

C. The board may assess and collect fines in an amount not to exceed $500 for violations of Chapter 9 and Rules promulgated by the board.

D. Senate Concurrent Resolution 104 of the Regular Session of the Louisiana Legislature suspended certain state law provisions relative to continuing education, annual applications, and/or annual payment of licensing fees for individuals on "active military service."

E. Licensees who are placed on active duty status shall immediately notify the board of such status, and provide documentation of same, and shall likewise promptly notify the board, and provide documentation of the cessation of active duty status. Licensees with questions concerning the continued applicability of the resolution should contact the board office.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1101-1122.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Licensed Professional Counselors Board of Examiners, LR 29:136 (February 2003), amended LR 29:2783 (December 2003).

Subpart 2. Professional Standards for Licensed Marriage and Family Therapists

Chapter 27. General Provisions

§2705. Description of Organization

A. The Marriage and Family Therapy Advisory Committee, hereafter referred to as the advisory committee, consists of three members, who shall be residents of the state of Louisiana. All candidates and advisory committee members shall be licensed marriage and family therapists except for the first three members who shall be members of the American Association for Marriage and Family Therapy. These first three advisory committee members shall be eligible for licensure as licensed marriage and family therapists under Title 37, Chapter 13 as soon as these Rules and regulations are approved. The three advisory committee members shall be members of the board.

B. The governor shall make appointments to the board and the advisory committee from a list of qualified candidates submitted by the executive board of the Louisiana Association for Marriage and Family Therapy, hereinafter referred to as LAMFT. Each appointment by the governor shall be submitted to the Senate for confirmation.

C. Board member terms shall be for four years. No advisory committee member shall serve more than two full consecutive terms.

D. Any vacancy occurring in advisory committee membership, other than by expiration of term, shall be filled for the remainder of the unexpired term by the governor

within 30 days from a list of qualified candidates supplied by the LAMFT board as prescribed in Section 1104 of R.S. 37:1101-1122.

E. No advisory committee member shall be liable in any civil action for any act performed in good faith in the execution of his or her duties under Chapter 13 of Title 37.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1101-1122.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Licensed Professional Counselors Board of Examiners, LR 29:153 (February 2003), amended LR 29:2784 (December 2003).

Chapter 29. Advisory Committee Meetings, Procedures, Records, Powers and Duties

§2911. Records

A. The advisory committee shall maintain records of pertinent matters relating to application, licensure, and discipline. Registers of LMFT-approved supervisors and LMFT-registered supervisor candidates and a register of licensed marriage and family therapists shall be made available to the public.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1101-1122.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Board of Examiners of Professional Counselors, LR 29:154 (February 2003), amended LR 29:2784 (December 2003).

Chapter 31. License of Title for Marriage and Family Therapy

§3105. Definitions for Licensed Marriage and Family Therapists

Advisory Committee? the Marriage and Family Therapy Advisory Committee.

Assessment?

1. the evaluation through the use of systems oriented methods and processes of:
   a. individual;
   b. couple;
   c. family; and
   d. larger systems;
2. for the purpose of:
   a. developing treatment plans;
   b. monitoring psychotherapeutic processes;
   c. measuring psychotherapeutic progress; and
   d. measuring psychotherapeutic outcomes;
3. such evaluation may include the use of:
   a. informal; or
   b. formal instruments;
4. for which the licensed marriage and family therapist has received:
   a. appropriate training; and
   b. supervision in:
      i. individual settings; and
      ii. group settings.

Board? the Louisiana Licensed Professional Counselors Board of Examiners

Marriage and Family Therapy? the professional application of psychotherapeutic and family systems theories and techniques in the assessment and treatment of:

1. individuals;
2. couples; and
3. families.

Qualified Supervision? the supervision of the clinical services of an applicant working toward licensure as a licensed marriage and family therapist:

1. in accordance with standards developed by the advisory committee; and
2. by an individual who has been recognized by the advisory committee as an LMFT-approved supervisor or an LMFT-registered supervisor candidate.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1101-1122.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Licensed Professional Counselors Board of Examiners, LR 29:154 (February 2003), amended LR 29:2784 (December 2003).

Chapter 33. Requirements for Licensure

§3303. Definitions

Allied Mental Health Discipline? includes, but may not be limited to, mental health counseling, social work, psychology, psychiatric nursing, and psychiatry.

Applicant? any individual seeking licensure who has submitted an official application and paid the application fee.

Appropriate Graduate Degree? a master's or doctoral degree from a college or university accredited by the Southern Association of Colleges and Schools (SACS), or a comparable accrediting body. If a discipline requires a specific terminal degree, that degree will be considered the appropriate degree.

Client Contact Hour? a 50-minute period a therapist spends working face-to-face with an individual, couple, family, or group.

Direct Client Contact? face-to-face (therapist and client) therapy with individuals, couples, families, and/or groups from a relational perspective. Activities such as telephone contact, case planning, observation of therapy, record keeping, travel, administrative activities, consultation with community members or professionals, or supervision, are not considered direct client contact. Assessments done face-to-face and more than clerical in nature and focus may be counted as direct client contact. Psychoeducation may be counted as direct client contact.

Marriage and Family Therapist Intern or MFT Intern? a person who has earned a qualifying graduate degree and is receiving MFT approved postgraduate supervision.

Recognized Educational Institution? a postgraduate training institute or any regionally accredited educational institution that grants a master's or doctoral degree that meets the standards established by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) as determined by the advisory committee or, until June 30, 2003, the standards for marriage and family counseling or therapy established by the Council on Accreditation of Counseling and Related Educational Programs (CACREP) as determined by the ad hoc committee on licensure and supervision.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1101-1122.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Licensed Professional Counselors Board of Examiners, LR 29:155 (February 2003), amended LR 29:2784 (December 2003)

§3307. Specific Licensing Requirements for Applications Made on or before June 30, 2004

A. On applications postmarked on or before June 30, 2004, the board upon recommendation of the advisory committee shall issue licenses to applicants who meet the requirements in this section.

1. Specific requirements for §3307 may be met in one of four ways:

a. an appropriate graduate degree and two years of supervised clinical experience:

i. the applicant must have an appropriate graduate degree in:

(a). marriage and family therapy; or

(b). an allied mental health discipline; and

ii. have completed, after the receipt of a qualifying degree:

(a). at least two years of supervised clinical experience; and

(b). a minimum of 1000 hours of direct client contact;

(i.) in the practice of marriage and family therapy; or

(ii.) as part of the scope of practice of an allied mental health discipline;

b. persons with appropriate graduate degrees who do not meet the two years of supervised clinical experience may apply to become MFT interns:

i. the minimum of 1000 hours of direct client contact may be met by:

(a). supervised clinical experience obtained in the degree program beyond that required for the degree; and

(b). supervision recommended for approval by the advisory committee;

ii. applicants may not become licensed without two years of post-degree clinical experience;

c. current clinical membership in the Association for Marriage and Family Therapy (AAMFT);

i. verification of such membership sent directly from AAMFT will be accepted as a presumption of having met both the educational and clinical experience required;

d. a valid license from a licensing body that requires standards substantially equivalent to the licensing requirements for licensed marriage and family therapists in Louisiana as specified in Subparagraph A.1.a.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1101-1122.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Licensed Professional Counselors Board of Examiners, LR 29:155 (February 2003), amended LR 29:2785 (December 2003).

§3309. Specific Licensing Requirements for Applications Made after June 30, 2004

A. For applications postmarked after June 30, 2004, the board upon recommendation of the advisory committee shall issue licenses to applicants who meet the requirements in this section.

1. Summary of Specific Requirements for §3309

a. Academic Requirements

i. A master's or doctoral degree from a marriage and family therapy program that meets the standards established by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) as determined by the advisory committee in a regionally accredited educational institution or training from a postgraduate training institute that meets the standards established by COAMFTE as determined by the advisory committee; or

ii. until June 30, 2003, a master's or doctoral degree in mental health counseling with a specialization in marriage and family counseling that substantially meets the standards established by the Council on Accreditation of Counseling and Related Educational Programs (CACREP) as determined by the ad hoc committee on licensure and supervision from a regionally accredited educational institution or training from a postgraduate training institute that meets the standards established by CACREP as determined by the ad hoc committee on licensure and supervision; or

iii. an appropriate graduate degree in an allied mental health field from a regionally accredited educational institution with graduate level coursework equivalent to:

(a). a master's degree in marriage and family therapy that meets the standards established by COAMFTE as determined by the advisory committee and specified in §3311 Academic Requirements for Equivalency; or

(i). until June 30, 2003, the standards for marriage and family counseling or therapy established by CACREP as determined by the ad hoc committee on licensure and supervision and specified in §3311. Academic Requirements for Equivalency.

b. Supervision Requirements

i. Applicants must complete a minimum of two years of supervised work experience in marriage and family therapy as specified in §3315 Supervision Requirements after receipt of a qualifying degree.

c. Examination Requirements

i. Applicants must pass the national examination in marriage and family therapy as specified in §3313 Examination Requirements.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1101-1122.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Licensed Professional Counselors Board of Examiners, LR 29:156 (February 2003), amended LR 29:2785 (December 2003).

§3311. Academic Requirements for Equivalency after June 30, 2004

A. General

1. An applicant must have completed a minimum of 48 semester hours or its equivalent of graduate coursework.

2. One course is defined as 3 semester credits, 4 quarter credits, or 45 didactic contact hours (i.e., lecture hours).

3. If titles of academic courses are not self-explanatory, their content and relevance must be substantiated by the applicant through course descriptions in official school catalogs, bulletins, syllabi, or by other means approved by the advisory committee.

4. Undergraduate level courses will not meet academic requirements unless the applicant's official transcript clearly shows that the course was given graduate credit.

5. Only coursework taken for credit and receiving a passing grade will be accepted.

6. Coursework taken outside of a program of studies for which a degree was granted must receive an "A," "B," or "pass."

7. In a postgraduate training program, a minimum of 45 contact hours will be considered equivalent to a 3-hour semester credit course.

8. An applicant who wishes to make up academic deficiencies may propose a plan of additional coursework to the advisory committee.

9. An applicant who has completed a master's degree program in marriage and family therapy or counseling that was accredited by the Council on the Accreditation of Counseling and Related Educational Programs (CACREP) and has a minimum of six graduate courses in Marriage and Family Therapy, will be determined by the Advisory Committee and the Board to have met the equivalency of standards established by the Commission on Accreditation for Marriage and Family Education (COAMFTE).

B. Specific equivalency requirements that meet the standards for marriage and family therapy established by COAMFTE as determined by the advisory committee.

1. Academic Course Content. An applicant with a graduate degree in an allied mental health field must have coursework in each of the following areas (one course equals three semester hours).

a. Theoretical Knowledge of Marriage and Family Therapy**?** a minimum of two courses.

i. Courses in this area shall contain such content as the historical development, theoretical and empirical foundations, and contemporary conceptual directions of the field of marriage and family therapy and will be related conceptually to clinical concerns. Students will be able to conceptualize and distinguish the critical epistemological issues in the profession of marriage and family therapy. Materials covered will provide a comprehensive survey and substantive understanding of the major models of marriage, couple, and family therapy.

b. Clinical Knowledge of Marriage and Family Therapy**?** a minimum of four courses.

i. Courses in this area shall contain such content as:

(a). couple and family therapy practice and be related conceptually to theory;

(b). contemporary issues, which include but are not limited to gender, violence, addictions, and abuse, in the treatment of individuals, couples, and families from a relational/systemic perspective;

(c). a wide variety of presenting clinical problems;

(d). issues of gender and sexual functioning, sexual orientation, and sex therapy as they relate to couple, marriage and family therapy theory and practice;

(e). diversity and discrimination as it relates to couple and family therapy theory and practice.

c. Assessment and Treatment in Marriage and Family Therapy**?** a minimum of two courses.

i. Courses in this area shall contain such content from a relational/systemic perspective as:

(a). psychopharmacology;

(b). physical health and illness;

(c). traditional psychodiagnostic categories; and

(d). the assessment and treatment of major mental health issues. One course must be in psychopathology.

d. Individual, Couple, and Family Development**?** a minimum of one course.

i. Courses in this area shall contain such content as individual, couple, and family development across the lifespan.

e. Professional Identity and Ethics**?** a minimum of one course

i. Courses in this area shall contain such content as:

(a). professional identity, including professional socialization, scope of practice, professional organizations, licensure, and certification;

(b). ethical issues related to the profession of marriage and family therapy and the practice of individual, couple, and family therapy. A generic course in ethics does not meet this standard;

(c). the AAMFT Code of Ethics, confidentiality issues, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice;

(d). the interface between therapist responsibility and the professional, social, and political context of treatment.

f. Research**?** a minimum of one course.

i. Courses in this area shall include significant material on research in couple and family therapy; focus on content such as research methodology, data analysis and the evaluation of research, and include quantitative and qualitative research.

g. Additional Learning**?** a minimum of one course.

i. Courses in this area will augment students' specialized interest and background in individual, couple, and family therapy and may be chosen from coursework offered in a variety of disciplines.

2. Supervised Clinical Practicum**?** 500 supervised direct client contact hours with 100 hours of face-to-face supervision. At least 250 of these hours will be with couples or families present in the therapy room.

a. The training of the supervisor must be equivalent to that of an AAMFT approved supervisor or AAMFT supervisor candidate.

b. If a student is simultaneously being supervised and having direct client contact, the time may be counted as both supervision time and direct client contact time.

C. Until June 30, 2003, specific equivalency requirements that meet the standards for marriage and family counseling/therapy established by CACREP as determined by the committee on mental health counseling licensure/supervision for the advisory committee.

1. Academic Course Content. To fulfill the CACREP requirements of the academic component for eligibility, the applicant must have completed a minimum of four courses from the following areas.

a. Foundations of Marital, Couple, and Family Counseling/Therapy:

i. the history of marital, couple, and family counseling/therapy including philosophical and etiological premises that define the practice of marital, couple, and family counseling/therapy;

ii. the structure and operations of professional organizations, preparation standards, and credentialing bodies pertaining to the practice of marital, couple, and family counseling/therapy (e.g., the International Association of Marriage and Family Counselors);

iii. the ethical and legal considerations specifically related to the practice of marital, couple, and family counseling/therapy (e.g., the *ACA* and *IAMFC Code of Ethics*);

iv. the implications of professional issues unique to marital, couple, and family counseling/therapy including recognition, reimbursement, and right to practice;

v. the role of marital, couple, and family counselors/therapists in a variety of practice settings and in relation to other helping professionals; and

vi. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in marital, couple, and family counseling/therapy.

b. Contextual Dimensions of Marital, Couple, and Family Counseling/Therapy:

i. marital, couple, and family life cycle dynamics, healthy family structures, and development in a multicultural society, family of origin and intergenerational influences, cultural heritage, socioeconomic status, and belief systems;

ii human sexuality issues and their impact on family and couple functioning, and strategies for their resolution; and

iii. societal trends and treatment issues related to working with diverse family systems (e.g., families in transition, dual-career couples, and blended families).

c. Knowledge and skill requirements for marital, couple, and family counselor/therapists:

i. family systems theories and other relevant theories and their application in working with couples and families, and other systems (e.g., legal, legislative, school and community systems) and with individuals;

ii. interviewing, assessment, and case management skills for working with individuals, couples, families, and other systems; and implementing appropriate skill in systemic interventions;

iii. preventive approaches for working with individuals, couples, families, and other systems such as pre-marital counseling, parenting skills training, and relationship enhancement;

iv. specific problems that impede family functioning, including issues related to socioeconomic disadvantage, discrimination and bias, addictive behaviors, person abuse, and interventions for their resolution; and

v. research and technology applications in marital, couple, and family counseling/therapy.

2. The supervised CACREP clinical practice must include:

a. a 100-hour practicum, of which 40 hours must be direct client contact; and

b. a 600-hour internship, of which 240 hours must be direct hour contact. The requirements for this internship are:

i. it must occur in a counseling setting, under the clinical supervision of a site supervisor;

ii. direct service clock hours are defined as work with couples, families, and individuals from a systems perspective;

iii. at least half the direct service clock hours must be with couples and family units.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1101-1122.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Licensed Professional Counselors Board of Examiners, LR 29:156 (February 2003), amended LR 29:2785 (December 2003).

§3315. Supervision Requirements

A. General Provisions

1. Applicants who apply before June 30, 2004, who meet the degree requirements but do not meet the experience requirements and applicants who apply after June 30, 2004, who meet the degree requirements must successfully complete two years of work experience in marriage and family therapy under qualified supervision in accordance with COAMFTE supervision standards as described in this section.

B. Definitions for Supervision

Co-Therapy Supervision? supervision outside the session on cases in which the supervisor is a co-therapist.

Consultation? a voluntary relationship between professionals of relative equal expertise or status wherein the person being consulted offers his/her best advice or information on an individual case or problem for use by the person asking for assistance. The consultant has no functional authority over the person asking for assistance, no legal or professional accountability for either the services performed or the welfare of the client. Consultation is not supervision. Experience under contract for consultation will not be credited toward fulfillment of supervision requirements.

Group Supervision? face-to-face supervision of more than two MFT Interns and no more than six MFT Interns per group regardless of the number of supervisors. Group supervision provides the opportunity for the supervisees to interact with other supervisees and offers a different learning experience than that obtained from individual supervision.

Individual Supervision? face-to-face supervision of one or two individuals by one supervisor.

LMFT-Approved Supervisor? an individual who has met requirements and takes responsibility for the practice of the supervisee during a specific time to enable the supervisee to meet the requirements of licensing. The supervisor is responsible for the delivery of services, the representation to the public of services, and the supervisor/supervisee relationship.

LMFT-registered Supervisor Candidate? an individual under the supervision of an LMFT-approved supervisor for the purpose of qualifying as an LMFT-approved supervisor.

Live Supervision? supervision (individual and /or group) in which the supervisor directly observes the case while the therapy is being conducted and has the opportunity to provide supervisory input during the session. When a supervisor conducts live supervision the time is counted as

individual supervision for up to two interns providing therapy in the room with the client(s) and for up to two interns observing the therapy and interacting with the supervisor. The time is counted as group supervision when more than two MFT interns involved in direct client contact or more than two observers interacting with the supervisor are present, providing that there are no more than six interns involved.

MFT Intern? a individual who has been recommended by the LMFT Advisory Committee and approved by the Board for supervision by an LMFT-approved supervisor.

Qualified Supervision? supervision of the clinical services of an MFT intern by an LMFT-approved supervisor or LMFT-registered supervisor candidate recommended by the MFT Advisory Committee and approved by the Board.

Supervision? the professional relationship between a supervisor and supervisee that promotes the development of responsibility, skill, knowledge, and ethical standards in the practice of licensed marriage and family therapy. In addition to monitoring the MFT intern's supervised interaction with clients, the supervisor provides regular, face-to-face guidance and instruction. Supervision may include, without being limited to, the review of case presentations, audiotapes, videotapes, and direct observation.

Registered Candidate for LMFT-approved Supervisor Plan? a written agreement on a form required by the advisory committee that establishes the supervisory framework for supervision of a licensed marriage and family therapist who is training to become an LMFT approved supervisor.

Supervised Experience Plan? a written agreement on a form required by the advisory committee that establishes the supervisory framework for postgraduate clinical experience and describes the expectations and responsibilities of the supervisor and the supervisee.

Work Experience? includes direct client contact and activities such as telephone contact, case planning, observation of therapy, record keeping, travel, administrative activities, consultation with community members or professionals, or supervision,

C. Supervision Requirements for Licensure

1. After receipt of a qualifying degree an applicant must complete a minimum of two years of work experience in marriage and family therapy that includes at least three thousand hours of clinical services to individuals, couples, or families.

a. At least 2000 hours of these hours must be direct clinical services.

b. The remaining 1000 hours may come from related experiences that may include but are not limited to workshops, public relations, writing case notes, consulting with referral sources, etc.

c. Supervisees should apply systemic theories and treatment with all clients and make every effort to work with as many couples and families as possible.

2. The required supervision must include at least 200 hours of supervision, of which at least 100 hours must be individual supervision. Up to 100 hours of supervision received during a graduate program that can be documented as systemic may be counted toward the 200 hours.

3. The work experience shall be obtained over not less than two years.

4. After the supervision plan is submitted and fees are paid, the board upon recommendation of the advisory committee will approve supervisors before supervision begins. Supervision hours may not be counted until after approval. Approval of a supervised experience plan does not mean that the supervised experience when completed will be automatically approved.

5. To meet the requirements of the supervised clinical experience, the supervisee must:

a. meet face-to-face with the supervisor for sustained and intense learning customarily for one hour per 10 hours of client contact, with once every other week, the minimum; and three times a week ordinarily the maximum;

b. file with the advisory committee a supervised experience plan as defined in §3315.B.Definitions for Supervision.

6. It is recommended that the supervisory experience include sequentially at least two supervisors with diverse family therapy orientations, such as, but not limited to, narrative, MRI, Bowenian, structural, strategic, behavioral, or solution focused.

7. The following are not acceptable as approved supervision:

a. peer supervision (supervision by a person of equivalent, rather than superior, qualifications, status and experience);

b. supervision by current or former family members (such as parents, spouse, former spouse, siblings, children, cousins, present or former in-laws, aunts, uncles, grandparents, grandchildren, step-children), anyone sharing the same household, employees, or any other person where the nature of the personal relationship prevents or makes difficult the establishment of a professional relationship. For purposes of this rule, a supervisor shall not be considered an employee of the supervisee if the only compensation received by the supervisor consists of payment for actual supervisory hours;

c. administrative supervision (administrative supervision by an institutional director or executive, for example, conducted to evaluate job performance or for case management rather the clinical supervision of the quality of therapy given to clients);

d. a primarily didactic process wherein techniques or procedures are taught in a group setting, classroom, workshop, or seminar;

e. consultation, staff development, or orientation to a field program, or role-playing of family interrelationships as a substitute for current clinical practice in an appropriate clinical situation.

D. Qualifications of an LMFT-approved Supervisor and an LMFT-registered Supervisor Candidate

1. Supervision not provided by an LMFT-approved supervisor or an LMFT-registered supervisor candidate as determined by the advisory committee will not be counted toward licensure.

2. A supervisor may not have more than a combined total of 10 supervisees, including MFT interns and interns in other disciplines and/or registered supervisor candidates at the same time.

3. A person who wishes to become an LMFT-approved supervisor must be a licensed marriage and family therapist and must submit a completed application

that documents that he or she meets the requirements in one of two ways.

a. The applicant may meet the requirements by meeting the following requirements.

i. Coursework requirements:

(a). a one-semester graduate course in marriage and family therapy supervision from a regionally accredited institution; or

(b). an equivalent course of study consisting of a 15-hour didactic component and a 15-hour interactive component in the study of marriage and family therapy supervision approved by the advisory committee. The interactive component must include a minimum of four persons.

ii. Experience requirements:

(a). has at least two years experience as a licensed Marriage and Family therapist.

iii. Supervision of Supervision

(a). Before June 30, 2005, an applicant must have 36 hours of supervision of supervision for marriage and family therapy from a person considered to be a qualified supervisor by the advisory committee.

(b). Before June 30, 2005, applicants with a degree in marriage and family therapy or its equivalent as determined by the advisory committee who meet the requirements in Clauses i. and ii. in this Subparagraph will not be required to obtain the 36 hours of supervision of supervision.

(c). After June 30, 2005, supervision of supervision must be taken from an LMFT-approved supervisor.

b. Designation as an AAMFT Approved Supervisor qualifies a person to become an LMFT approved supervisor. Documentation must be submitted and recommended by the advisory committee for Board approval.

4. LMFT-Registered Supervisor Candidate

a. A person who wishes to become an LMFT-registered supervisor candidate must submit an application provided by the board upon recommendation of the advisory committee that:

i. includes documentation that he has at least two years experience as a Licensed Marriage and Family Therapist;

ii. either documents that he or she has met the coursework and interactional requirement specified in Clause D.3.a.i. or proposes how this requirement shall be met;

iii. includes the name of the LMFT-approved supervisor who will be supervising his or her supervision of MFT interns and the approximate dates such supervision will begin and end.

b. The advisory committee will review the application and inform the individual in writing that the proposed supervision of supervision arrangement either has been approved or rejected. Any rejection letter will outline the reasons for rejection.

c. An advisory committee member cannot participate in deliberations or votes on any applicant who has been supervised by that advisory committee member.

d. Upon completion of the required hours of supervision of supervision, the registered supervisor candidate must submit an application to become an LMFT approved supervisor.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1101-1122.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Licensed Professional Counselors Board of Examiners, LR 29:158 (February 2003), amended LR 29:2785 (December 2003).

Chapter 35. Renewal of License

§3501. General Provisions

A. Licenses shall be renewed every two years. The licensee shall submit an application form and payment of the renewal fee. Renewals must be postmarked no later than December 31. Upon approval by the advisory committee, the board shall issue a document renewing the license for two years.

B. A license not renewed shall lapse December 31. To renew a lapsed license, the licensee must pay all fees in arrears and provide documentation of the continuing education requirements. A lapsed license not renewed within two years will expire and the individual must re-apply under the current Rules for licensure.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1101-1122.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Licensed Professional Counselors Board of Examiners, LR 29:160 (February 2003), amended 29:2787 (December 2003).

§3503. Continuing Education Requirements

A. General Guidelines

1. A licensee must accrue 40 clock hours of continuing education by every renewal period every two years.

2. One continuing education unit (CEU) is equivalent to one clock hour.

3. Accrual of continuing education begins only after the date the license was issued.

4. Continuing education hours accrued beyond the required 40 clock hours may not be applied toward the next renewal period. Renewal periods run from January 1 to December 31

5. The licensee is responsible for keeping a personal record of his/her continuing education hours until official notification of renewal is received. Do not forward documentation of continuing education hours to the board office as they are accrued.

6. At the time of renewal 10 percent of the licensees will be audited to ensure that the continuing education requirement is being met. Licensees audited will be requested by letter to submit documentation as specified in §3503.B of their continuing education hours.

7. Licensees will be asked in the renewal application to note any changes in areas of expertise. The advisory committee, at its discretion, may require the licensee to present satisfactory documentation supporting these changes.

8. A licensee must accrue three clock hours of training in ethics that specifically addresses ethics for licensed marriage and family therapy as defined in Subparagraph C.3.e every renewal period. A generic ethics class will not be acceptable.

9. Those licensed marriage and family therapists who hold another license that requires continuing education hours

may count the continuing education hours obtained for that license toward their LMFT CEU requirements. Of the 40 CEU's submitted, however, 20 hours must be in the area of marriage and family therapy with an emphasis upon systemic approaches or the theory, research, or practice of systemic psychotherapeutic work with couples or families including three hours of ethics specific to marriage and family therapy.

10. The approval of and requirements for continuing education are specified in Subsection C.

B. Types of documentation needed for continuing education audit:

1. copy of certificate of attendance for workshops, seminars, or conventions;

2. copy of transcript for coursework taken for credit/audit;

3. letter from workshop/convention coordinator verifying presentation;

4. copy of article plus the table of contents of the journal it appears in, copy of chapter plus table of contents for chapter authored for books, title page and table of contents for authoring or editing books, letter from conference coordinator or journal editor for reviewing refereed workshop presentations or journal articles.

C. Approved Continuing Education for Licensed Marriage and Family Therapists

1. Continuing education requirements are meant to ensure personal and professional development throughout an individual's career.

2. An LMFT may obtain the 40 clock hours of continuing education through the options listed. All continuing education hours may be obtained through Subparagraph a or 20 of the 40 hours may be obtained through Subparagraph b:

a. Direct participation in a structured educational format as a learner in continuing education workshops and presentations or in graduate coursework (either for credit or audit).

i. The advisory committee will accept workshops and presentations approved by the American Association for Marriage and Family Therapy (AAMFT) and its regional or state divisions including the Louisiana Association for Marriage and Family Therapy (LAMFT). Contact them directly to find out which organizations, groups, or individuals are approved providers graduate coursework either taken for credit or audit must be from a regionally accredited college or university and in the areas of marriage and family therapy described in Paragraph C.3.

ii. Licensees may receive one clock hour of continuing education for each hour of direct participation in a structured educational format as a learner. Credit cannot be given to persons who leave early from an approved session or to persons who do not successfully complete graduate coursework.

iii. Continuing education taken from organizations, groups, or individuals not holding provider status by one of the associations listed in Clause i. will be subject to approval by the advisory committee at the time of renewal.

(a). The advisory committee will not pre-approve any type of continuing education.

(b). The continuing education must be in one of the seven approved content areas listed in §3503.C and given by a qualified presenter.

(c). A qualified presenter is someone deemed by the advisory committee to be a professional in marriage and family therapy, another mental health profession, or another profession with information, knowledge, and skills relevant to the practice of marriage and family therapy.

(d). One may receive one clock hour of continuing education for each hour of direct participation in a structured educational format as a learner.

(e). Credit cannot be granted for business/governance meetings; breaks; and social activities including meal functions, except for the actual time of an educational content speaker.

(f). Credit may not be given for marketing the business aspects of one's practice, time management, supervisory sessions, staff orientation, agency activities that address procedural issues, personal therapy, or other methods not structured on sound educational principles or for content contrary to the LMFT Code of Ethics (Chapter 43).

b. Optional Ways to Obtain Continuing Education (20 Hours Maximum)

i. Licensees may receive one clock hour of continuing education for each hour of direct work in:

(a). teaching a marriage and family therapy course (10 hours maximum) in an area as described in Paragraph C.3 in an institution accredited by a regional accrediting association. Continuing education hours may be earned only for the first time the individual teaches the course, or

(b). authoring, editing, or reviewing professional manuscripts or presentations (10 hours maximum) in an area of marriage and family therapy as described in Paragraph C.3. Articles must be published in a professional refereed journal.

ii. Presentations at workshops, seminars, symposia, and meetings in an area of marriage and family therapy as described in Paragraph C.3 may count for up to 10 hours maximum at a rate of two clock hours per one-hour presentation. Presenters must meet the qualifications stated in Subparagraph 2.a. The presentation must be to the professional community, not to the lay public or a classroom presentation.

3. Continuing education hours must be relevant to the practice of marriage and family therapy and generally evolve from the following seven areas.

a. Theoretical Knowledge of Marriage and Family Therapy. Continuing education in this area shall contain such content as the historical development, theoretical and empirical foundations, and contemporary conceptual directions of the field of marriage and family therapy and will be related conceptually to clinical concerns.

b. Clinical Knowledge of Marriage and Family Therapy: Continuing education in this area shall contain such content as:

i. couple and family therapy practice and be related conceptually to theory;

ii. contemporary issues, which include but are not limited to gender, violence, addictions, and abuse, in the

treatment of individuals, couples, and families from a relational/systemic perspective;

iii. a wide variety of presenting clinical problems;

iv. issues of gender and sexual functioning, sexual orientation, and sex therapy as they relate to couple, marriage and family therapy theory and practice;

v. diversity and discrimination as it relates to couple and family therapy theory and practice.

c. Assessment and Treatment in Marriage and Family Therapy. Continuing education in this area shall contain such content from a relational/systemic perspective as psychopharmacology, physical health and illness, traditional psychodiagnostic categories, and the assessment and treatment of major mental health issues.

d. Individual, Couple, and Family Development. Continuing education in this area shall contain such content as individual, couple, and family development across the lifespan.

e. Professional Identity and Ethics in Marriage and Family Therapy. Continuing education in this area shall contain such content as:

i. professional identity, including professional socialization, scope of practice, professional organizations, licensure and certification;

ii. ethical issues related to the profession of marriage and family therapy and the practice of individual, couple and family therapy. Generic education in ethics does not meet this standard;

iii. the AAMFT Code of Ethics, confidentiality issues, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice;

iv. the interface between therapist responsibility and the professional, social, and political context of treatment.

f. Research in Marriage and Family Therapy. Continuing education in this area shall include significant material on research in couple and family therapy; focus on content such as research methodology, data analysis and the evaluation of research, and include quantitative and qualitative research.

g. Supervision in Marriage and Family Therapy: Continuing education in this area include studies in theory and techniques of supervision as well as ethical and legal issues, case management, and topics relative to the specific supervised training.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1101-1122.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Licensed Professional Counselors Board of Examiners, LR 29:160 (February 2003), amended LR 29:2789 (December 2003).

§4720. Appendix? Statement of Practice for Licensed Marriage and Family Therapists

A. Each licensed marriage and family therapist/MFT intern in Louisiana shall write a statement of practice incorporating the following information to provide to all clients. Licensed marriage and family therapists also licensed in other mental health professions may need to add additional information required by that licensure. This statement is subject to review and approval by the advisory committee. Sample statements of practice are available from the board office.

1. Your name, mailing address, and telephone number.
2. Qualifications:

a. degrees earned and institution(s) attended;

b. your LMFT licensure number, noting that the Board of Examiners is the grantor of your license. Include the address and telephone number of the board;

c. other licensure numbers, including the name, address, and telephone number of the grantor;

d. an MFT intern must use this title and include the name and address of his/her approved supervisor and a brief explanation of how supervision affects the therapy provided.

3. Specify the type(s) of clients you serve.
4. Specialty Areas

a. List your specialty areas such as family of origin, parenting, stepfamilies, adolescents, marriage, etc.

b. List your national certifications.

5. What Clients Can Expect from Therapy

a. Briefly describe the theoretical orientation and the type of techniques and/or strategies that you use in therapy.

b. Briefly describe your philosophical view of therapy, including clients' input for treatment plans.

c. Briefly describe your general goals and objectives for clients.

6. Note Any Expectations that You Have for Clients

a. Clients are expected to inform you before and during the therapy about seeing another mental health professional or professional in another discipline because of the possible impact upon therapy.

b. Clients are expected to inform you on their intake form and during therapy of their general physical health, any medical treatments that may impact their therapy and any medications that they are taking.

c. You are required to include that clients must make their own decisions regarding such things as deciding to marry, divorce, separate, reconcile, and how to set up custody and visitation; that is, you may help them understand the consequences of various decisions, but your code of ethics does not allow you to advise a specific decision.

7. Code of Ethics

a. State that you are required by state law to adhere to The Louisiana Code of Ethics for Licensed Marriage and Family Therapists; and

b. that a copy is available on request;

c. you might want to specifically note some of the provisions in the Code of Ethics that you would like clients to be aware of;

8. Describe the Rules governing privileged communication for Licensed Marriage and Family Therapists. You may use your own language, but need to cover all the areas included in the Sample Statement and 8 (a-c).

a. Include instances where confidentiality may be waived. This includes, but is not limited to danger to self or others, suspected child abuse/neglect, elderly abuse/neglect, or disabled adult abuse/neglect.

b. Include the information that when providing couple, family or group treatment, a licensed marriage and family therapist cannot:

i. disclose any information outside the treatment context without a written authorization from each individual competent to execute a waiver; and

ii. may not reveal any individual's confidences to others in the client unit without the prior written permission of that individual.

c. If you audio- or video-tape sessions, include information specific to their use.

d. See Chapter 39 and the Code of Ethics in the Appendix for Rules on privileged communication.

9. State your policy for emergency client situations.

10. Fees, Office Procedures, Insurance Policies

a. List your fees and describe your billing policies.

b. State your policy on insurance payments.

c. Describe your policy on payments, scheduling and breaking appointments, etc.

11. Adequately inform clients of potential risks and benefits of therapy. You may use your own language and are not required to use the examples given in a-f:

a. clients may realize that they have additional issues that they were not aware of before the therapy as a result of the therapy;

b. making changes through therapy may bring about unforeseen changes in a person's life;

c. individual issues may surface for each spouse as clients work on a marital relationship;

d. making changes in communication and/or ways of interacting with others may produce adverse responses from others;

e. marital or family conflicts may intensify as feelings are expressed;

f. individuals in marital or family therapy may find that spouses or family members are not willing to change.

12. Briefly add any additional information that you believe is important for your clients to be informed about your qualifications and the therapy that you provide.

13. End with a general statement indicating that the client(s) have read and understand the statement of practice, providing spaces for the date, client(s)' signatures, and your signature. MFT Interns need to have a line for their LMFT-approved supervisor's signature.

B. Provide clients with a copy or copies of the signed statement of practice.

C. A Licensed Marriage and Family Therapist/MFT Intern must have a copy of his/her statement of practice on file in the board office. An MFT Intern must include a copy of his/her statement of practice with his/her Registration of Supervision. The Code of Ethics can be duplicated for clients and additional copies are available at www.lpcboard.org or from the board office.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:1101-1122.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Licensed Professional Counselors Board of Examiners, LR 29:172 (February 2003), amended LR 29:2791 (December 2003).

Brenda Roberts, EdD, LPC, LMFT
Board Chair

0312#024

RULE

Department of Health and Hospitals
Board of Examiners for Sanitarians

Rules Restructure and Continuing Education Requirements
(LAC 46:LXXI.Chapters 1-23)

In accordance with the specific rulemaking authority granted under R.S. 37:2105(C) by Act 807 of the 2001 Regular Session, the Board of Examiners for Sanitarians hereby enacts minimum continuing education requirements for renewal of a sanitarian's license. Under the general rulemaking authority granted under R.S. 37:2104, the board enacts and/or amends certain sections of LAC 46:LXXI for the efficient operation of the board. Finally, the board restructured LAC 46:LXXI for topical arrangement purposes. The table below shows the former and the new placement of each Chapter, Section, Subsection, and/or Paragraph, etc., that was moved.

Former Placement	(New) Proposed Placement
N/A	LAC 46:LXXI.Chapter 1
LAC 46:LXXI.Chapter 1	LAC 46:LXXI.Chapter 3
LAC 46:LXXI.105.C	LAC 46:LXXI.305.C
LAC 46:LXXI.105.D (1st sentence)	LAC 46:LXXI.1301.C
LAC 46:LXXI.105.D (2nd sentence)	LAC 46:LXXI.501.B
LAC 46:LXXI.Chapter 3	LAC 46:LXXI.Chapter 5
LAC 46:LXXI.Chapter 5	LAC 46:LXXI.Chapter 9
LAC 46:LXXI.501.A	LAC 46:LXXI.901.B
LAC 46:LXXI.501.B	LAC 46:LXXI.901.C
LAC 46:LXXI.501.C	LAC 46:LXXI.901.D
LAC 46:LXXI.501.D	LAC 46:LXXI.901.E
LAC 46:LXXI.Chapter 7	LAC 46:LXXI.Chapter 11
LAC 46:LXXI.701.A	LAC 46:LXXI.1101.D
LAC 46:LXXI.703.B	LAC 46:LXXI.1101.A.1
LAC 46:LXXI.Chapter 9	LAC 46:LXXI.Chapter 7
LAC 46:LXXI.Chapter 11	LAC 46:LXXI.Chapter 13
LAC 46:LXXI.1101.C (1st sentence)	LAC 46:LXXI.901.A
LAC 46:LXXI.1101.C (2nd sentence)	LAC 46:LXXI.501.A (2nd sentence)
LAC 46:LXXI.1301	LAC 46:LXXI.1501
LAC 46:LXXI.1303	LAC 46:LXXI.1703
LAC 46:LXXI.1501.A	LAC 46:LXXI.1901.A
LAC 46:LXXI.1501.B	LAC 46:LXXI.1901.B
LAC 46:LXXI.1501.C.1-8	LAC 46:LXXI.305.D.1-8
LAC 46:LXXI.1501.D	LAC 46:LXXI.305.D.9
LAC 46:LXXI.1501.E	LAC 46:LXXI.305.D.10
N/A	LAC 46:LXXI.305.D.11
N/A	LAC 46:LXXI.Chapter 21
N/A	LAC 46:LXXI.Chapter 23

Title 46
PROFESSIONAL AND OCCUPATIONAL STANDARDS
Part LXXI. Sanitarians

Chapter 1. Definitions

§101. Definitions

A. Unless otherwise specifically provided herein, the following words and terms used in this Part are defined for the purposes thereof as follows.

Active Registered Sanitarian? any *registered sanitarian* who is actively carrying out inspectional, educational, and investigational duties in the field of environmental sanitation, or who actively serves as a consultant, supervisor, or administrator of programs and personnel involving such duties.

Board? the Louisiana State Board of Examiners for Sanitarians as created by R.S. 37:2102.

Contact Hour? one clock hour of continuing education in an approved educational experience approved by the *board* or 0.1 *CEU* in an approved educational experience approved by the *board*.

Continuing Education Unit (CEU)? a value provided by some agencies, such as, but not limited to, the Centers for Disease Control (CDC) or the Food and Dug Administration (FDA), which is based on an estimated amount of time spent studying the course material and taking the test provided (if any) by such agency. For the purposes of this Part, one *CEU* is equivalent to 10 contact (clock) hours.

Inactive Registered Sanitarian? a sanitarian who at one time was an *active registered sanitarian* but now no longer possesses a valid sanitarian license and pays no fees to the *board*. For example, a sanitarian who is retired or otherwise not working as an *active registered sanitarian*.

Provisional License Status? a type of warning license issued by the *board* for disciplinary reasons which requires a cure to return to full licensure status. An example for the cause of issuance include, but is not limited to, failure to obtain the minimum required continuing education *contact hours* required by the *board*.

Registered Sanitarian? a sanitarian that possesses a valid sanitarian license issued by the *board* under the provisions of Chapter 23 of Title 37 of the Louisiana Revised Statutes and this Part and whose name is listed on a register maintained by the *board*.

Sanitarian? a person who carries out inspectional, educational, and investigational duties in the field of environmental sanitation, or who serves as a consultant, supervisor, or administrator of programs and personnel involving such duties.

Temporary Sanitarian? any person who has applied for and received an educational review by the *board* and has been issued a *temporary sanitarian* permit pending:

a. the taking and successful completion of a written and oral examination to be administered by the *board*;

b. the successful completion of a training course in sanitation; and

c. a minimum of one year of field experience under the supervision of a *registered sanitarian*.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2104.

HISTORICAL NOTE: Promulgated by the Department of Health and Human Resources, Board of Examiners for Sanitarians, LR 11:1144 (December 1985), amended and repromulgated by the Department of Health and Hospitals, Board of Examiners for Sanitarians, LR 29:2792 (December 2003).

Chapter 3. General Provisions

§301. Meetings of the Board

A. Regular business meetings of the board shall be held at the place so designated by the chairman.

B. There shall be a minimum of two regular meetings of the board each calendar year with one meeting in the spring and one in the fall.

C. The fall meeting shall be the annual meeting.

D. Special meetings may be called by the chairman whenever, in his opinion, such a meeting is necessary for the efficient operation of the board.

E. At least 10 days notice shall be given each member of the board prior to the date of the meeting, except in emergencies.

F. Four members of the board shall constitute a quorum.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2104.

HISTORICAL NOTE: Promulgated by the Department of Health and Human Resources, Board of Examiners for Sanitarians, LR 11:1144 (December 1985), amended by the Department of Health and Hospitals, Board of Examiners for Sanitarians, LR 29:2793 (December 2003).

§303. Officers of the Board

A. The officers of the board shall be elected at each annual meeting.

B. The term of the officers shall be for one year.

C. Officers may be reelected for additional terms.

D. The officers shall consist of a chairman, vice-chairman, and secretary.

E. The secretary shall serve as treasurer.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2104.

HISTORICAL NOTE: Promulgated by the Department of Health and Human Resources, Board of Examiners for Sanitarians, LR 11:1144 (December 1985), amended by the Department of Health and Hospitals, Board of Examiners for Sanitarians, LR 29:2793 (December 2003).

§305. Duties of the Officers

A. The chairman shall preside at all meetings. He shall appoint all committees and perform all other duties pertaining to his office.

B. The vice-chairman shall preside in the absence of the chairman.

C. In the absence of the chairman and vice-chairman, the secretary shall preside.

D. The secretary shall:

1. keep all records of the meetings and shall submit copies of the minutes of such meetings to each board member within 30 days of the meeting;

2. maintain a correct register of all sanitarians who are duly licensed and registered with the board;

3. purchase all necessary supplies and perform all other duties necessary for the efficient operation of his office;

4. maintain a depository account in the name of the Louisiana State Board of Examiners for Sanitarians, and deposit therein all monies paid into the board, keeping a correct record of such funds in ledgers and journals furnished by the board;

5. pay all bills authorized and/or contracted for, by the board, keeping proper and correct record of all such disbursements. These records shall be subject to auditing by the state auditor;

6. issue temporary licenses pending the conducting of examinations to applicants who appear to have the necessary qualifications;

7. send copies of the minutes of each meeting to each registered sanitarian, within 60 days of the date of the meeting;

8. send copies of tentative agenda to all board members at least 10 days prior to each regular meeting;

9. select a depository for the deposit of funds received by the board;

10. ensure that checks for the disbursements of all such funds be signed by the vice-chairman and countersigned by the secretary;

11. submit photocopies of the checkbook register at all regularly scheduled board meetings.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2104.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Board of Examiners for Sanitarians, LR 29:2793 (December 2003).

§307. Amendments to the Bylaws

A. Bylaws may be amended at any regular or special meeting, by a majority vote of the members provided that each member of the board be notified of the proposed amendment at least 10 days prior to the effective date of the meeting.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2104.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Board of Examiners for Sanitarians, LR 29:2794 (December 2003).

Chapter 5. Application

§501. Submitting Application for Examination

A. Any person aspiring to become a licensed sanitarian in the state of Louisiana, must submit an application, applicable fee and official transcript to the board. Applications are available from the regional sanitarian of the Office of Public Health or the board.

B. An applicant must notify the board of his place of employment.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2104, R.S. 37:2105, R.S. 37:2106, R.S. 37:2107, R.S. 37:2109.1, and R.S. 37:2111.

HISTORICAL NOTE: Promulgated by the Department of Health and Human Resources, Board of Examiners for Sanitarians, LR 11:1145 (December 1985), amended by the Department of Health and Hospitals, Board of Examiners for Sanitarians, LR 29:2794 (December 2003).

§503. Deposit of Examination Fee

A. The board shall require from each applicant the appropriate transcript review fee.

B. The transcript review fee shall be retained by the board even though the applicant is found not to be qualified for a temporary sanitarian permit.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2104, R.S. 37:2107, and R.S. 37:2109.1.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Board of Examiners for Sanitarians, LR 29:2794 (December 2003).

Chapter 7. Temporary Permits

§701. Qualifications

A. Pursuant to R.S. 37:2106, the board shall issue temporary permits to sanitarians who qualify under the requirements of R.S. 37:2111. However, nothing therein shall be construed as to prohibit the board from issuing a temporary permit based upon educational requirements only if the applicant is otherwise required to obtain a minimum of one year of field experience, including the successful completion of a training course in sanitation, within one year of temporary permit issuance.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2104, R.S. 37:2106, R.S. 37:2110, and R.S. 37:2111.

HISTORICAL NOTE: Promulgated by the Department of Health and Human Resources, Board of Examiners for Sanitarians, LR 11:1145 (December 1985), amended by the Department of Health and Hospitals, Board of Examiners for Sanitarians, LR 29:2794 (December 2003).

§703. Effective Period

A. Each temporary permit issued shall be valid for a period not to exceed one year for non-practicing sanitarians. For non-practicing sanitarians, a temporary permit may be renewed upon receipt of a written request and applicable fee payment.

B. For practicing sanitarians, a temporary permit may be renewed upon receipt of a written request and applicable fee; however, if the applicant was required to obtain a minimum of one year of field experience, including the successful completion of a CDC training course in sanitation, within the first year of the initial temporary permit issuance, issuance of any subsequent temporary permits shall be prohibited until these requirements have been met.

C. Practicing sanitarians shall be required to complete all requirements for the license (as per §1101.A of this Part) within 18 months from date of employment.

D. For practicing sanitarians who have obtained a minimum of one year of field experience, including the successful completion of a CDC training course in sanitation, yet fails to pass the written and/or oral examination administered by the board within 18 months from date of employment, his/her temporary permit to work as a sanitarian may be renewed for a total of only three times. Said applicant will be given the opportunity to pass the examination at the subsequent two examination periods as set by the board. The temporary permit shall automatically become null and void if the applicant fails the board administered examination three times. Since the applicant will no longer hold a temporary permit, he/she will not be allowed to continue to perform the duties of a sanitarian. The applicant will not be eligible to receive another temporary permit or take another board administered examination for a minimum of 12 consecutive months following the date of the last examination taken by the applicant.

E. Once an applicant has met all the requirements and is issued a license to practice as a registered sanitarian, any temporary permit previously held by him/her automatically becomes null and void.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2104, R.S. 37:2106, R.S. 37:2110, and R.S. 37:2111.

HISTORICAL NOTE: Promulgated by the Department of Health and Human Resources, Board of Examiners for Sanitarians, LR 11:1145 (December 1985), amended and repromulgated by the Department of Health and Hospitals, Board of Examiners for Sanitarians, LR 29:2794 (December 2003).

§705. Temporary Permit Fees

A. The board shall assess and collect a fee for an education/transcript review, including issuance of a temporary permit upon the board finding the applicant meets the required qualifications.

B. The board shall assess and collect a fee for renewal of temporary permit.

C. The board shall assess and collect a fee for reinstatement of delinquent temporary renewal.

D. The board shall assess and collect a penalty for late payment of renewal of temporary permit fee.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2104, R.S. 37:2109.1, and R.S. 37:2111.

HISTORICAL NOTE: Promulgated by the Department of Health and Human Resources, Board of Examiners for Sanitarians, LR 11:1145 (December 1985), amended by the Department of Health and Hospitals, Board of Examiners for Sanitarians, LR 29:2794 (December 2003).

Chapter 9. Examinations

§901. Examinations

A. All prospective examinees must successfully complete a Centers for Disease Control's homestudy sanitation course approved by the board which constitutes a prerequisite to the examination.

B. The board shall:

1. examine all qualified applicants for a license to practice as a sanitarian, the examination to consist of a written and oral examination;

2. prepare such examinations and select or appoint individuals to conduct the examinations, provided that at least two sanitarian members of the board shall be present to assist in the conduct of the examination.

C. The board may:

1. waive the written examination of sanitarians holding sanitarians licenses under the laws of other states, provided a written examination has been taken in that state by the applicants, and also providing that applicants meet qualification requirements of Chapter 19 of this Part;

2. waive the written examination of persons who have successfully passed federal or national sanitarian examinations, approved by the board.

D. The waiver of written examinations as provided in §901.C of this Part does not exempt the applicant from taking the oral examination or from the payment of the examination fee.

E. The examination shall be offered at least twice a year.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2104, R.S. 37:2105, R.S. 37:2106 and R.S. 37:2109.

HISTORICAL NOTE: Promulgated by the Department of Health and Human Resources, Board of Examiners for Sanitarians, LR 11:1146 (December 1985), amended by the Department of Health and Hospitals, Board of Examiners for Sanitarians, LR 29:2795 (December 2003).

Chapter 11. Licenses

§1101. Requirements

A. To obtain a license, the temporary permit holder shall, within 18 months of the date of employment, have successfully completed:

1. one year of field experience in environmental health acceptable to the board;

2. a Centers for Disease Control (CDC) course in sanitation approved by the board; and

3. a written and oral sanitarian examination administered by the board.

B. The field experience required under §1101.A.1 of this Part shall be performed only under the supervision and direction of licensed sanitarians.

C. For the written and oral examinations required under §1101.A.3 of this Part, the applicant must make a minimum score of 70 on each to pass.

D. When an applicant has successfully met all of the requirements of Section 1101.A, he shall be issued a license to practice as a sanitarian in the state of Louisiana.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2104, R.S. 37:2105, R.S. 37:2106, R.S. 37:2107, and R.S. 37:2110.

HISTORICAL NOTE: Promulgated by the Department of Health and Human Resources, Board of Examiners for Sanitarians, LR 11:1146 (December 1985), amended by the Department of Health and Hospitals, Board of Examiners for Sanitarians, LR 29:2795 (December 2003).

§1103. Failure to Take Examination

A. Except for an emergency situation approved by the board, failure of an applicant to take the examination after being duly notified shall automatically cause the applicant's temporary permit to immediately become null and void. The applicant shall have to pay the appropriate fee for the renewal of the temporary permit.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2104 and R.S. 37:2105.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Board of Examiners for Sanitarians, LR 29:2795 (December 2003).

§1105. Renewal of License

A. Every license issued by the board shall be renewed annually on or before January 15 of each calendar year, and any license not renewed within 30 days after the renewal date shall be suspended.

B. A license suspended for delinquency of renewal may be renewed within 30 days of the suspension date by the payment of the renewal fee, and in addition the payment of a delinquency penalty charge.

C. A license may be renewed after a lapse of 30 days from the date of suspension, only by action of the board and payment of renewal fees and delinquency penalty charges as the board may assess each individual case, and provided that the applicant meets with the basic educational requirements in effect at the time of application for reinstatement.

D. A license revoked for cause by the board may be reinstated only by the action of the board.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2104, R.S. 37:2108 , and R.S. 37:2109.1.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Board of Examiners for Sanitarians, LR 29:2795 (December 2003).

Chapter 13. Registration

§1301. Registration

A. By virtue of being licensed by the board, a sanitarian will be registered with the board and shall be assigned a registration number.

B. A sanitarian having satisfactorily met the requirements of the board is entitled to recognition as a registered sanitarian, licensed to practice as a sanitarian in the state of Louisiana.

C. The board shall maintain a list of registered sanitarians registered with the board.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2104.

HISTORICAL NOTE: Promulgated by the Department of Health and Human Resources, Board of Examiners for Sanitarians, LR 11:1144 (December 1985), amended by the Department of Health and Hospitals, Board of Examiners for Sanitarians, LR 29:2795 (December 2003).

Chapter 15. Fees

§1501. Fees

A. Fees for examinations, temporary permits, licenses, etc., shall be fixed by statute. Refer to R.S. 37:2107, R.S. 37:2108, and R.S. 37:2109.1 for details.

B. Unless the statute which enacts or amends fees specifies otherwise, the effective date for fees apply to the calendar year beginning January 1 following statutory enactment or amendment.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2104, R.S. 37:2107, R.S. 37:2108, and 37:2109.1.

HISTORICAL NOTE: Promulgated by the Department of Health and Human Resources, Board of Examiners for Sanitarians, LR 11:1145 (December 1985), amended and repromulgated by the Department of Health and Hospitals, Board of Examiners for Sanitarians, LR 29:2796 (December 2003).

Chapter 17. Enforcement

§1703. Enforcement of R.S. 37:2102 et seq.

A. When violations or suspected violations of the law are brought to the attention of the board, the board shall cause to be made through a thorough investigation of the alleged violation, and shall, if the investigation indicates, file mandamus or injunction suits for the purpose of enforcing the provisions of the said law or regulations of the board.

B. The board shall direct the secretary to take action in the board's behalf as is necessary.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2104 and R.S. 37:2116.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Board of Examiners for Sanitarians, LR 29:2796 (December 2003).

Chapter 19. Qualification Requirements

§1901. Qualifications

A. The qualifications required of an applicant for a sanitarian permit shall be:

1. graduation from an accredited college or university, with a bachelor's degree and concentration of courses in the general area of environmental health. In lieu thereof, an applicant may offer a bachelor's degree which includes at least 30 semester hours (or the equivalent) of courses in the physical and biological sciences, with minimum of six hours in the physical sciences and a minimum of 10 hours in the biological sciences, plus one year of field experience in environmental health acceptable to the board. The physical sciences will be said to include only chemistry and physics; the biological sciences include but are not limited to biology, entomology, microbiology, zoology, and such applied sciences as animal husbandry, dairy husbandry, environmental sciences, environmental engineering, and veterinary science;

2. the board may by further regulation require, also, that the field experience include specified phases of environmental health and the applicant complete a short intensive training course in environmental health.

B. Applicants for examination shall have the college or university which they attend transmit a transcript of their college credits to the secretary of the board.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2104, R.S. 37:2105 and R.S. 37:2111.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Board of Examiners for Sanitarians, LR 29:2796 (December 2003).

Chapter 21. Continuing Education Requirements

§2101. General

A. All active registered sanitarians shall obtain a minimum of eight contact hours of continuing education during each calendar year.

1. For purposes of compliance with this paragraph, the following equivalents shall apply:

a. one academic semester hour shall be equivalent to 15 contact hours;

b. one academic quarter hour shall be equivalent to 12.5 contact hours; and

c. one continuing education unit shall be equivalent to 10 contact hours.

B. It is incumbent upon each active registered sanitarian to orderly (by calendar year) maintain his/her own documentation of continuing education credits received. When requested in writing by the board, the original copies of such documentation shall be submitted to the board within a time limit specified by the board.

C. Active registered sanitarians shall maintain their own records of continuing education received for at least five calendar years.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2105.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Board of Examiners for Sanitarians, LR 29:2796 (December 2003).

§2103. Cause for Provisional License Status Issuance

A. Failure to obtain the minimum required continuing education credits prior to each annual renewal period shall be cause for an active registered sanitarian's license to be downgraded to a provisional license status. In addition, failure to submit proper documentation of training credits received upon written request of the board and within the time limit specified by the board shall be cause for an active registered sanitarian's license to be downgraded to a provisional license status.

B. Once the board has downgraded an active registered sanitarian's license to a provisional license status, it shall be incumbent upon the board to promptly notify an active registered sanitarian of such action, including the reason for such action and the consequences for failure to cure the problem.

C. Notification of provisional license status shall be done by certified mail-return receipt requested or hand delivery. For sanitarians employed by the State of Louisiana, a copy of such action shall be sent by regular mail to the appropriate supervisor(s) and human resource office(s) to inform them that their employee has effectively been placed "on notice" by the board.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2104 and 37:2105.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Board of Examiners for Sanitarians, LR 29:2796 (December 2003).

§2105. Consequences of Provisional License Status Issuance/Possible Revocation of License

A. Once a sanitarian has been placed on provisional license status for violation of the requirements of this Chapter, he/she shall be required to fully comply with the requirements of §2101.A of this Chapter during the same

calendar year in which he/she has been placed on provisional license status.

B. Failure to fully comply with the requirements of Subsection 2101.A of this Chapter by the end of the calendar year in which he/she has been placed on provisional license status shall be cause for revocation of license.

C. Notification of revocation of license shall be done by certified mail-return receipt requested or hand delivery. For sanitarians employed by the State of Louisiana, a copy of such action shall be sent by regular mail, using a certificate of mailing, to the appropriate supervisor(s) and human resource office(s) to inform them that their employee no longer has a valid license to practice as a sanitarian.

D. This Section shall not be construed to allow a sanitarian to forego the continuing education requirements of the current calendar year while he/she is acquiring continuing education credits for the purpose of curing a provisional license issued due to failure to achieve continuing education requirements from one or more previous calendar years. In other words, at the end of the calendar year in which the sanitarian has been placed on provisional license status for violation of the requirements of this Chapter, one must also acquire all other continuing education credits necessary to bring oneself fully up to date and compliant with all continuing education requirements then required of him/her at the end of such calendar year.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2104 and 37:2105.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Board of Examiners for Sanitarians, LR 29:2796 (December 2003).

§2107. Limitations of Provisional License Status Issuance

A. A sanitarian can be placed on provisional license status no more than three times during their entire career.

B. Issuance of provisional license status on a consecutive basis is prohibited.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2104 and 37:2105.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Board of Examiners for Sanitarians, LR 29:2797 (December 2003).

§2109. Cure of Provisional License Status

A. A sanitarian who has been placed on provisional license status may cure and return to full licensure status by fully complying with the requirements of Subsection 2101.A of this Chapter during the same calendar year in which he/she has been placed on provisional license status.

B. It shall be incumbent upon the sanitarian who has been placed on provisional license status to provide documentation to the board, prior to the end of the calendar year in which he/she was placed on provisional license status, that shows full compliance with the requirements of §2101.A of this Chapter. Such documentation should be sent to the board by certified mail-return receipt requested.

C. Upon the board's receipt, review, and approval of documentation indicating compliance with the requirements of §2101.A of this Chapter, the provisional license status shall be terminated by the board. Notification of the termination of provisional license status and the return to full license status shall be done by regular mail, using a certificate of mailing, or hand delivery. For sanitarians employed by the State of Louisiana, a copy of the notice terminating provisional license status shall also be sent by regular mail to the appropriate supervisor(s) and human resource office(s) to inform them that their employee has effectively been removed from the "on notice" status by the board.

D. This Section shall not be construed to allow a sanitarian to forego the continuing education requirements of the current calendar year while he/she is acquiring continuing education credits for the purpose of curing a provisional license issued due to failure to achieve continuing education requirements from one or more previous calendar years. In other words, at the end of the calendar year in which the sanitarian has been placed on provisional license status for violation of the requirements of this Chapter, one must also acquire all other continuing education credits necessary to bring oneself fully up to date and compliant with all continuing education requirements then required of him/her at the end of such calendar year.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2104 and 37:2105.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Board of Examiners for Sanitarians, LR 29:2797 (December 2003).

§2111. Express Acknowledgement of Time Limits

A. Notwithstanding the general time limitation requirements contained within Subsections 2105.A and B and 2109.A and B of this Chapter, the board acknowledges its express understanding that a sanitarian who has been placed on provisional license status after June 30 of a particular year shall, in no case, be given less than six full months from the date of receipt of notification to cure.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2104 and 37:2105.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Board of Examiners for Sanitarians, LR 29:2797 (December 2003).

§2113. Course Approval Advisory Committee

A. The board is authorized, at its option, to establish a Course Approval Advisory Committee to assist the board in its review of instructional courses and training materials which would qualify as being approved for the purposes of this Chapter.

B. If established, the Course Approval Advisory Committee shall consist of nine active registered sanitarians, The board shall appoint each member to the committee with each member representing each of the nine Department of Health and Hospitals? Office of Public Health (DHH-OPH) geographical regions. At least once every two years, the board shall appoint one of the nine members to act as chairman of the committee. Committee members are not required to be employed by the State of Louisiana. Active registered sanitarians who agree to serve shall do so voluntarily and without any compensation. The chairman of the committee shall call meetings as needed and necessary. Nothing herein shall prohibit any or all such meetings to be held by teleconference. Five members shall constitute a quorum to transact official business of the committee.

C. If established, each active registered sanitarian appointed to the original Course Approval Advisory Committee shall be appointed to terms beginning with the effective date of this Section or a date specified by the board, as follows:

1. members representing DHH-OPH geographical Regions 1, 3, 5, 8, and 9 for one year;

2. members representing DHH-OPH geographical Regions 2, 4, 6, and 7 for two years;

3. thereafter, each active registered sanitarian appointed to the Course Approval Advisory Committee shall be appointed for a term of two years.

D. If established, the chairman of the Course Approval Advisory Committee shall submit the recommendations on course approvals to the board chair. Any such course, regardless of whether or not it has gone through the Course Approval Advisory Committee, shall be deemed to not be officially approved for the purposes of this Chapter until such time as the board rules and issues a formal notification of approval.

E. Once established, the Course Approval Advisory Committee may be disbanded by a simple majority vote of the board. It may be reestablished by a simple majority of the board. If reestablished, it shall conform to the requirements of this Section.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2104 and 37:2105.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Board of Examiners for Sanitarians, LR 29:2797 (December 2003).

§2115. Approval of Instructional Courses and Training Materials

A. To be approved for training credit by the board, all instructional courses and training materials, including those identified in Subsection B or C of this Section, shall meet the following general requirements.

1. The board must have on file a copy of the outline of the training course, seminar, workshop, etc.

2. Information must include dates, place held, sponsoring organization, speaker/instructor's names, time (length of presentation on subject matter), and target audience.

3. No blanket approvals (from year to year) will be given or implied and a separate approval must be given by the board each time training is given.

4. An active registered sanitarian or an organization who is aggrieved by a decision of the board relative to denial by the board of an instructional course being approved for training credit may apply for an administrative hearing to contest the board's action. The administrative hearing shall be conducted by a panel of board members or the entire board.

B. Types of instructional courses, short courses, technical sessions, seminars, workshops, etc., generally recognized by the board as potentially fulfilling the requirements of this Chapter include, but are not limited to, the following:

1. annual educational conference of the Louisiana Public Health Association, technical sessions, seminars and workshops;

2. annual educational conference of the American Public Health Association, regional meetings, technical sessions, seminars and workshops;

3. annual educational conference of the Louisiana Environmental Health Association, technical sessions, seminars and workshops;

4. annual educational conference of the National Environmental Health Association, regional meetings, technical sessions, seminars and workshops;

5. annual educational conference of the Louisiana Conference on Water Supply, Sewerage and Industrial Wastes, regional meetings, technical sessions, seminars and workshops;

6. annual training and technical conference of the Louisiana Rural Water Association, regional meetings, technical sessions, seminars and workshops;

7. annual conference of the American Water Works Association, technical sessions, seminars and workshops;

8. annual conference of the Southwest Section of the American Water Works Association, technical sessions, seminars and workshops;

9. annual conference of the Water Environment Federation, regional meetings, technical sessions, seminars and workshops;

10. Louisiana Water Environment Association regional meetings, technical sessions, seminars and workshops;

11. Louisiana Environmental Training Center, at University of Louisiana at Lafayette, training courses, technical sessions, seminars and workshops;

12. college or university and vocational-technical sponsored water, wastewater, epidemiology, zoology, microbiology, virology, engineering, and other courses related to public health or environmental protection;

13. regional meetings, technical sessions, seminars, workshops and/or training programs, sponsored and/or cosponsored by the Department of Health and Hospitals or the Department of Environmental Quality;

14. short schools, technical courses, seminars, workshops and training programs sponsored by other states; or

15. online courses offered by the federal Food and Drug Administration, Environmental Protection Agency, Centers for Disease Control, Department of Agriculture, etc., and other recognized agencies.

C. Organizations not listed in Subsection B of this Section may apply to the Course Approval Advisory Committee, if established, or to the board itself for recognition by the board as potentially fulfilling the requirements of this Chapter.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2105.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Board of Examiners for Sanitarians, LR 29:2798 (December 2003).

§2117. Return of Inactive Registered Sanitarians to Active Registered Sanitarian Status

A. An inactive registered sanitarian who returns to work and becomes an active registered sanitarian shall be required to comply with the requirements of §2101.A of this Chapter beginning at the start of the next full calendar year following reinstatement as an active registered sanitarian.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2104 and 37:2105.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Board of Examiners for Sanitarians, LR 29:2798 (December 2003).

§2119. Exemptions to Continuing Education Requirements

A. Nothing herein shall prohibit the board from allowing justifiable exemptions to the continuing education requirements of this Chapter. Examples include, but are not limited to, the following:

1. active registered sanitarians who are in active military service of the United States or any of its allies;

2. active registered sanitarians who are on approved Family and Medical Leave Act for six months or longer; or

3. active registered sanitarians who are on approved leave due to illness or accidents for six months or longer.

B. To be eligible for an exemption allowed under this Section, active registered sanitarians shall submit a written notification to the board.

C. Active registered sanitarians who have been granted an exemption under this Section shall be required to comply with the requirements of §2101.A of this Chapter beginning at the start of the next full calendar year following the calendar year for which an exemption was granted.

D. Active registered sanitarians who have been granted an exemption are also exempt from any reactivation or reinstatement fees; however, with the exception of individuals in active military service of the United States or any of its allies, annual fees remain due and payable.

E. Long term exemptions extending beyond one calendar year shall be handled on a case-by-case basis by the board.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2104 and 37:2105.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Board of Examiners for Sanitarians, LR 29:2799 (December 2003).

Chapter 23. Exemptions for Active Military Service

§2301. Senate Concurrent Resolution Number 104 of 2003

A. Any requirements of this Part which conflict with Senate Concurrent Resolution Number 104 of the 2003 General Legislative Session relative to exempting certain mandatory requirements for the continuation of any sanitarian license or certification for an individual while in the active military service of the United States or any of its allies is hereby declared unenforceable.

B. Mandatory requirements which are exempt for individuals in active military service of the United States or any of its allies include payment of any fees, application for renewal, or continuing education requirements.

C. Licensed sanitarians and temporary permit holders shall notify the board of his/her current military status as soon as is reasonably possible after he/she receives notice of being placed in active military service of the United States or any of its allies.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:2104.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Board of Examiners for Sanitarians, LR 29:2799 (December 2003).

D. Gary Lincecum
Chairman

0312#015

RULE

Department of Health and Hospitals
Office of the Secretary
Bureau of Health Services Financing

Durable Medical Equipment Program
Vagus Nerve Stimulator
(LAC 50:XVII.Chapter 5)

The Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing adopts LAC 50:XVII.Chapter 5 in the Medical Assistance Program as authorized by R.S. 36:254 and pursuant to Title XIX of the Social Security Act. This Rule is promulgated in accordance with the provisions of the Administrative Procedure Act, R.S. 49:950 et seq.

The Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing adopts the following criteria for the prior authorization of Vagus Nerve Stimulators under the Durable Medical Equipment Program.

Title 50
PUBLIC HEALTH? MEDICAL ASSISTANCE
Part XVII. Durable Medical Equipment
Subpart 1. Prosthetics

Chapter 5. Vagus Nerve Stimulator

§501. Prior Authorization

A. The Vagus Nerve Stimulator (VNS) is an implantable device used to assist in the control of seizures related to epilepsy and must be prescribed by a physician. Implantation of the VNS device and all related procedures must be authorized by the Department based on criteria in §§503-507.

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

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing, LR 29:2799 (December 2003).

§503. Recipient Criteria

A. Inclusion Criteria. Consideration shall be given for Medicaid reimbursement for implantation of the VNS if the treatment is considered medically necessary and the patient meets all of the following criteria. The patient:

1. has medically intractable epilepsy;

2. is 12 years of age or older, although case-by-case consideration may be given to younger children who meet all other criteria and have sufficient body mass to support the implanted system;

3. has a diagnosis of partial epilepsy confirmed and classified according to the *International League Against Epilepsy* classification. The patient may also have associated generalized seizures, such as tonic, tonic-tonic, or atonic. The VNS may have efficacy in primary generalized epilepsy as well;

4. has seizures that resist control by antiepilepsy treatment, with adequately documented trials of appropriate antiepilepsy drugs or documentation of the patient?s inability to tolerate these medications;

5. has undergone surgical evaluation and is not considered to be an optimal candidate for epilepsy surgery;

6. is experiencing at least four to six identifiable partial onset seizures each month. The patient must have had a diagnosis of intractable epilepsy for at least two years. The two-year period may be waived if it is deemed that waiting would be harmful to the patient;

7. has undergone Quality of Life (QOL) measurements. The choice of instruments used for the QOL must assess quantifiable measures of day to day life in addition to the occurrence of seizures. In the expert opinion of the treating physician, and clearly documented in the request for prior authorization, there must be reason to believe that QOL will improve as a result of the VNS implant. This improvement should be in addition to the benefit of seizure frequency reduction.

B. Exclusion Criteria. Regardless of the provisions of §503.A, authorization for implantation of a VNS shall not be given if the patient meets one or more of the following criteria. The patient:

1. has psychogenic seizures or other nonepileptic seizures; or

2. has systemic or localized infections that could infect the implanted system; or

3. has a body mass that is insufficient to support the implanted system; or

4. has a progressive disorder that is a contraindication to VNS implantation. Examples are malignant brain neoplasm, Rasmussen's encephalitis, Landau-Kleffrer Syndrome and progressive metabolic and degenerative disorders. Progressive disorders, psychosis, or mental retardation that are not contraindications to VNS implantation are not exclusion criteria. Taking into consideration the additional diagnosis, the treating physician must document the benefits of the VNS.

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

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing, LR 29:2799 (December 2003).

§505. Programming the Vagus Nerve Stimulator

A. The programming of the VNS stimulator must be performed by the neurosurgeon who performed the implant procedure or by a licensed neurologist. Programming subsequent to the first three times may be subject to post authorization review for medical necessity prior to payment of the claim. Authorization for payment will only be considered when there is documented clinical evidence to show that the recipient has experienced seizures since previous programming attempts. Payment for the programming procedure will only be authorized when it is performed as an attempt to reduce or prevent future episodes of seizures.

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

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing, LR 29:2800 (December 2003).

§507. Subsequent Implants/Battery Replacement

A. Requests to replace batteries or for new implants must be submitted with documentation that shows that the recipient was benefiting from the original VNS transplant.

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

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing, LR 29:2800 (December 2003).

David W. Hood
Secretary

0312#093

RULE

Department of Health and Hospitals
Office of the Secretary
Bureau of Health Services Financing

Hospice Licensure Standards
(LAC 48:I.8205, 8207, 8217, and 8237)

The Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing has amended the following Rule as authorized by R.S. 40:2181-2191. This Rule is amended in accordance with the provisions of the Administrative Procedure Act, R.S. 49:950 et seq.

The Department of Health and Hospitals, Office of the Secretary, Bureau of Health Service Financing amends the provisions of the December 20, 1998 Rule governing the licensure and regulation of hospice agencies.

Title 48
PUBLIC HEALTH? GENERAL
Part I. General Administration
Subpart 3. Licensing and Certification
Chapter 82. Minimum Standards for Licensing of Hospice Agencies
Subchapter A. General Provisions
§8205. Survey

A. - A.3. ...

4. If, at the initial licensing survey, an agency has more than five violations of any minimum standards or if any of the violations are determined to be of such a serious nature that they may cause or have the potential to cause actual harm, DHH shall deny licensing.

B. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 40:2181-2191.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing, LR 15:482 (June 1989), amended LR 24:2260 (December 1998), LR 29:2800 (December 2003).

§8207. Revocation or Denial of Renewal of License

A. The Secretary of DHH may deny an application for a license, or refuse to renew a license or revoke a license in accordance with R.S. 40:2187-2188. An agency's license may not be renewed and/or may be revoked for any of the following:

1. failure to be in substantial compliance with the hospice minimum standards;

2. failure to provide services essential to the palliative care of terminally ill individuals;

3. failure to uphold patient rights whereby violations may result in harm or injury;

4. failure of agency to protect patients/persons in the community from harmful actions of the agency employees; including, but not limited to, health and safety, coercion, threat, intimidation, and harassment;

5. failure to notify proper authorities of all suspected cases of neglect, criminal activity, or mental or physical abuse which could potentially cause harm to the patient;

6. failure to maintain staff adequate to provide necessary services to current active patients;

7. failure to employ qualified personnel;

8. failure to remain fully operational at any time for any reason other than a disaster;

9. failure to submit fees including, but not limited to, annual fee, renewal fee, provisional follow-up fee, or change of agency address or name, or any fines assessed by DHH;

10. failure to allow entry to hospice agency or access to any requested records during any survey;

11. failure to protect patient from unsafe skilled and/or unskilled care by any person employed by the agency;

12. failure of agency to correct violations after being issued a provisional license;

13. agency staff or owner has knowingly, or with reason to know, made a false statement of a material fact in:

a. application for licensure;

b. data forms;

c. clinical record;

d. matter under investigation by the department;

e. information submitted for reimbursement from any payment source;

f. the use of false, fraudulent or misleading advertising;

g. that the agency staff misrepresented or was fraudulent in conducting hospice business;

h. convictions of a felony by an owner, administrator, director of nursing or medical director as shown by a certified copy of the record of the court of conviction of the above individual; or if the applicant is a firm or corporation, of any of its members or officers, or of the person designated to manage or supervise the hospice agency;

14. failure to maintain proper insurance; and

15. failure to comply with all reporting requirements in a timely manner.

AUTHORITY NOTE: Promulgated in accordance with R.S. 40:2181-2191.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing, LR 15:482 (June 1989), amended LR 24:2260 (December 1998), LR 29:2800 (December 2003).

Subchapter B. Organization and Staffing

§8217. Personnel Qualifications/Responsibilities

A. - H. ...

1. Qualifications. A licensed practical nurse must be currently licensed by the Louisiana State Board of Practical Nurse Examiners with no restrictions:

a. with at least two years of full time experience as an L.P.N.

H.1.b - O. ...

1. Qualifications. A licensed registered nurse must be currently licensed to practice in the state of Louisiana with no restrictions:

a. have at least two years of full time experience as a registered nurse. However, two years of full time clinical experience in hospice care as a licensed practical nurse may be substituted for the required two years of experience as a registered nurse;

b. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 40:2181-2191.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing, LR 15:482 (June 1989), amended LR 24:2262 (December 1998), LR 29:2801 (December 2003).

Subchapter D. Administration

§8237. Contract Services

A. - D.9. ...

E. The hospice shall document review of its contracts on an annual basis.

F. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 40: 2181-2191.

HISTORICAL NOTE: Promulgated by the Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing, LR 15:482 (June 1989), amended LR 24:2272 (December 1998), LR 29:2801 (December 2003).

David W. Hood
Secretary

0312#095

RULE

Department of Health and Hospitals
Office of the Secretary
Bureau of Health Services Financing

Hospital Program
Out-of-State Hospitals ? Inpatient Services
Reimbursement Reduction

The Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing promulgates the following Rule under the Medical Assistance Program as authorized by R.S. 36:254 and pursuant to Title XIX of the Social Security Act. This Rule is promulgated in accordance with the Administrative Procedure Act, R.S. 49:950 et seq.

Rule

The Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing amends the January 1996 and September 1997 Rules governing the reimbursement methodology for inpatient services provided in out-of-state hospitals. Reimbursement shall be established at the lower of 40 percent of billed charges or the Medicaid per diem rate of the state wherein the services are provided for recipients age 21 and above and the lower of 60 percent of billed charges or the Medicaid per diem rate of the state wherein the services are provided for recipients under the age of 21. Hospitals designated as children's hospitals that are located in states that border Louisiana shall be reimbursed at the lower of the Medicaid per diem rate of the state wherein the services are provided or the Louisiana children's hospital Medicaid peer group rate. Neonatal intensive care unit services, pediatric intensive care unit

services, and burn unit services provided in these children's hospitals shall be paid the Louisiana peer group rate for the qualifying level of service documented by the hospital. The hospital stay and the level of service shall be authorized by the bureau.

Out-of-state hospitals that provided at least 500 inpatient hospital days in State Fiscal Year 1999 and are located in border cities (cities located within a 50 mile trade area of the Louisiana state border) will continue to be reimbursed at the lesser of each hospital's actual cost per day (based on the 1998 filed cost report) or the Medicaid per diem rate of the state wherein the services are provided. This reimbursement methodology is applicable for all Louisiana Medicaid recipients who receive inpatient services in an out-of-state hospital located in a border city, including those recipients up to the age of 21.

Implementation of the provisions of this Rule shall be contingent upon the approval of the U.S. Department of Health and Human Services, Centers for Medicare and Medicaid Services.

David W. Hood
Secretary

0312#097

RULE

Department of Health and Hospitals
Office of the Secretary
Bureau of Health Services Financing

Hospital Program
Out-of-State Hospitals ? Outpatient Services
Reimbursement Reduction

The Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing promulgates the following Rule under the Medical Assistance Program as authorized by R.S. 36:254 and pursuant to Title XIX of the Social Security Act. This Rule is promulgated in accordance with the Administrative Procedure Act, R.S. 49:950 et seq.

Rule

The Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing amends the reimbursement methodology contained in the January 1996 Rule for outpatient services provided in out-of-state hospitals to 31.04 percent of billed charges. Outpatient services subject to a fee schedule will continue to be reimbursed per the fee schedule amounts. This reimbursement methodology is applicable for all Louisiana Medicaid recipients who receive outpatient services in an out-of-state hospital, including those recipients up to the age of 21.

Implementation of the provisions of this Rule shall be contingent upon the approval of the U.S. Department of Health and Human Services, Centers for Medicare and Medicaid Services.

David W. Hood
Secretary

0312#098

RULE

Department of Health and Hospitals
Office of the Secretary
Bureau of Health Services Financing

Medicaid Eligibility
Prior Authorization of Services

The Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing promulgates the following Rule in the Medical Assistance Program as authorized by R.S. 36:254 and pursuant to Title XIX of the Social Security Act. This Rule is promulgated in accordance with the provisions of the Administrative Procedure Act, R.S. 49:950 et seq.

Rule

The Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing repeals Section O of the July 20, 1996 Rule addressing the prior authorization of medical transportation and durable medical equipment, appliances, and supplies in the Medicaid Eligibility Manual. The prior authorization requirements for these services are promulgated in separate Rules governing the administration of the Durable Medical Equipment and Medical Transportation Programs.

David W. Hood
Secretary

0312#096

RULE

Department of Health and Hospitals
Office of the Secretary
Bureau of Health Services Financing

Medicaid Eligibility
Treatment of Annuities

The Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing promulgates the following Rule in the Medical Assistance Program as authorized by R.S. 36:254 and pursuant to Title XIX of the Social Security Act. This Rule is promulgated in accordance with the Administrative Procedure Act, R.S. 49:950 et seq.

Rule

The Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing amends current Medicaid eligibility policy governing the transfer of assets and trusts to further define and clarify the consideration of annuities in the Medicaid eligibility determination process.

An annuity is considered a legal instrument or device similar to a trust. An annuity is defined as a contract or agreement by which one receives fixed, non variable payments on an investment for a lifetime or a specified number of years. An annuity containing a balloon payment will not be classified as an annuity for Medicaid eligibility purposes, but rather will be considered an available resource. A commercial (non-employment related) annuity purchased

by or for an individual using that individual's assets will be considered an available resource unless it meets all of the following criteria. The annuity:

1. is irrevocable;

2. pays out principal and interest in equal monthly installments (no balloon payment) to the individual in sufficient amounts that the principal is paid out within the actuarial life expectancy of the annuitant;

3. names the state of Louisiana, Department of Health and Hospitals or its successor agency as the residual beneficiary of funds remaining in the annuity, not to exceed any Medicaid funds expended on the individual during his lifetime; and

4. is issued by an insurer or other body licensed and approved to do business in the jurisdiction in which the annuity is established.

This policy change shall be applicable to all pending applications, renewals of eligibility or changes in situations (as defined in Section L of the Medicaid Eligibility Manual) where the applicant/recipient has an annuity. Existing annuities which do not meet all of the above criteria must be amended to comply with these requirements within 90 days of the first renewal or first change in their situation (as defined in Section L of the Medicaid Eligibility Manual) occurring after enactment of this Rule.

Implementation of this Rule shall be contingent upon the approval of the U.S. Department of Health and Human Services, Centers for Medicare and Medicaid Services.

David W. Hood
Secretary

0312#094

RULE

Department of Health and Hospitals
Office of the Secretary
Bureau of Health Services Financing

Professional Services Program
Physician Services Reimbursement Increase

The Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing promulgates the following Rule in the Medical Assistance Program as authorized by R.S. 36:254 and pursuant to Title XIX of the Social Security Act. This Rule is promulgated in accordance with the provisions of the Administrative Procedure Act, R.S. 49:950 et seq.

Rule

The Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing increases the reimbursement rates for the following services.

Pediatric Surgery Services

A. Reimbursement is increased for selected surgery services provided by the primary servicing physician to Medicaid recipients from birth through 10 years of age. Physicians' Current Procedural Terminology (CPT) surgical procedure codes (10021-69990) shall be reimbursed at 100 percent of the Medicare Region 99 allowable for 2002, except for procedure codes on file that are in non-pay status, procedure codes for newborn circumcisions (54150) and (54160) or those payable with a fee greater than 100 percent of the Medicare Region 99 allowable for 2002.

Orthopedic Services

A. CPT orthopedic procedure codes (20000-29898) shall be reimbursed at 80 percent of the Medicare Region 99 allowable for 2002, except for those procedure codes on file that are in non-pay status or those payable with a fee greater than 80 percent of the Medicare Region 99 allowable for 2002.

Cardiology, Maternal Fetal Medicine and Inpatient Services

A. The following CPT procedures shall be reimbursed at 84 percent of the Medicare Region 99 allowable for 2002:

1. transfusion, intrauterine, fetal;
2. amniocentesis, diagnostic;
3. chronic villus sampling, any method;
4. echocardiography, fetal, cardiovascular system, real time;
5. Doppler echocardiography, fetal, cardiovascular system, pulsed wave and/or continuous wave with spectral display, complete; follow-up or repeat study;
6. combined right heart catheterization and retrograde left heart catheterization, for congenital cardiac anomalies;
7. combined right heart catheterization and transseptal left heart catheterization through existing septal opening, with or without retrograde left heart catheterization, for congenital cardiac anomalies;
8. subsequent hospital care, per day (low complexity); and
9. subsequent hospital care, per day (moderate complexity).

Antibiotic Injections

A. Antibiotic injections administered to Medicaid recipients up to the age of 21 shall be reimbursed at a flat rate of $22.

Implementation of the provisions of this Rule shall be contingent upon the approval of the U.S. Department of Health and Human Services, Centers for Medicare and Medicaid Services.

David W. Hood
Secretary

0312#099

RULE

Department of Health and Hospitals
Office of the Secretary
Bureau of Health Services Financing

Public Hospitals
Inpatient Reimbursement Methodology
Target Rate per Discharge

The Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing promulgates the following Rule in the Medical Assistance Program as authorized by R.S. 36:254 and pursuant to Title XIX of the Social Security Act. This Rule is promulgated in accordance with the provisions of the Administrative Procedure Act, R.S. 49:950 et seq.

Rule

The Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing rebases the target rate per discharge amounts and per diem limitations for carve out specialty units in state owned or operated hospitals utilizing the amounts calculated per the cost report for the fiscal year ending either on June 30, 2001 or June 30, 2002. Allowable malpractice costs shall be included in the target rate per discharge and per diem limitations. Data from the 12 month cost reporting period of the base year shall be extracted to determine each hospital's cost per discharge or per day. Inpatient hospital services provided to children under one year of age in state owned or operated hospitals shall continue to be reimbursed as pass-through costs and shall not be subject to per discharge or per diem limits applied to other inpatient hospital services.

Implementation of the provisions of this Rule shall be contingent upon the approval of the U.S. Department of Health and Human Services, Centers for Medicare and Medicaid Services.

David W. Hood
Secretary

0312#100

RULE

LSU Health Sciences Center
Health Care Services Division

Minimum Fee in Outpatient Clinics and Emergency Rooms
(LAC 48:XI.1309)

In accordance with R.S. 49:950 et seq., the Administrative Procedure Act, as a result of Act 906, R.S. 46:6(A) of the 2003 Regular Session, LAC 48:XI.1309 is hereby repealed.

Title 48
PUBLIC HEALTH? GENERAL
Part XI. Hospitals
Subpart 3. General Hospitals
Chapter 13. Admissions, Eligibility, Fees
§1309. Minimum Fee in Outpatient Clinics and Emergency Room

Repealed.

AUTHORITY NOTE: Promulgated 46.6(A) as a result of Act 893 of 1991. Repealed in accordance with amended R.S. 46:6(A) (Act 906 of the 2003 Regular Session.)

HISTORICAL NOTE: Promulgated by the Louisiana Health Care Authority, LR 20:667 (June 1994), repealed by the LSU Health Science Center, Health Care Services Division, LR 29:2804 (December 2003).

James Brexler, MPA, F.A.C.H.E.
Vice Chancellor
and
Chief Executive Officer

0312#029

RULE

Department of Natural Resources
Office of Conservation
Pipeline Division

Hazardous Liquids Pipeline Safety
(LAC 33:V.Chapters 301-313)

The Louisiana Office of Conservation has amended LAC 33:V.301 et seq. in accordance with the provisions of the Administrative Procedure Act, R.S. 49:950 et seq. and pursuant to power delegated under the laws of the state of Louisiana and particularly Title 30 of the Louisiana Revised Statutes of 1950, Section 30:501 et seq. These proposed Rules replace the current minimum pipeline safety requirements for hazardous liquids pipelines with new codification, technical changes and the addition of new requirements.

There will be negligible costs to directly affected persons or hazardous liquids pipeline operators. Benefits will be realized by persons near hazardous liquids pipelines through safer construction and operation standards imposed by the Rule amendments. Moreover, Louisiana presently receives approximately $148,000 in federal funds and $62,000 in pipeline fees to administer the Hazardous Liquids Pipeline Safety Program. Failure to amend the Louisiana Rules to make them consistent with federal regulations would cause the state to lose federal funding.

Title 33
ENVIRONMENTAL QUALITY
Part V. Hazardous Waste and Hazardous Materials
Subpart 3. Natural Resources
Chapter 301. Transportation of Hazardous Liquids by Pipeline [49 CFR Part 195]
Subchapter A. General [Subpart A]
§30101. Scope [49 CFR 195.0]

A. This Subpart prescribes safety standards and reporting requirements for pipeline facilities used in the transportation of hazardous liquids or carbon dioxide. [49 CFR 195.0]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 15:629 (August 1989), amended LR 18:861 (August 1992), LR 29:2804 (December 2003).

§30103. Applicability [49 CFR 195.1]

A. Except as provided in §30103.B of this Section, this Subpart applies to pipeline facilities and the transportation of hazardous liquids or carbon dioxide by pipeline within the state of Louisiana, including the coastal zone limits. [49 CFR 195.1(a)]

B. This Subpart does not apply to: [49 CFR 195.1(b)]

1. transportation of a hazardous liquid that is transported in a gaseous state; [49 CFR 195.1(b)(1)]

2. transportation of a hazardous liquid through a pipeline by gravity; [49 CFR 195.1(b)(2)]

3. transportation through any of the following low-stress pipelines: [49 CFR 195.1(b)(3)]

a. an onshore pipeline or pipeline segment that: [49 CFR 195.1(b)(3)(i)]

i. does not transport HVL; [49 CFR 195.1(b)(3)(i)(A)]

ii. is located in a rural area; and [49 CFR 195.1(b)(3)(i)(B)]

iii. is located outside a waterway currently used for commercial navigation; [49 CFR 195.1(b)(3)(i)(C)]

b. a pipeline subject to safety regulations of the U.S. Coast Guard; or [49 CFR 195.1(b)(3)(ii)]

c. a pipeline that serves refining, manufacturing, or truck, rail, or vessel terminal facilities, if the pipeline is less than one mile long (measured outside facility grounds) and does not cross an offshore area or a waterway currently used for commercial navigation; [49 CFR 195.1(b)(3)(iii)]

4. transportation of petroleum in onshore gathering lines in rural areas except gathering lines in the inlets of the Gulf of Mexico subject to §30413; [49 CFR 195.1(b)(4)]

5. transportation of a hazardous liquid or carbon dioxide in offshore pipelines which are located upstream from the outlet flange of each facility where hydrocarbons or carbon dioxide are produced or where produced hydrocarbons or carbon dioxide are first separated, dehydrated, or otherwise processed, whichever facility is farther downstream; [49 CFR 195.1(b)(5)]

6. intentionally left blank; [49 CFR 195.1(b)(6)]

7. transportation of a hazardous liquid or carbon dioxide through onshore production (including flowlines), refining or manufacturing facilities or storage or in-plant piping systems associated with such facilities; [49 CFR 195.1(b)(7)]

8. transportation of a hazardous liquid or carbon dioxide: [49 CFR 195.1(b)(8)]

a. by vessel, aircraft, tank truck, tank car, or other nonpipeline mode of transportation; or [49 CFR 195.1(b)(8)(i)]

b. through facilities located on the grounds of a materials transportation terminal that are used exclusively to transfer hazardous liquid or carbon dioxide between nonpipeline modes of transportation or between a nonpipeline mode and a pipeline, not including any device and associated piping that are necessary to control pressure in the pipeline under §30406.B; and [49 CFR 195.1(b)(8)(ii)]

9. transportation of carbon dioxide downstream from the following point, as applicable: [49 CFR 195.1(b)(9)]

a. the inlet of a compressor used in the injection of carbon dioxide for oil recovery operations, or the point where recycled carbon dioxide enters the injection system, whichever is farther upstream; or [49 CFR 195.1(b)(9)(i)]

b. the connection of the first branch pipeline in the production field that transports carbon dioxide to injection wells or to headers or manifolds from which pipelines branch to injection wells. [49 CFR 195.1(b)(9)(ii)]

C. Breakout tanks subject to this part must comply with requirements that apply specifically to breakout tanks and, to the extent applicable, with requirements that apply to pipeline systems and pipeline facilities. If a conflict exists between a requirement that applies to pipeline systems or pipeline facilities, the requirement that applies specifically to breakout tanks prevails. Anhydrous ammonia breakout tanks need not comply with §30189.B, 30205.B, 30264.B and E, 30307, 30428.C and D, and 30432.B and C. [49 CFR 195.1(c)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 15:629 (August 1989), amended LR 18:861 (August 1992), LR 20:439 (1994), LR 21:814 (August 1995), LR 29:2804 (December 2003).

§30105. Definitions [49 CFR 195.2]

A. As used in this Chapter:

Abandoned? permanently removed from service.

Administrator? the Administrator, Research and Special Programs Administration or his or her delegate.

Barrel? a unit of measurement equal to 42 U.S. standard gallons.

Breakout Tank? a tank used to:

a. relieve surges in a hazardous liquids pipeline system; or

b. receive and store hazardous liquid transported by a pipeline for reinjection and continued transportation by pipeline.

Carbon Dioxide? a fluid consisting of more than 90 percent carbon dioxide molecules compressed to a supercritical state.

Commissioner? the Commissioner of Conservation or any person to whom he has delegated authority in the matter concerned. For the purpose of these regulations, the commissioner is the delegated authority of the secretary of transportation.

Component? any part of a pipeline which may be subjected to pump pressure including, but not limited to, pipe, valves, elbows, tees, flanges, and closures.

Computation Pipeline Monitoring (CPM)? a software-based monitoring tool that alerts the pipeline dispatcher of a possible pipeline operating anomaly that may be indicative of a commodity release.

Corrosive Product? "corrosive material" as defined by CFR 173.136 Class 8? Definitions of this Chapter.

Exposed Pipeline? a pipeline where the top of the pipe is protruding above the seabed in water less than 15 feet (4.6 meters) deep, as measured from the mean low water.

Flammable Product? "flammable liquid" as defined by CFR 173.120 Class 3? Definitions of this Chapter.

Gathering Line? a pipeline 8-5/8 in. (219.1 mm.) or less nominal outside diameter that transports petroleum from a production facility.

Gulf of Mexico and *its Inlets*? the waters from the mean high water mark of the coast of the Gulf of Mexico and its inlets open to the sea (excluding rivers, tidal marshes, lakes, and canals) seaward to include the territorial sea and Outer Continental Shelf to a depth of 15 feet (4.6 m), as measured from the mean low water.

Hazard to Navigation? for the purpose of this Subpart, a pipeline where the top of the pipe is less than 12 inches (305 mm) below the seabed in water less than 15 feet (4.6 m) deep, as measured from the mean low water.

Hazardous Liquid? petroleum, petroleum products, or anhydrous ammonia.

Highly Volatile Liquid or *HVL*? a hazardous liquid which will form a vapor cloud when released to the

atmosphere and which has a vapor pressure exceeding 40?psia (276 kPa) at 100?F (37.8?C).

In-Plant Piping System? piping that is located on the grounds of a plant and used to transfer hazardous liquid or carbon dioxide between plant facilities or between plant facilities and a pipeline or other mode of transportation, not including any device and associated piping that are necessary to control pressure in the pipeline under §30406.B.

Interstate Pipeline? a pipeline or that part of a pipeline that is used in the transportation of hazardous liquids or carbon dioxide in interstate or foreign commerce.

Intrastate Pipeline? a pipeline or that part of a pipeline to which this Subpart applies that is not an interstate pipeline.

Line Section? a continuous run of pipe between adjacent pressure pump stations, between a pressure pump station and terminal or breakout tanks, between a pressure pump station and a block valve, or between adjacent block valves.

Low-Stress Pipeline? a hazardous liquid pipeline that is operated (based on MOP) in its entirety at a stress level of 20 percent or less of the specified minimum yield strength of the line pipe.

Nominal Wall Thickness? the wall thickness listed in the pipe specifications.

Offshore? beyond the line of ordinary low water along that portion of the coast of the United States that is in direct contact with the open sea and beyond the line marking the seaward limit of inland waters.

Operator? a person who owns or operates pipeline facilities.

Outer Continental Shelf? all submerged lands lying seaward and outside the area of lands beneath navigable waters as defined in Section 2 of the Submerged Lands Act (43 U.S.C. 1301) and of which the subsoil and seabed appertain to the United States and are subject to its jurisdiction and control.

Person? any individual, firm, joint venture, partnership, corporation, association, state, municipality, cooperative association, or joint stock association, and includes any trustee, receiver, assignee, or personal representative thereof.

Petroleum? crude oil, condensate, natural gasoline, natural gas liquids, and liquefied petroleum gas.

Petroleum Product? flammable, toxic, or corrosive products obtained from distilling and processing of crude oil, unfinished oils, natural gas liquids, blend stocks and other miscellaneous hydrocarbon compounds.

Pipe or *Line Pipe*? a tube, usually cylindrical, through which a hazardous liquid or carbon dioxide flows from one point to another.

Pipeline or *Pipeline System*? all parts of a pipeline facility through which a hazardous liquid or carbon dioxide moves in transportation, including, but not limited to, line pipe, valves, and other appurtenances connected to line pipe, pumping units, fabricated assemblies associated with pumping units, metering and delivery stations and fabricated assemblies therein, and breakout tanks.

Pipeline Facility? new and existing pipe, rights-of-way and any equipment, facility, or building used in the transportation of hazardous liquids or carbon dioxide.

Production Facility? piping or equipment used in the production, extraction, recovery, lifting, stabilization, separation or treating of petroleum or carbon dioxide, or associated storage or measurement. (To be a production facility under this definition, piping or equipment must be used in the process of extracting petroleum or carbon dioxide from the ground or from facilities where CO_2 is produced, and preparing it for transportation by pipeline. This includes piping between treatment plants which extract carbon dioxide, and facilities utilized for the injection of carbon dioxide for recovery operations.)

Rural Area? outside the limits of any incorporated or unincorporated city, town, village, or any other designated residential or commercial area such as a subdivision, a business or shopping center, or community development.

Specified Minimum Yield Strength? the minimum yield strength, expressed in pounds per square inch (p.s.i.)(kPa) gauge, prescribed by the specification under which the material is purchased from the manufacturer.

Stress Level? the level of tangential or hoop stress, usually expressed as a percentage of specified minimum yield strength.

Surge Pressure? pressure produced by a change in velocity of the moving stream that results from shutting down a pump station or pumping unit, closure of a valve, or any other blockage of the moving stream.

Toxic Product? "poisonous material" as defined by CFR 173.132 Class 6, Division 6.1? Definitions of this Chapter.

Transportation of Hazardous Liquids? the gathering, transmission, or distribution of hazardous liquids by pipeline.

Unusually Sensitive Area (USA)? a drinking water or ecological resource area that is unusually sensitive to environmental damage from a hazardous liquid pipeline release, as identified under §30112.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 15:629 (August 1989), amended LR 18:861 (August 1992), LR 21:815 (August 1995), LR 29:2805 (December 2003).

§30107. Matter Incorporated by Reference [49 CFR 195.3]

A. Any document or portion thereof incorporated by reference in this Subpart is included in this Subpart as though it were printed in full. When only a portion of a document is referenced, then this Subpart incorporates only that referenced portion of the document and the remainder is not incorporated. Applicable editions are listed in Subsection C of this Section in parentheses following the title of the referenced material. Earlier editions listed in previous editions of this Section may be used for components manufactured, designed, or installed in accordance with those earlier editions at the time they were listed. The user must refer to the appropriate previous edition of 49 CFR for a listing of the earlier editions. [49 CFR 195.3(a)]

B. All incorporated materials are available for inspection in the Research and Special Programs Administration, 400 Seventh Street, SW., Washington, DC, and at the Office of the Federal Register, 800 North Capitol Street, NW., Suite 700, Washington, DC. These materials have been approved for incorporation by reference by the director of the Federal Register in accordance with 5 U.S.C. 552(a) and 1 CFR part 51. In addition, materials incorporated by reference are available as follows. [49 CFR 195.3(b)]

1. American Gas Association (AGA), 1515 Wilson Boulevard, Arlington, VA 22209. [49 CFR 195.3(b)(1)]

2. American Petroleum Institute (API), 1220 L Street, NW., Washington, DC 20005. [49 CFR 195.3(b)(2)]

3. The American Society of Mechanical Engineers (ASME), United Engineering Center, 345 East 47th Street, New York, NY 10017. [49 CFR 195.3(b)(3)]

4. Manufacturers Standardization Society of the Valve and Fittings Industry, Inc. (MSS), 127 Park Street, NE., Vienna, VA 22180. [49 CFR 195.3(b)(4)]

5. American National Standards Institute (ANSI), 11 West 42nd Street, New York, NY 10036. [49 CFR 195.3(b)(5)]

6. American Society for Testing and Materials (ASTM), 100 Barr Harbor Drive, West Conshohocken, PA 19428. [49 CFR 195.3(b)(6)]

7. National Fire Protection Association (NFPA), 11 Tracy Drive, Avon, MA 02322. [49 CFR 195.3(b)(7)]

8. NACE International, 1440 South Creek Drive, Houston, TX 77084. [49 CFR 195.3(b)(8)]

C. The full title for the publications incorporated by reference in this Subpart are as follows. Number in parenthesis indicated applicable editions. [49 CFR 195.3(c)]

1. American Gas Association (AGA): AGA Pipeline Research Committee, Project PR-3-805, *A Modified Criterion for Evaluating the Remaining Strength of Corroded Pipe* (December 1989). The RSTRENG program may be used for calculating remaining strength. [49 CFR 195.3(c)(1)]

2. American Petroleum Institute (API). [49 CFR 195.3(c)(2)]

a. API 510 Pressure Vessel Inspection Code: Maintenance Inspection, Rating, Repair, and Alteration (8th edition, June 1997). [49 CFR 195.3(c)(2)(i)]

b. API 1130 *Computational Pipeline Monitoring* (1st Edition, 1995). [49 CFR 195.3(c)(2)(ii)]

c. API Publication 2026 Safe Access/Egress Involving Floating Roofs of Storage Tanks in Petroleum Service (2nd edition, April 1998). [49 CFR 195.3(c)(2)(iii)]

d. API Recommended Practice 651 *Cathodic Protection of Aboveground Petroleum Storage Tanks* (2nd edition, December 1997) [49 CFR 195.3(c)(2)(iv)]

e. API Recommended Practice 652 *Lining of Aboveground Petroleum Storage Tank Bottoms* (2nd edition, 1997). [49 CFR 195.3(c)(2)(v)]

f. API Recommended Practice 2003 *Protection Against Ignitions Arising out of Static, Lightning, and Stray Currents* (6th edition, December 1998). [49 CFR 195.3(c)(2)(vi)]

g. API Recommended Practice 2350 *Overfill Protection for Storage Tanks In Petroleum Facilities* (2nd edition, January 1996). [49 CFR 195.3(c)(2)(vii)]

h. API Specification *5L Specification for Line Pipe* (41st edition, 1995). [49 CFR 195.3(c)(2)(viii)]

i. API Specification 6D *Specification for Pipeline Valves (Gate, Plug, Ball, and Check Valves)* (21st edition, 1994). [49 CFR 195.3(c)(2)(ix)]

j. API Specification 12F Specification for Shop Welded Tanks for Storage of Production Liquids (11th edition, November 1994). [49 CFR 195.3(c)(2)(x)]

k. API Standard 1104 *Welding Pipelines and Related Facilities* (18th edition, 1994). [49 CFR 195.3(c)(2)(xi)]

l. API Standard 620 Design and Construction of Large, Welded, Low-Pressure Storage Tanks (9th edition, February 1996, Including Addenda 1 and 2). [49 CFR 195.3(c)(2)(xii)]

m. API Standard 650 *Welded Steel Tanks for Oil Storage* (9th edition, July 1993, Including Addenda 1 through 4). [49 CFR 195.3(c)(2)(xiii)]

n. API Standard 653 *Tank Inspection, Repair Alteration, and Reconstruction* (2nd edition, December 1995, including Addenda 1 and 2). [49 CFR 195.3(c)(2)(xiv)]

o. API Standard 2000 *Venting Atmospheric and Low-Pressure Storage Tanks* (4th edition, September 1992). [49 CFR 195.3(c)(2)(xv)]

p. API Standard 2510 *Design and Construction of LPG Installations* (7th edition, May 1995). [49 CFR 195.3(c)(2)(xvi)]

3. American Society of Mechanical Engineers (ASME). [49 CFR 195.3(c)(3)]

a. ASME/ANSI B16.9 *Factory-Made Wrought Steel Buttwelding Fittings* (1993). [49 CFR 195.3(c)(3)(i)]

b. ASME/ANSI B31.4 Liquid Transportation Systems for Hydrocarbons, Liquid Petroleum Gas, Anhydrous Ammonia, and Alcohols (1992 ed. with ASME B31.4a -1994 Addenda). [49 CFR 195.3(c)(3)(ii)]

c. ASME/ANSI B31.8 *Gas Transmission and Distribution Piping Systems* (1995). [49 CFR 195.3(c)(3)(iii)]

d. ASME/ANSI B31G Manual for Determining the Remaining Strength of Corroded Pipelines (1991). [49 CFR 195.3(c)(3)(iv)]

e. ASME Boiler and Pressure Vessel Code, Section VIII, *Pressure Vessels* Divisions 1 and 2 (1995 edition with 1995 Addenda). [49 CFR 195.3(c)(3)(v)]

f. ASME Boiler and Pressure Vessel Code, Section IX *Welding and Brazing Qualifications* (1995 edition with 1995 Addenda). [49 CFR 195.3(c)(3)(vi)]

4. Manufacturers Standardization Society of the Valve and Fittings Industry, Inc. (MSS). [49 CFR 195.3(c)(4)]

a. MSS SP-75 Specification for High Test Wrought Butt Welding Fittings (1993). [49 CFR 195.3(c)(4)(i)]

b. [Reserved] [49 CFR 195.3(c)(4)(ii)]

5. American Society for Testing and Materials (ASTM). [49 CFR 195.3(c)(5)]

a. ASTM Designation: A 53 Standard Specification for Pipe, Steel, Black and Hot-Dipped, Zinc-Coated Welded and Seamless (A 53-96). [49 CFR 195.3(c)(5)(i)]

b. ASTM Designation: A 106 Standard Specification for Seamless Carbon Steel Pipe for High-Temperature Service (A 106-95) [49 CFR 195.3(c)(5)(ii)]

c. ASTM Designation: A 333/A 333M Standard Specification for Seamless and Welded Steel Pipe for Low-Temperature Service (A 333/A 333M-94). [49 CFR 195.3(c)(5)(iii)]

d. ASTM Designation: A 381 Standard Specification for Metal-Arc-Welded Steel Pipe for Use With High Pressure Transmission Systems (A 381-93). [49 CFR 195.3(c)(5)(iv)]

e. ASTM Designation: A 671 Standard Specification for Electric-Fusion-Welded Steel Pipe for Atmospheric and Lower Temperatures (A 671-94). [49 CFR 195.3(c)(5)(v)]

f. ASTM Designation: A 672 Standard Specification for Electric-Fusion-Welded Steel Pipe for High- Pressure Service at Moderate Temperatures (A 672-94). [49 CFR 195.3(c)(5)(vi)]

g. ASTM Designation: A 691 Standard Specification for Carbon and Alloy Steel Pipe Electric-Fusion-Welded for High-Pressure Service at High Temperatures (A 691-93). [49 CFR 195.3(c)(5)(vii)]

6. National Fire Protection Association (NFPA): 49 CFR 195.3(c)(6)]

a. ANSI/NFPA 30 Flammable and Combustible Liquids Code (1996) [49 CFR 195.3(c)(6)(i)]

7. NACE International (NACE): [49 CFR 195.3(c)(7)]

a. NACE Standard RP0169-96, "Control of External Corrosion on Underground or Submerged Metallic Piping Systems;" (1996). [49 CFR 195.3(c)(7)(i)]

b. [Reserved] [49 CFR 195.3(c)(7)(ii)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 15:629 (August 1989), amended LR 20:439 (1994), LR 21:815 (August 1995), LR 24:1313 (1998), LR 27:1523 (September 2001), LR 29:2806 (December 2003).

§30109. Compatibility Necessary for Transportation of Hazardous Liquids or Carbon Dioxide [49 CFR 195.4]

A. No person may transport any hazardous liquid or carbon dioxide unless the hazardous liquid or carbon dioxide is chemically compatible with both the pipeline, including all components, and any other commodity that it may come into contact with while in the pipeline. [49 CFR 195.4]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 15:629 (August 1989), amended LR 18:862 (August 1992), LR 29:2808 (December 2003).

§30111. Conversion to Service Subject to this Subpart [49 CFR 195.5]

A. A steel pipeline previously used in service not subject to this Subpart qualifies for use under this Subpart if the operator prepares and follows a written procedure to accomplish the following. [49 CFR 195.5(a)]

1. The design, construction, operation, and maintenance history of the pipeline must be reviewed and, where sufficient historical records are not available, appropriate tests must be performed to determine if the pipeline is in satisfactory condition for safe operation. If one or more of the variables necessary to verify the design pressure under §30161 or to perform the testing under Paragraph A.4 of this Section is unknown, the design pressure may be verified and the maximum operating pressure determined by: [49 CFR 195.5(a)(1)]

a. testing the pipeline in accordance with ASME B31.8, Appendix N, to produce a stress equal to the yield strength; and [49 CFR 195.5(a)(1)(i)]

b. applying to not more than 80 percent of the first pressure that produces a yielding, the design factor F in §30161.A and the appropriate factors in §30161.E. [49 CFR 195.5(a)(1)(ii)]

2. The pipeline right-of-way, all aboveground segments of the pipeline, and appropriately selected underground segments must be visually inspected for physical defects and operating conditions which reasonably could be expected to impair the strength or tightness of the pipeline. [49 CFR 195.5(a)(2)]

3. All known unsafe defects and conditions must be corrected in accordance with this Subpart. [49 CFR 195.5(a)(3)]

4. The pipeline must be tested in accordance with Chapter 303 to substantiate the maximum operating pressure permitted by §30406. [49 CFR 195.5(a)(4)]

B. A pipeline which qualifies for use under this Section need not comply with the corrosion control requirements of this Subchapter B of Chapter 305 until 12 months after it is placed in service, notwithstanding any previous deadlines for compliance. [49 CFR 195.5(b)]

C. Each operator must keep for the life of the pipeline a record of the investigations, tests, repairs, replacements, and alterations made under the requirements of §30111.A. [49 CFR 195.5(c)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 15:629 (August 1989), amended LR 21:816 (August 1995), LR 29:2808 (December 2003).

§30112. Unusually Sensitive Areas (USAs) [49 CFR 195.6]

A. As used in this Subpart, a USA means a drinking water or ecological resource area that is unusually sensitive to environmental damage from a hazardous liquid pipeline release.

1. A USA drinking water resource is:

a. the water intake for a Community Water System (CWS) or a Non-Transient Non-Community Water System (NTNCWS) that obtains its water supply primarily from a surface water source and does not have an adequate alternative drinking water source;

b. the Source Water Protection Area (SWPA) for a CWS or a NTNCWS that obtains its water supply from a Class I or Class IIA aquifer and does not have an adequate alternative drinking water source. Where a state has not yet identified the SWPA, the Wellhead Protection Area (WHPA) will be used until the state has identified the SWPA; or

c. the sole source aquifer recharge area where the sole source aquifer is a karst aquifer in nature.

2. An USA ecological resource is:

a. an area containing a critically imperiled species or ecological community;

b. a multi-species assemblage area;

c. a migratory waterbird concentration area;

d. an area containing an imperiled species, threatened or endangered species, depleted marine mammal species, or an imperiled ecological community where the species or community is aquatic, aquatic dependent, or terrestrial with a limited range; or

e. an area containing an imperiled species, threatened or endangered species, depleted marine mammal species, or an imperiled ecological community where the species or community occurrence is considered to be one of

the most viable, highest quality, or in the best condition as identified by an element occurrence ranking (EORANK) of A (excellent quality) or B (good quality).

3. As used in this Subpart:

Adequate Alternative Drinking Water Source? a source of water that currently exists, can be used almost immediately with a minimal amount of effort and cost, involves no decline in water quality, and will meet the consumptive, hygiene, and fire fighting requirements of the existing population of impacted customers for at least one month for a surface water source of water and at least six months for a groundwater source.

Aquatic or Aquatic Dependent Species or Community? a species or community that primarily occurs in aquatic, marine, or wetland habitats, as well as species that may use terrestrial habitats during all or some portion of their life cycle, but that are still closely associated with or dependent upon aquatic, marine, or wetland habitats for some critical component or portion of their life-history (i.e., reproduction, rearing and development, feeding, etc).

Class I Aquifer? an aquifer that is surficial or shallow, permeable, and is highly vulnerable to contamination. Class I aquifers include:

i. *Unconsolidated Aquifers (Class Ia)*? that consist or surficial, unconsolidated, and permeable, alluvial, terrace, outwash, beach, dune, and other similar deposits. These aquifers generally contain layers of sand and gravel that, commonly, are interbedded to some degree with silt and clay. Not all Class Ia aquifers are important water-bearing units, but they are likely to be both permeable and vulnerable. The only natural protection of these aquifers is the thickness of the unsaturated zone and the presence of fine-grained material;

ii. *Soluble and Fractured Bedrock Aquifers (Class Ib)*? lithologies in this class include limestone, dolomite, and locally, evaporitic units that contain documented karst features or solution channels, regardless of size. Generally, these aquifers have a wide range of permeability. Also included in this class are sedimentary strata, and metamorphic and igneous (intrusive and extrusive) rocks that are significantly faulted, fractured, or jointed. In all cases groundwater movement is largely controlled by secondary openings. Well yields range widely, but the important feature is the potential for rapid vertical and lateral ground water movement along preferred pathways, which result in a high degree of vulnerability;

iii. *Semiconsolidated Aquifers (Class Ic)*? that generally contain poorly to moderately indurated sand and gravel that is interbedded with clay and silt. This group is intermediate to the unconsolidated and consolidated end members. These systems are common in the Tertiary age rocks that are exposed throughout the Gulf and Atlantic coastal states. Semiconsolidated conditions also arise from the presence of intercalated clay and caliche within primarily unconsolidated to poorly consolidated units, such as occurs in parts of the High Plains Aquifer; or

iv. *Covered Aquifers (Class Id)*? that are any Class I aquifer overlain by less than 50 feet of low permeability, unconsolidated material, such as glacial till, lacustrian, and loess deposits.

Class IIa Aquifer? Higher Yield Bedrock Aquifer that is consolidated and is moderately vulnerable to contamination. These aquifers generally consist of fairly permeable sandstone or conglomerate that contain lesser amounts of interbedded fine grained clastics (shale, siltstone, mudstone) and occasionally carbonate units. In general, well yields must exceed 50 gallons per minute to be included in this class. Local fracturing may contribute to the dominant primary porosity and permeability of these systems.

Community Water System (CWS)? a public water system that serves at least 15 service connections used by year-round residents of the area or regularly serves at least 25 year-round residents.

Critically Imperiled Species or Ecological Community (Habitat)? an animal or plant species or an ecological community of extreme rarity, based on The Nature Conservancy's Global Conservation Status Rank. There are generally five or fewer occurrences, or very few remaining individuals (less than 1,000) or acres (less than 2,000). These species and ecological communities are extremely vulnerable to extinction due to some natural or man-made factor.

Depleted Marine Mammal Species? a species that has been identified and is protected under the Marine Mammal Protection Act of 1972, as amended (MMPA) (16 U.S.C. 1361 et seq.). The term "depleted" refers to marine mammal species that are listed as threatened or endangered, or are below their optimum sustainable populations (16 U.S.C. 1362). The term "marine mammal" means "any mammal which is morphologically adapted to the marine environment (including sea otters and members of the orders Sirenia, Pinnipedia, and Cetacea), or primarily inhabits the marine environment (such as the polar bear)" (16 U.S.C. 1364). The order Sirenia includes manatees, the order Pinnipedia includes seals, sea lions, and walruses, and the order Cetacea includes dolphins, porpoises, and whales.

Ecological Community? an interacting assemblage of plants and animals that recur under similar environmental conditions across the landscape.

Element Occurrence Rank (EORANK)? the condition or viability of a species or ecological community occurrence, based on a population's size, condition, and landscape context. EORANKs are assigned by the Natural Heritage Programs. An EORANK of A means an excellent quality and an EORANK of B means good quality.

Imperiled Species or Ecological Community (Habitat)? a rare species or ecological community, based on The Nature Conservancy's Global Conservation Status Rank. There are generally six to 20 occurrences, or few remaining individuals (1,000 to 3,000) or acres (2,000 to 10,000). These species and ecological communities are vulnerable to extinction due to some natural or man-made factor.

Karst Aquifer? an aquifer that is composed of limestone or dolomite where the porosity is derived from connected solution cavities. Karst aquifers are often cavernous with high rates of flow.

Migratory Waterbird Concentration Area? a designated Ramsar site or a Western Hemisphere Shorebird Reserve Network site.

Multi Species Assemblage Area? an area where three or more different critically imperiled or imperiled species or ecological communities, threatened or endangered species, depleted marine mammals, or migratory water bird concentrations co-occur.

Non-Transient Non-community Water System (NTNCWS)? a public water system that regularly serves at least 25 of the same persons over six months per year. Examples of these systems include schools, factories, and hospitals that have their own water supplies.

Public Water System (PWS)? a system that provides the public water for human consumption through pipes or other constructed conveyances, if such systems has at least 15 service connections or regularly serves an average of at least 25 individuals daily at least 60 days out of the year. These systems include the sources of the water supplies, i.e., surface or ground. PWS can be community, non-transient non-community, or transient non-community systems.

Ramsar Site? a site that has been designated under The Convention on Wetlands of International Importance Especially as Waterfowl Habitat program. Ramsar sites are globally critical wetland areas that support migratory waterfowl. These include wetland areas that regularly support 20,000 waterfowl; wetland areas that regularly support substantial numbers of individuals from particular groups of waterfowl, indicative of wetland values, productivity, or diversity; and wetland areas that regularly support 1 percent of the individuals in a population of one species or subspecies of waterfowl.

Sole Source Aquifer (SSA)? an area designed by the U.S. Environmental Protection Agency under the Sole Source Aquifer program as the "sole or principal" source of drinking water for an area. Such designations are made if the aquifer's ground water supplies 50 percent or more of the drinking water for an area, and if that aquifer were to become contaminated, it would pose a public health hazard. A sole source aquifer that is karst in nature is one composed of limestone where the porosity is derived from connected solution cavities. They are often cavernous, with high rates of flow.

Source Water Protection Area (SWPA)? that the area delineated by the state for a public water supply system (PWS) or including numerous PWSs, whether the source is ground water or surface water or both, as part of the state source water assessment program (SWAP) approved by EPA under §1453 of the Safe Drinking Water Act.

Species? species, subspecies, population stocks, or distinct vertebrate populations.

Terrestrial Ecological Community with a Limited Range? a non-aquatic or non-aquatic dependent ecological community that covers less than five acres.

Terrestrial Species with a Limited Range? a non-aquatic or non-aquatic dependent animal or plant species that has a range of no more than five acres.

Threatened and Endangered Species (T&E)? an animal or plant species that has been listed and is protected under the Endangered Species Act of 1973, as amended (ESA 73)(16 U.S.C. 1531 et seq.).

i. *Endangered Species*? any species which is in danger of extinction throughout all or a significant portion of its range (16 U.S.C. 1532).

ii. *Threatened Species*? any species which is likely to become an endangered species within the foreseeable future throughout all or a significant portion of its range (16 U.S.C. 1532).

Transient Non-Community Water System (TNCWS)? a public water system that does not regularly serve at least 25 of the same persons over six months per year. This type of water system serves a transient population found at rest stops, campgrounds, restaurants, and parks with their own source of water.

Wellhead Protection Area (WHPA)? the surface and subsurface area surrounding a well or well field that supplies a public water system through which contaminants are likely to pass and eventually reach the water well or well field.

Western Hemisphere Shorebird Reserve Network (WHSRN) Site? an area that contains migratory shorebirds concentrations and has been designated as a hemispheric reserve, international reserve, regional reserve, or endangered species reserve. Hemispheric reserves host at least 500,000 shorebirds annually or 30 percent of a species flyaway population. International reserves host 100,000 shorebirds annually or 15 percent of a species flyaway population. Regional reserves host 20,000 shorebirds annually or 5 percent of a species flyaway population. Endangered species reserves are critical to the survival of endangered species and no minimum number of birds is required.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:703.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 28:83 (January 2002), amended LR 29:2808 (December 2003).

§30114. Transportation of Hazardous Liquid or Carbon Dioxide in Pipelines Constructed with Other than Steel Pipe [49 CFR 195.8]

A. No person may transport any hazardous liquid or carbon dioxide through a pipe that is constructed after October 1, 1970, for hazardous liquids or after July 12, 1991, for carbon dioxide of material other than steel unless the person has notified the Commissioner and Administrator in writing at least 90 days before the transportation is to begin. The notice must state whether carbon dioxide or a hazardous liquid is to be transported and the chemical name, common name, properties and characteristics of the hazardous liquid to be transported and the material used in construction of the pipeline. If the Commissioner and Administrator determine that the transportation of the hazardous liquid or carbon dioxide in the manner proposed would be unduly hazardous, he will, within 90 days after receipt of the notice, order the person that gave the notice, in writing, not to transport the hazardous liquid or carbon dioxide in the proposed manner until further notice. [49 CFR 195.8]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2810 (December 2003).

§30116. Responsibility of Operator for Compliance with this Subpart [49 CFR 195.10]

A. An operator may make arrangements with another person for the performance of any action required by this Subpart. However, the operator is not thereby relieved from the responsibility for a compliance with any requirement of this Subpart. [49 CFR 195.10]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2810 (December 2003).

Subchapter B. Reporting Accidents and Safety-Related Conditions [Subpart B]

§30125. Reporting Accidents [49 CFR 195.50]

A. An accident report is required for each failure in a pipeline system subject to this Subpart in which there is a release of the hazardous liquid or carbon dioxide transported resulting in any of the following: [49 CFR 195.50]

1. explosion or fire not intentionally set by the operator; [49 CFR 195.50(a)]

2. release of 5 gallons (19 liters) or more of hazardous liquid or carbon dioxide, except that no report is required for a release of less than 5 barrels (0.8 cubic meters) resulting from a pipeline maintenance activity if the release is: [49 CFR 195.50(b)]

a. not otherwise reportable under this Section; [49 CFR 195.50(b)(1)]

b. not one described in §30127(A)(4); [49 CFR 195.50(b)(2)]

c. confined to company property or pipeline right-of-way; and [49 CFR 195.50(b)(3)]

d. cleaned up promptly; [49 CFR 195.50(b)(4)]

3. death of any person; [49 CFR 195.50(c)]

4. personal injury necessitating hospitalization; [49 CFR 195.50(d)]

5. estimated property damage, including cost of clean-up and recovery, value of lost product, and damage to the property of the operator or others, or both, exceeding $50,000. [49 CFR 195.50(e)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 15:629 (August 1989), amended LR 18:863 (August 1992), LR 21:816 (August 1995), LR 27:1524 (September 2001), LR 29:2811 (December 2003).

§30127. Telephonic Notice of Certain Accidents [49 CFR 195.52]

A. At the earliest practicable moment within two hours following discovery of a release of the hazardous liquid or carbon dioxide transported resulting in an event described in §30125, the operator of the system shall give notice, in accordance with §30127.B of any failure that: [49 CFR 195.52(a)]

1. caused a death or a personal injury requiring hospitalization; [49 CFR 195.52(a)(1)]

2. resulted in either a fire or explosion not intentionally, set by the operator; [49 CFR 195.52(a)(2)]

3. caused estimated property damage, including cost of clean-up and recovery, value of lost product, and damage to the property of the operator or others, or both, exceeding $50,000; [49 CFR 195.52(a)(3)]

4. resulted in pollution of any stream, river, lake, reservoir, or other similar body of water that violated applicable water quality standards, caused a discoloration of the surface of the water or adjoining shoreline, or deposited a sludge or emulsion beneath the surface of the water or upon adjoining shorelines; or [49 CFR 195.52(a)(4)]

5. in the judgment of the operator was significant even though it did not meet the criteria of any other paragraph of this Section. [49 CFR 195.52(a)(5)]

B. Reports made under §30127.A are made by telephone to (800) 424-8802 (in Washington, D. C. 267-2675) as well as Louisiana (225) 342-5505 (day or night) and must include the following information: [49 CFR 195.52(b)]

1. name and address of the operator; [49 CFR 195.52(b)(1)]

2. name and telephone number of the reporter; [49 CFR 195.52(b)(2)]

3. the location of the failure; [49 CFR 195.52(b)(3)]

4. the time of the failure; [49 CFR 195.52(b)(4)]

5. the fatalities and personal injuries if any; [49 CFR 195.52(b)(5)]

6. all other significant facts known by the operator that are relevant to the cause of the failure or extent of the damages. [49 CFR 195.52(b)(6)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 15:629 (August 1989), amended LR 18:863 (August 1992), LR 20:440 (1994), LR 21:816 (August 1995), LR 29:2811 (December 2003).

§30131. Accident Reports [49 CFR 195.54]

A. Each operator that experiences an accident that is required to be reported under §30125 shall as soon as practicable, but not later than 30 days after discovery of the accident, prepare and file an accident report on DOT Form 7000-1, and Louisiana's Accident Report Form. [49 CFR 195.54(a)]

B. Whenever an operator receives any changes in the information reported or additions to the original report on DOT Form 7000-1, and Louisiana's Accident Report Form, it shall file a supplemental report within 30 days. [49 CFR 195.54(b)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 15:629 (August 1989), amended LR 20:440 (April 1994), LR 29:2811 (December 2003).

§30133. Reporting Safety-Related Conditions [49 CFR 195.55]

A. Except as provided in §30133.B, each operator shall report in accordance with §30135 the existence of any of the following safety-related conditions involving pipeline in service: [49 CFR 195.55(a)]

1. general corrosion that has reduced the wall thickness to less than that required for the maximum operating pressure, and localized corrosion pitting to a degree where leakage might result; [49 CFR 195.55(a)(1)]

2. unintended movement or abnormal loading of a pipeline by environmental causes, such as an earthquake, landslide, or flood that impairs its serviceability; [49 CFR 195.55(a)(2)]

3. any material defect or physical damage that impairs the serviceability of a pipeline; [49 CFR 195.55(a)(3)]

4. any malfunction or operating error that causes the pressure of a pipeline to rise above 110 percent of its maximum operating pressure; [49 CFR 195.55(a)(4)]

5. a leak in a pipeline that constitutes an emergency; [49 CFR 195.55(a)(5)]

6. any safety-related condition that could lead to an imminent hazard and causes (either directly or indirectly by remedial action of the operator), for purposes other than abandonment, a 20 percent or more reduction in operating

pressure or shutdown of operation of a pipeline. [49 CFR 195.55(a)(6)]

B. A report is not required for any safety-related condition that: [49 CFR 195.55(b)]

1. exist on a pipeline that is more than 220 yards (200 meters) from any building intended for human occupancy or outdoor place of assembly except that reports are required for conditions within the right-of-way of an active railroad, paved road, street, or highway, or that occur offshore or at on-shore locations where a loss of hazardous liquid could reasonably be expected to pollute any stream, river, lake, reservoir, or other body of water; [49 CFR 195.55(b)(1)]

2. is an accident that is required to be reported under §30125 or results in such an accident before the deadline for filing the safety-related condition report; or [49 CFR 195.55(b)(2)]

3. is corrected by repair or replacement in accordance with applicable safety standards before the deadline for filing the safety-related condition report, except that reports are required for all conditions under §30133.A.1 other than localized corrosion pitting on an effectively coated and cathodically protected pipeline. [49 CFR 195.55(b)(3)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 15:629 (August 1989), amended LR 29:2811 (December 2003).

§30135. Filing Safety-Related Condition Report [49 CFR 195.56]

A. Each report of a safety-related condition under §30133.A must be filed (received by the commissioner and administrator) in writing within five working days (not including Saturday, Sunday, or State/Federal holidays) after the day a representative of the operator first determines that the condition exists, but not later than 10 working days after the day a representative of the operator discovers the condition. Separate conditions may be described in a single report if they are closely related. To file a report by telefacsimile (FAX), dial (202) 366-7128 and for Louisiana (225) 342-5529.[49 CFR 195.56(a)]

B. The report must be headed "Safety-Related Condition Report" and provide the following information: [49 CFR 195.56(b)]

1. name and principal address of operator; [49 CFR 195.56(b)(1)]

2. date of report; [49 CFR 195.56(b)(2)]

3. name, job title, and business telephone number of person submitting the report; [49 CFR 195.56(b)(3)]

4. name, job title, and business telephone number of person who determined that the condition exists; [49 CFR 195.56(b)(4)]

5. date condition was discovered and date condition was first determined to exist; [49 CFR 195.56(b)(5)]

6. location of condition, with reference to the state (and town, city, or parish) or offshore site, and as appropriate nearest street address, offshore platform, survey station number, milepost, landmark, or name of pipeline; [49 CFR 195.56(b)(6)]

7. description of the condition, including circumstances leading to its discovery, any significant effects of the condition on safety, and the name of the commodity transported or stored; [49 CFR 195.56(b)(7)]

8. the corrective action taken (including reduction of pressure or shutdown) before the report is submitted and the planned follow-up or future corrective action, including the anticipated schedule for starting and concluding such action. [49 CFR 195.56(b)(8)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 15:629 (August 1989), amended LR 18:863 (August 1992), LR 20:440 (1994), LR 29:2812 (December 2003).

§30137. Annual Report

A. Each operator of a gathering system in a non-rural area, or of an intrastate transmission system, is required to file an annual report. This report must be submitted each year, not later than March 15, for the preceding calendar year.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 15:629 (August 1989), amended LR 29:2812 (December 2003).

§30139. Filing Offshore Pipeline Condition Reports [49 CFR 195.57]

A. Each operator shall, within 60 days after completion of the inspection of all its underwater pipelines subject to §30413.A, report the following information: [49 CFR 195.57(a)]

1. name and principal address of operator; [49 CFR 195.57(a)(1)]

2. date of report; [49 CFR 195.57(a)(2)]

3. name, job title, and business telephone number of person submitting the report; [49 CFR 195.57(a)(3)]

4. total number of miles (kilometers) of pipeline inspected; [49 CFR 195.57(a)(4)]

5. length and date of installation of each exposed pipeline segment, and location; including, if available, the location according to the Minerals Management Service or state offshore area and block number tract; [49 CFR 195.57(a)(5)]

6. length and date of installation of each pipeline segment, if different from a pipeline segment identified under §30139.A.5, that is a hazard to navigation, and the location; including, if available, the location according to the Minerals Management Service or state offshore area and block number tract. [49 CFR 195.57(a)(6)]

B. The report shall be mailed to the Information Officer, Research and Special Programs Administration, Department of Transportation, 400 Seventh Street, SW, Washington, D.C. 20590 and concurrently to the Commissioner of Conservation, Office of Conservation, P.O. Box 94275, Baton Rouge, LA 70804-9275. [49 CFR 195.57(b)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2812 (December 2003).

§30140. Address for Written Reports [49 CFR 195.58]

A. Each written report required by this Subchapter must be made to the Information Resources Manager, Office of Pipeline Safety, Research and Special Programs Administration, U.S. Department of Transportation, Room 2335, 400 Seventh Street SW, Washington, DC 20590 and concurrently to Office of Conservation, Pipeline Safety, P.O.

Box 94275, Baton Rouge, LA 70804-9275. Safety-related condition reports required by §30133 for intrastate pipelines must be submitted concurrently to the state agency, and if that agency acts as an agent of the secretary with respect to interstate pipelines, safety related condition reports for these pipelines must be submitted concurrently to that agency. [49 CFR 195.58]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2812 (December 2003).

§30141. Abandoned Underwater Facilities Report [49 CFR 195.59]

A. For each abandoned offshore pipeline facility or each abandoned onshore pipeline facility that crosses over, under or through a commercially navigable waterway, the last operator of that facility must file a report upon abandonment of that facility. [49 CFR 195.59]

1. The preferred method to submit data on pipeline facilities abandoned after October 10, 2000 is to the National Pipeline Mapping System (NPMS) in accordance with NPMS *Standards for Pipeline and Liquefied Natural Gas Operator Submissions*. To obtain a copy of the NPMS Standards, please refer to the NPMS homepage at www.npms.rspa.dot.gov or contact the NPMS National Repository at (703) 317-3073. A digital data format is preferred, but hard copy submissions are acceptable if they comply with the NPMS Standards. In addition to the NPMS-required attributes, operators must submit the date of abandonment, diameter, method of abandonment, and certification that, to the best of the operator's knowledge, all of the reasonably available information requested was provided and, to the best of the operator's knowledge, the abandonment was completed in accordance with applicable laws. Refer to the NPMS Standards for details in preparing your data for submission. The NPMS Standards also include details of how to submit data. Alternatively, operators may submit reports by mail, fax, or e-mail to the Information Officer, Research and Special Programs Administration, Department of Transportation, Room 7128, 400 Seventh Street, SW, Washington DC 20590; fax (202) 366-4566; email, roger.little@rspa.dot.gov. The information in the report must contain all reasonably available information related to the facility, including information in the possession of a third party. The report must contain the location, size, date, method of abandonment, and a certification that the facility has been abandoned in accordance with all applicable laws. [49 CFR 195.59(a)]

2. Data on pipeline facilities abandoned before October 10, 2000 must be filed before April 10, 2001. Operators may submit reports by mail, fax, email to the Information Officer, Research and Special Programs Administration, Department of Transportation, Room 7128, 400 Seventh Street, SW, Washington DC 20590; fax (202) 366-4566; email, roger.little@rspa.dot.gov. The information in the report must contain all reasonably available information related to the facility, including information in the possession of a third party. The report must contain the location, size, date, method of abandonment, and a certification that the facility has been abandoned in accordance with all applicable laws. [49 CFR 195.59(b)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2813 (December 2003).

§30142. Operator Assistance in Investigation [49 CFR 195.60]

A. If the Department of Natural Resources investigates an accident, the operator involved shall make available to the representative of the department all records and information that in any way pertain to the accident, and shall afford all reasonable assistance in the investigation of the accident. [49 CFR 195.60]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2813 (December 2003).

§30144. Supplies of Accident Report DOT Form 7000-1 [49 CFR 195.62]

A. Each operator shall maintain an adequate supply of forms that are a facsimile of DOT Form 7000-1 and Louisiana's Accident Report Form to enable it to promptly report accidents. The department will, upon request, furnish specimen copies of the form. Requests for DOT Form 7000-1 should be addressed to the Information Resources Manager, Office of Pipeline Safety, Department of Transportation, Washington, D.C. 20590. Requests for Louisiana's Accident Report Form should be addressed to Office of Pipeline Safety, Office of Conservation, Box 94275, Baton Rouge, LA 70804-9275. [49 CFR 195.62]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2813 (December 2003).

§30145. OMB Control Number Assigned to Information Collection [49 CFR 195.63]

A. The control number assigned by the Office of Management and Budget to the hazardous liquid pipeline information collection requirements of this Subpart pursuant to the Paperwork Reduction Act of 1980 is 2137-0047. [49 CFR 195.63]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2813 (December 2003).

Subchapter C. Design Requirements [Subpart C]

§30153. Scope [49 CFR 195.100]

A. This Subchapter prescribes minimum design requirements for new pipeline systems constructed with steel pipe and for relocating, replacing, or otherwise changing existing systems constructed with steel pipe. However, it does not apply to the movement of line pipe covered by §30424. [49 CFR 195.100]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 15:629 (August 1989), amended LR 29:2813 (December 2003).

§30155. Qualifying Metallic Components Other than Pipe [49 CFR 195.101]

A. Notwithstanding any requirement of the Subchapter which incorporates by reference an edition of a document listed in §30107, a metallic component other than pipe manufactured in accordance with any other edition of that document is qualified for use if: [49 CFR 195.101]

1. it can be shown through visual inspection of the cleaned component that no defect exists which might impair the strength or tightness of the component; and [49 CFR 195.101(a)]

2. the edition of the document under which the component was manufactured has equal or more stringent requirements for the following as an edition of that document currently or previously listed in §30107: [49 CFR 195.101(b)]

a. pressure testing; [49 CFR 195.101(b)(1)]

b. materials; and [49 CFR 195.101(b)(2)]

c. pressure and temperature rating. [49 CFR 195.101(b)(3)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 15:629 (August 1989), amended LR 29:2814 (December 2003).

§30157. Design Temperature [49 CFR 195.102]

A. Material for components of the system must be chosen for the temperature environment in which the components will be used so that the pipeline will maintain its structural integrity. [49 CFR 195.102(a)]

B. Components of carbon dioxide pipelines that are subject to low temperatures during normal operation because of rapid pressure reduction or during the initial fill of the line must be made of materials that are suitable for those low temperatures. [49 CFR 195.102(b)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 15:629 (August 1989), amended LR 18:864 (August 1992), LR 29:2814 (December 2003).

§30159. Variations in Pressure [49 CFR 195.104]

A. If, within a pipeline system, two or more components are to be connected at a place where one will operate at a higher pressure than another, the system must be designed so that any component operating at the lower pressure will not be overstressed. [49 CFR 195.104]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 15:629 (August 1989), amended LR 29:2814 (December 2003).

§30161. Internal Design Pressure [49 CFR 195.106]

A. Internal design pressure for the pipe in a pipeline is determined in accordance with the following formula:

P= (2 St/D) x E x F

P= Internal design pressure in p.s.i. (kPa) gauge.

S= Yield strength in pounds per square inch (kPa) determined in accordance with §30161.B.

t= Nominal wall thickness of the pipe in inches (millimeters). If this is unknown, it is determined in accordance with §30161.C.

D= Nominal outside diameter of the pipe in inches (millimeters).

E= Seam joint factor determined in accordance with §30161.E.

F= A design factor of 0.72, except that a design factor of 0.60 is used for pipe, including risers, on a platform located offshore or on a platform in inland navigable waters, and 0.54 is used for pipe that has been subjected to cold expansion to meet the specified minimum yield strength and is subsequently heated, other than by welding or stress relieving as a part of welding, to temperature higher than 900?F (482?C) for any period of time or over 600?F (316?C) for more than one hour. [49 CFR 195.106(a)]

B. The yield strength to be used in determining the internal design pressure under §30161.A is the specified minimum yield strength. If the specified minimum yield strength is not known, the yield strength to be used in the design formula is one of the following: [49 CFR 195.106(b)]

1. the yield strength determined by performing all of the tensile tests of API Specification 5L on randomly selected specimens with the following number of tests: [49 CFR 195.106(b)(1)(i)]

Pipe Size	Number of Tests
Less than 6-5/8 in. (168.3 mm) nominal outside diameter	One test for each 200 lengths
6-5/8 through 12-3/4 in. (168 through 323 mm.) nominal outside diameter	One test for each 100 lengths
Larger than 12-3/4 in. (324 mm.) nominal outside diameter	One test for each 50 lengths

2. if the average yield-tensile ratio exceeds 0.85, the yield strength shall be taken as 24,000 psi (165,474 kPa). If the average yield tensile ratio is 085 or less, the yield strength of the pipe is taken as the lower of the following: [49 CFR 195.106(b)(1)(ii)]

a. eighty percent of the average yield strength determined by the tensile tests; [49 CFR 195.106(b)(1)(ii)(A)]

b. the lowest yield strength determined by the tensile tests; [49 CFR 195.106(b)(1)(ii)(B)]

3. if the pipe is not tensile tested as provided in Subsection B, the yield strength shall be taken as 24,000 psi (165,474 kPa). [49 CFR 195.106(b)(2)]

C. If the nominal wall thickness to be used in determining internal design pressure under §30161.A is not known, it is determined by measuring the thickness of each piece of pipe at quarter points on one end. However, if the pipe is of uniform grade, size, and thickness, only 10 individual lengths or five percent of all lengths, whichever is greater, need be measured. The thickness of the lengths that are not measured must be verified by applying a gage set to the minimum thickness found by the measurement. The nominal wall thickness to be used is the next wall thickness found in commercial specifications that is below the average of all the measurement taken. However, the nominal wall thickness may not be more than 1.14 times the smallest measurement taken on pipe that is less than 20 in. (508 mm) nominal outside diameter, nor more than 1.11 times the smallest measurement taken on pipe that is 20 in. (508 mm) or more in nominal outside diameter. [49 CFR 195.106(c)]

D. The minimum wall thickness of the pipe may not be less than 87.5 percent of the value used for nominal wall thickness in determining the internal design pressure under §30161.A. In addition, the anticipated external loads and external pressures that are concurrent with internal pressure

must be considered in accordance with §30163 and §30165 and, after determining the internal design pressure, the nominal wall thickness must be increased as necessary to compensate for these concurrent loads and pressures. [49 CFR 195.106(d)]

E.1. The seam joint factor used in §30161.A is determined in accordance with the following table. [49 CFR 195.106(e)]

Specification	Pipe Class	Seam Joint Factor
ASTM A53	Seamless	1.00
	Electric resistance Welded	1.00
	Furnace lap welded	0.80
	Furnace butt welded	0.60
ASTM A 106	Seamless	1.00
ASTM A 333/A 333M	Seamless	1.00
	Welded	1.00
ASTM A381	Double submerged arc welded	1.00
ASTM A671	Electric fusion welded	1.00
ASTM A672	Electric fusion welded	1.00
ASTM A691	Electric fusion welded	1.00
API 5L	Seamless	1.00
	Electric resistance welded	1.00
	Electric flash welded	1.00
	Submerged arc welded	1.00
	Furnace lap welded	0.80
	Furnace butt welded	0.60

2. The seam joint factor for pipe which is not covered by this Subsection must be approved by the Commissioner/Administrator. [49 CFR 195.106(e)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 15:629 (August 1989), amended LR 20:441 (1994), LR 21:817 (August 1995), LR 27:1525 (September 2001), LR 29:2814 (December 2003).

§30163. External Pressure [49 CFR 195.108]

A. Any external pressure that will be exerted on the pipe must be provided for in designing a pipeline system. [49 CFR 195.108]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 15:629 (August 1989), amended LR 29:2815 (December 2003).

§30165. External Loads [49 CFR 195.110]

A. Anticipated external loads (e.g., earthquakes, vibration, thermal expansion, and contraction) must be provided for in designing a pipeline system. In providing for expansion and flexibility, Section 419 of ASME/ANSI B31.4 must be followed. [49 CFR 195.110(a)]

B. The pipe and other components must be supported in such a way that the support does not cause excess localized stresses. In designing attachments to pipe, the added stress to the wall of the pipe must be computed and compensated for. [49 CFR 195.110(b)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 15:629 (August 1989), amended LR 20:441 (1994), LR 29:2815 (December 2003).

§30167. Fracture Propagation [49 CFR 195.111]

A. A carbon dioxide pipeline system must be designed to mitigate the effects of fracture propagation. [49 CFR 195.111]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 18:864 (August 1992), amended LR 29:2815 (December 2003).

§30169. New Pipe [49 CFR 195.112]

A. Any new pipe installed in a pipeline system must comply with the following. [49 CFR 195.112]

1. The pipe must be made of steel of the carbon, low alloy-high strength, or alloy type that is able to withstand the internal pressures and external loads and pressures anticipated for the pipeline system. [49 CFR 195.112(a)]

2. The pipe must be made in accordance with a written pipe specification that sets forth the chemical requirements for the pipe steel and mechanical tests for the pipe to provide pipe suitable for the use intended. [49 CFR 195.112(b)]

3. Each length of pipe with a nominal outside diameter of 4-1/2 in. (114.3 mm) or more must be marked on the pipe or pipe coating with the specification to which it was made, the specified minimum yield strength or grade, and the pipe size. The marking must be applied in a manner that does not damage the pipe or pipe coating and must remain visible until the pipe is installed. [49 CFR 195.112(c)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 15:629 (August 1989), amended LR 21:817 (August 1995), LR 27:1525 (September 2001), LR 29:2815 (December 2003).

§30171. Used Pipe [49 CFR 195.114]

A. Any used pipe installed in a pipeline system must comply with §30169.A.1.2, and the following. [49 CFR 195.114]

1. The pipe must be of a known specification and the seam joint factor must be determined in accordance with §30161.E. If the specified minimum yield strength or the wall thickness is not known, it is determined in accordance with §30161.B or §30161.C as appropriate. [49 CFR 195.114(a)]

2. There may not be any: [49 CFR 195.114(b)]

a. buckles; [49 CFR 195.114(b)(1)]

b. cracks, grooves, gouges, dents, or other surface defects that exceed the maximum depth of such a defect permitted by the specification to which the pipe was manufactured; or [49 CFR 195.114(b)(2)]

c. corroded areas where the remaining wall thickness is less than the minimum thickness required by the tolerances in the specification to which the pipe was manufactured. However, pipe that does not meet the requirements of §30171.A.2.c. may be used if the operating pressure is reduced to be commensurate with the remaining wall thickness. [49 CFR 195.114(b)(3)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 15:629 (August 1989), amended LR 29:2815 (December 2003).

§30173. Valves [49 CFR 195.116]

A. Each valve installed in a pipeline system must comply with the following. [49 CFR 195.116]

1. The valve must be of a sound engineering design. [49 CFR 195.116(a)]

2. Materials subject to the internal pressure of the pipeline system, including welded and flanged ends, must be compatible with the pipe or fittings to which the valve is attached. [49 CFR 195.116(b)]

3. Each part of the valve that will be in contact with the carbon dioxide or hazardous liquid stream must be made of materials that are compatible with carbon dioxide or each hazardous liquid that it is anticipated will flow through the pipeline system. [49 CFR 195.116(c)]

4. Each valve must be both hydrostatically shell tested and hydrostatically seat tested without leakage to at least the requirements set forth in section 5 of API Standard 6D. [49 CFR 195.116(d)]

5. Each valve other than a check valve must be equipped with a means for clearly indicating the position of the valve (open, closed, etc.). [49 CFR 195.116(e)]

6. Each valve must be marked on the body or the nameplate, with at least the following: [49 CFR 195.116(f)]

a. manufacturer's name or trademark; [49 CFR 195.116(f)(1)]

b. class designation or the maximum working pressure to which the valve may be subjected; [49 CFR 195.116(f)(2)]

c. body material designation (the end connection material, if more than one type is used); [49 CFR 195.116(f)(3)]

d. nominal valve size. [49 CFR 195.116(f)(4)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 15:629 (August 1989), amended LR 18:864 (August 1992), LR 29:2816 (December 2003).

§30175. Fittings [49 CFR 195.118]

A. Butt-welding type fittings must meet the marking, end preparation, and the bursting strength requirements of ASME/ANSI B16.9 or MSS Standard Practice SP-75. [49 CFR 195.118(a)]

B. There may not be any buckles, dents, cracks, gouges, or other defects in the fitting that might reduce the strength of the fitting. [49 CFR 195.118(b)]

C. The fitting must be suitable for the intended service and be at least as strong as the pipe and other fittings in the pipeline system to which it is attached. [49 CFR 195.118(c)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 15:629 (August 1989), amended LR 20:441 (1994), LR 29:2816 (December 2003).

§30177. Passage of Internal Inspection Devices [49 CFR 195.120]

A. Except as provided in Subsections B and C of this Section, each new pipeline and each line section of a pipeline where the line pipe, valve, fitting or other line component is replaced; must be designed and constructed to accommodate the passage of instrumented internal inspection devices. [49 CFR 195.120(a)]

B. This Section does not apply to: [49 CFR 195.120(b)]

1. manifolds; [49 CFR 195.120(b)(1)]

2. station piping such as at pump stations, meter stations, or pressure reducing stations; [49 CFR 195.120(b)(2)]

3. piping associated with tank farms and other storage facilities; [49 CFR 195.120(b)(3)]

4. cross-overs; [49 CFR 195.120(b)(4)]

5. sizes of pipe for which an instrumented internal inspection device is not commercially available; [49 CFR 195.120(b)(5)]

6. offshore pipelines, other than main lines 10 inches (254 mm.) or greater in nominal diameter, that transport liquids to onshore facilities; and [49 CFR 195.120(b)(6)]

7. other piping that the administrator under CFR Part 190.9 and the commissioner under Chapter 313 of this Subpart, finds in a particular case would be impracticable to design and construct to accommodate the passage of instrumented internal inspection devices. [49 CFR 195.120(b)(7)]

C. An operator encountering emergencies, construction time constraints and other unforeseen construction problems need not construct a new or replacement segment of a pipeline to meet §30177.A, if the operator determines and documents why an impracticability prohibits compliance with §30177.A. Within 30 days after discovering the emergency or construction problem the operator must petition, under CFR Part 190 and Chapter 313 of this Subpart, for approval that design and construction to accommodate passage of instrumented internal inspection devices would be impracticable. If the petition is denied, within one year after the date of the notice of the denial, the operator must modify that segment to allow passage of instrumented internal inspection devices. [49 CFR 195.120(c)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 15:629 (August 1989), amended LR 21:817 (August 1995), LR 27:1526 (September 2001), LR 29:2816 (December 2003).

§30179. Fabricated Branch Connections [49 CFR 195.122]

A. Each pipeline system must be designed so that the addition of any fabricated branch connections will not reduce the strength of the pipeline system. [49 CFR 195.122]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 15:629 (August 1989), amended LR 29:2816 (December 2003).

§30181. Closures [49 CFR 195.124]

A. Each closure to be installed in a pipeline system must comply with the ASME Boiler and Pressure Vessel Code, section VIII, Pressure Vessels, Division 1, and must have pressure and temperature ratings at least equal to those of the pipe to which the closure is attached. [49 CFR 195.124]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 15:629 (August 1989), amended LR 29:2816 (December 2003).

§30183. Flange Connection [49 CFR 195.126]

A. Each component of a flange connection must be compatible with each other component and the connection as a unit must be suitable for the service in which it is to be used. [49 CFR 195.126]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 15:629 (August 1989), amended LR 29:2817 (December 2003).

§30185. Station Piping [49 CFR 195.128]

A. Any pipe to be installed in a station that is subject to system pressure must meet the applicable requirements of this Subchapter. [49 CFR 195.128]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 15:629 (August 1989), amended LR 29:2817 (December 2003).

§30187. Fabricated Assemblies [49 CFR 195.130]

A. Each fabricated assembly to be installed in a pipeline system must meet the applicable requirements of this Subchapter. [49 CFR 195.130]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 15:629 (August 1989), amended LR 29:2817 (December 2003).

§30189. Design and Construction of Above Ground Breakout Tanks [49 CFR 195.132]

A. Each above ground breakout tank must be designed and constructed to withstand the internal pressure produced by the hazardous liquid to be stored therein and any anticipated external loads. [49 CFR 195.132(a)]

B. For aboveground breakout tanks first placed in service after October 2, 2000, compliance with Subsection A. of this Section requires one of the following. [49 CFR 195.132(b)]

1. Shop-fabricated, vertical, cylindrical, closed top, welded steel tanks with nominal capacities of 90 to 750 barrels (14.3 to 119.2 m^3) and with internal vapor space pressures that are approximately atmospheric must be designed and constructed in accordance with API Specification 12F. [49 CFR 195.132(b)(1)]

2. Welded, low-pressure [i.e., internal vapor space pressure not greater than 15 psig (103.4 kPa)], carbon steel tanks that have wall shapes that can be generated by a single vertical axis of revolution must be designed and constructed in accordance with API Standard 620. [49 CFR 195.132(b)(2)]

3. Vertical, cylindrical, welded steel tanks with internal pressures at the tank top approximately atmospheric pressures [i.e., internal vapor space pressures not greater than 2.5 psig (17.2 kPa), or not greater than the pressure developed by the weight of the tank roof] must be designed and constructed in accordance with API Standard 650. [49 CFR 195.132(b)(3)]

4. High pressure steel tanks [i.e., internal gas or vapor space pressures greater than 15 psig (103.4 kPa)] with a nominal capacity of 2000 gallons (7571 liters) or more of liquefied petroleum gas (LPG) must be designed and constructed in accordance with API Standard 2510. [49 CFR 195.132(b)(4)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2817 (December 2003).

§30191. CPM Leak Detection [49 CFR 195.134]

A. This Section applies to each hazardous liquid pipeline transporting liquid in single phase (without gas in the liquid). On such systems, each new computational pipeline monitoring (CPM) leak detection system and each replaced component of an existing CPM system must comply with section 4.2 of API 1130 in its design and with any other design criteria addressed in API 1130 for components of the CPM leak detection system. [49 CFR 195.134]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 27:1526 (September 2001), LR 29:2817 (December 2003).

Chapter 302. Transportation of Hazardous Liquids by Pipeline? Construction [49 CFR Part 195 Subpart D]

§30200. Scope [49 CFR 195.200]

A. This Chapter prescribes minimum requirements for constructing new pipeline systems with steel pipe, and for relocating, replacing, or otherwise changing existing pipeline systems that are constructed with steel pipe. However, this Chapter does not apply to the movement of pipe covered by §30424. [49 CFR 195.200]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2817 (December 2003).

§30202. Compliance with Specifications or Standards [49 CFR 195.202]

A. Each pipeline system must be constructed in accordance with comprehensive written specifications or standards that are consistent with the requirements of this Subpart. [49 CFR 195.202]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2817 (December 2003).

§30204. Inspection? General [49 CFR 195.204]

A. Inspection must be provided to ensure the installation of pipe or pipeline systems in accordance with the requirements of this Chapter. Each operator shall notify by facsimile [(225) 342-5529] the Pipeline Safety Section of the Office of Conservation, Louisiana Department of Natural Resources, of proposed pipeline construction at least seven days prior to commencement of said construction. No person may be used to perform inspections unless that person has been trained and is qualified in the phase of construction to be inspected. [49 CFR 195.204]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2817 (December 2003).

§30205. Repair, Alteration and Reconstruction of Aboveground Breakout Tanks that have been in Service [49 CFR 195.205]

A. Aboveground breakout tanks that have been repaired, altered, or reconstructed and returned to service must be capable of withstanding the internal pressure produced by the hazardous liquid to be stored therein and any anticipated external loads. [49 CFR 195.205(a)]

B. After October 2, 2000, compliance with Subsection A of this Section requires the following for the tanks specified. [49 CFR 195.205(b)]

1. For tanks designed for approximately atmospheric pressure constructed of carbon and low alloy steel, welded or riveted, and non-refrigerated and tanks built to API Standard 650 or its predecessor Standard 12C, repair, alteration, and reconstruction must be in accordance with API Standard 653. [49 CFR 195.205(b)(1)]

2. For tanks built to API Specification 12F or API Standard 620, the repair, alteration, and reconstruction must be in accordance with the design, welding, examination, and material requirements of those respective standards. [49 CFR 195.205(b)(2)]

3. For high pressure tanks built to API Standard 2510, repairs, alterations, and reconstruction must be in accordance with API 510. [49 CFR 195.205(b)(3)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2818 (December 2003).

§30206. Material Inspection [49 CFR 195.206]

A. No pipe or other component may be installed in a pipeline system unless it has been visually inspected at the site of installation to ensure that it is not damaged in a manner that could impair its strength or reduce its serviceability. [49 CFR 195.206]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2818 (December 2003).

§30208. Welding of Supports and Braces [49 CFR 195.208]

A. Supports or braces may not be welded directly to pipe that will be operated at a pressure of more than 100 p.s.i. (689 Kpa) gage. [49 CFR 195.208]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2818 (December 2003).

§30210. Pipeline Location [49 CFR 195.210]

A. Pipeline right-of-way must be selected to avoid, as far as practicable, areas containing private dwellings, industrial buildings, and places of public assembly. [49 CFR 195.210(a)]

B. No pipeline may be located within 50 feet (15 meters) of any private dwelling, or any industrial building or place of public assembly in which persons work, congregate, or assemble, unless it is provided with at least 12 inches (305 millimeters) of cover in addition to that prescribed in §30248. [49 CFR 195.210(b)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2818 (December 2003).

§30212. Bending of Pipe [49 CFR 195.212]

A. Pipe must not have a wrinkle bend. [49 CFR 195.212(a)]

B. Each field bend must comply with the following: [49 CFR 195.212(b)]

1. a bend must not impair the serviceability of the pipe; [49 CFR 195.212(b)(1)]

2. each bend must have a smooth contour and be free from buckling, cracks, or any other mechanical damage; [49 CFR 195.212(b)(2)]

3. on pipe containing a longitudinal weld, the longitudinal weld must be as near as practicable to the neutral axis of the bend unless: [49 CFR 195.212(b)(3)]

a. the bend is made with an internal bending mandrel; or [49 CFR 195.212(b)(3)(i)]

b. the pipe is 12-3/4 in. (324 mm.) or less nominal outside diameter or has a diameter to wall thickness ratio less than 70. [49 CFR 195.212(b)(3)(ii)]

C. Each circumferential weld which is located where the stress during bending causes a permanent deformation in the pipe must be nondestructively tested either before or after the bending process. [49 CFR 195.212(c)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2818 (December 2003).

§30214. Welding: General [49 CFR 195.214]

A. Welding must be performed by qualified welder in accordance with welding procedures qualified to produce welds meeting the requirements of this Chapter. The quality of the test welds used to qualify the procedure shall be determined by destructive testing. [49 CFR 195.214(a)]

B. Each welding procedure must be recorded in detail, including the results of the qualifying tests. This record must be retained and followed whenever the procedure is used. [49 CFR 195.214(b)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2818 (December 2003).

§30216. Welders: Miter Joints [49 CFR 195.216]

A. A miter joint is not permitted (not including deflections up to three degrees that are caused by misalignment). [49 CFR 195.216]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2818 (December 2003).

§30222. Welding: Qualification of Welders [49 CFR 195.222]

A. Each welder must be qualified in accordance with section 3 of API Standard 1104 or section IX of the ASME Boiler and Pressure Vessel Code, except that a welder qualified under an earlier edition than listed in §30107 may weld but may not requalify under that earlier edition. [49 CFR 195.222]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2818 (December 2003).

§30224. Welding: Weather [49 CFR 195.224]

A. Welding must be protected from weather conditions that would impair the quality of the completed weld. [49 CFR 195.224]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2819 (December 2003).

§30226. Welding: Arc Burns [49 CFR 195.226]

A. Each arc burn must be repaired. [49 CFR 195.226(a)]

B. An arc burn may be repaired by completely removing the notch by grinding, if the grinding does not reduce the remaining wall thickness to less than the minimum thickness required by the tolerances in the specification to which the pipe is manufactured. If a notch is not repairable by grinding, a cylinder of the pipe containing the entire notch must be removed. [49 CFR 195.226(b)]

C. A ground may not be welded to the pipe or fitting that is being welded. [49 CFR 195.226(c)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2819 (December 2003).

§30228. Welds and Welding Inspection: Standards of Acceptability [49 CFR 195.228]

A. Each weld and welding must be inspected to insure compliance with the requirements of this Chapter. Visual inspection must be supplemented by nondestructive testing. [49 CFR 195.228(a)]

B. The acceptability of a weld is determined according to the standards in Section 6 of API Standard 1104. However, if a girth weld is unacceptable under those standards for a reason other than a crack, and if the Appendix to API Standard 1104 applies to the weld, the acceptability of the weld may be determined under that appendix. [49 CFR 195.228(b)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2819 (December 2003).

§30230. Welds: Repair or Removal of Defects [49 CFR 195.230]

A. Each weld that is unacceptable under §30228 must be removed or repaired. Except for welds on an off-shore pipeline being installed from a pipelay vessel, a weld must be removed if it has a crack that is more than 8 percent of the weld length. [49 CFR 195.230(a)]

B. Each weld that is repaired must have the defect removed down to sound metal and the segment to be repaired must be preheated if conditions exist which would adversely affect the quality of the weld repair. After repair, the segment of the weld that was repaired must be inspected to ensure its acceptability. [49 CFR 195.230(b)]

C. Repair of a crack, or of any defect in a previously repaired area must be in accordance with written weld repair procedures that have been qualified under §30214. Repair procedures must provide that the minimum mechanical properties specified for the welding procedure used to make the original weld are met upon completion of the final weld repair. [49 CFR 195.230(c)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2819 (December 2003).

§30234. Welds: Nondestructive Testing [49 CFR 195.234]

A. A weld may be nondestructively tested by any process that will clearly indicate any defects that may affect the integrity of the weld. [49 CFR 195.234(a)]

B. Any nondestructive testing of welds must be performed: [49 CFR 195.234(b)]

1. in accordance with a written set of procedures for nondestructive testing; and [49 CFR 195.234(b)(1)]

2. with personnel that have been trained in the established procedures and in the use of the equipment employed in the testing. [49 CFR 195.234(b)(2)]

C. Procedures for the proper interpretation of each weld inspection must be established to ensure the acceptability of the weld under §30228. [49 CFR 195.234(c)]

D. During construction, at least 10 percent of the girth welds made by each welder during each welding day must be nondestructively tested over the entire circumference of the weld. [49 CFR 195.234(d)]

E. All girth welds installed each day in the following locations must be nondestructively tested over their entire circumference, except that when nondestructive testing is impracticable for a girth weld, it need not be tested if the number of girth welds for which testing is impracticable does not exceed 10 percent of the girth welds installed that day: [49 CFR 195.234(e)]

1. at any onshore location where a loss of hazardous liquid could reasonably be expected to pollute any stream, river, lake, reservoir, or other body of water, and any offshore area; [49 CFR 195.234(e)(1)]

2. within railroad or public road rights-of-way; [49 CFR 195.234(e)(2)]

3. at overhead road crossings and within tunnels; [49 CFR 195.234(e)(3)]

4. within the limits of any incorporated subdivision of a state government; and [49 CFR 195.234(e)(4)]

5. within populated areas, including, but not limited to, residential subdivisions, shopping centers, schools, designated commercial areas, industrial facilities, public institutions, and places of public assembly. [49 CFR 195.234(e)(5)]

F. When installing used pipe, 100 percent of the old girth welds must be nondestructively tested. [49 CFR 195.234(f)]

G. At pipeline tie-ins, including tie-ins of replacement sections, 100 percent of the girth welds must be nondestructively tested. [49 CFR 195.234(g)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2819 (December 2003).

§30246. Installation of Pipe in a Ditch [49 CFR 195.246]

A. All pipe installed in a ditch must be installed in a manner that minimizes the introduction of secondary stresses

and the possibility of damage to the pipe. [49 CFR 195.246(a)]

B. Except for pipe in the Gulf of Mexico and its inlets, all offshore pipe in water at least 12 feet (3.7 m.) deep but not more than 200 feet (61 m.) deep, as measured from the mean low tide, must be installed so that the top of the pipeline is below the natural bottom unless the pipe is supported by stanchions, held in place by anchors or heavy concrete coating, or protected by an equivalent means. [49 CFR 195.246(b)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2819 (December 2003).

§30248. Cover over Buried Pipeline [49 CFR 195.248]

A. Unless specifically exempted in this Chapter, all pipe must be buried so that it is below the level of cultivation. Except as provided in §30248.B, the pipe must be installed so that the cover between the top of the pipe and the ground level, road bed, river bottom, or sea bottom, as applicable, complies with the following table. [49 CFR 195.248(a)]

Location	Cover (Inches)(Millimeters)	
	For Normal Excavation	For Rock Excavation[1]
Industrial, commercial and residential area	36 (914)	30 (762)
Crossings of inland bodies of water with a width of at least 100 ft. (30 meters) from high water mark to high water mark	48 (1219)	18 (457)
Drainage ditches at public roads and railroads	36 (914)	36 (914)
Deepwater port safety zone	48 (1219)	24 (610)
Gulf of Mexico and its inlets and other offshore areas under water less than 12 ft. (3.7 meters) deep as measured from the mean low tide	36 (914)	18 (457)
Any other area	30 (762)	18 (457)

[1]Rock excavation is any excavation that requires blasting or removal by equivalent means.

B. Except for the Gulf of Mexico and its inlets, less cover than the minimum required by §30248.A and §30210 may be used if: [49 CFR 195.248(b)]

1. it is impracticable to comply with the minimum cover requirements; and [49 CFR 195.248(b)(1)]

2. additional protection is provided that is equivalent to the minimum required cover. [49 CFR 195.248(b)(2)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2820 (December 2003).

§30250. Clearance Between Pipe and Underground Structures [49 CFR 195.250]

A. Any pipe installed underground must have at least 12 inches (305 millimeters) of clearance between the outside of the pipe and the extremity of any other underground structure, except that for drainage tile the minimum clearance may be less than 12 inches (305 millimeters) but not less than two inches (51 millimeters). However, where 12 inches (305 millimeters) of clearance is impracticable, the clearance may be reduced if adequate provisions are made for corrosion control. [49 CFR 195.250]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2820 (December 2003).

§30252. Backfilling [49 CFR 195.252]

A Backfilling must be performed in a manner that protects any pipe coating and provides firm support for the pipe. [49 CFR 195.252]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2820 (December 2003).

§30254. Above Ground Components [49 CFR 195.254]

A. Any component may be installed above ground in the following situations, if the other applicable requirements of this Subpart are complied with: [49 CFR 195.254(a)]

1. overhead crossing of highways, railroads, or body of water; [49 CFR 195.254(a)(1)]

2. spans over ditches and gullies; [49 CFR 195.254(a)(2)]

3. scraper traps or block valves; [49 CFR 195.254(a)(3)]

4. area under the direct control of the operator; [49 CFR 195.254(a)(4)]

5. in any area inaccessible to the public. [49 CFR 195.254(a)(5)]

B. Each component covered by §30254 must be protected from the forces exerted by the anticipated loads. [49 CFR 195.254(b)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2820 (December 2003).

§30256. Crossing of Railroads and Highways [49 CFR 195.256]

A. The pipe at each railroad or highway crossing must be installed so as to adequately withstand the dynamic forces exerted by anticipated traffic loads. [49 CFR 195.256]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2820 (December 2003).

§30258. Valves: General [49 CFR 195.258]

A. Each valve must be installed in a location that is accessible to authorized employees and that is protected from damage or tampering. [49 CFR 195.258(a)]

B. Each submerged valve located offshore or in inland navigable waters must be marked, or located by conventional survey techniques, to facilitate quick location when operation of the valve is required. [49 CFR 195.258(b)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2820 (December 2003).

§30260. Valves: Location [49 CFR 195.260]

A. A valve must be installed at each of the following locations: [49 CFR 195.260]

1. on the suction end and the discharge end of a pump station in a manner that permits isolation of the pump station equipment in the event of an emergency; [49 CFR 195.260(a)]

2. on each line entering or leaving a breakout storage tank area in a manner that permits isolation of the tank area from other facilities; [49 CFR 195.260(b)]

3. on each mainline at locations along the pipeline system that will minimize damage or pollution from accidental hazardous liquid discharge, as appropriate for the terrain in open country, for offshore areas, or for populated areas; [49 CFR 195.260(c)]

4. on each lateral takeoff from a trunk line in a manner that permits shutting off the lateral without interrupting the flow in the trunk line; [49 CFR 195.260(d)]

5. on each side of a water crossing that is more than 100 feet (30 meters) wide from high-water mark to high-water mark unless the Commissioner and Administrator finds in a particular case that valves are not justified; [49 CFR 195.260(e)]

6. on each side of a reservoir holding water for human consumption. [49 CFR 195.260(f)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2821 (December 2003).

§30262. Pumping Equipment [49 CFR 195.262]

A. Adequate ventilation must be provided in pump station buildings to prevent the accumulation of hazardous vapors. Warning devices must be installed to warn of the presence of hazardous vapors in the pumping station building. [49 CFR 195.262(a)]

B. The following must be provided in each pump station: [49 CFR 195.262(b)]

1. safety devices that prevent overpressuring of pumping equipment, including the auxiliary pumping equipment within the pumping station; [49 CFR 195.262(b)(1)]

2. a device for the emergency shutdown of each pumping station; [49 CFR 195.262(b)(2)]

3. if power is necessary to actuate the safety devices, an auxiliary power supply. [49 CFR 195.262(b)(3)]

C. Each safety device must be tested under conditions approximating actual operations and found to function properly before the pumping station may be used. [49 CFR 195.262(c)]

D. Except for offshore pipelines, pumping equipment must be installed on property that is under the control of the operator and at least 50 ft. (15.2 m.) from the boundary of the pump station. [49 CFR 195.262(d)]

E. Adequate fire protection must be installed at each pump station. If the fire protection system installed requires the use of pumps, motive power must be provided for those pumps that is separate from the power that operates the station. [49 CFR 195.262(e)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2821 (December 2003).

§30264. Impoundment, Protection against Entry, Normal/Emergency Venting or Pressure/Vacuum Relief for Aboveground Breakout Tanks [49 CFR 195.264]

A. A means must be provided for containing hazardous liquids in the event of spillage or failure of an aboveground breakout tank. [49 CFR 195.264(a)]

B. After October 2, 2000, compliance with Paragraph A. of this Section requires the following for the aboveground breakout tank specified. [49 CFR 195.264(b)]

1. For tanks built to API Specification 12F, API Standard 620, and others (such as API Standard 650 or its predecessor Standard 12C), the installation of impoundment must be in accordance with the following sections of NFPA 30: [49 CFR 195.264(b)(1)]

a. impoundment around a breakout tank must be installed in accordance with Section 2-3.4.3; and [49 CFR 195.264(b)(1)(i)]

b. impoundment by drainage to a remote impounding area must be installed in accordance with Section 2-3.4.2. [49 CFR 195.264(b)(1)(ii)]

2. For tanks built to API Standard 2510, the installation of impoundment must be in accordance with Section 3 or 9 of API Standard 2510. [49 CFR 195.264(b)(2)]

C. Aboveground breakout tank areas must be adequately protected against unauthorized entry. [49 CFR 195.264(c)]

D. Normal/emergency relief venting must be provided for each atmospheric pressure breakout tank. Pressure/vacuum-relieving devices must be provided for each low-pressure and high-pressure breakout tank. [49 CFR 195.264(d)]

E. For normal/emergency relief venting and pressure/vacuum-relieving devices installed on aboveground breakout tanks after October 2, 2000, compliance with Subsection D of this Section requires the following for the tanks specified. [49 CFR 195.264(e)]

1. Normal/emergency relief venting installed on atmospheric pressure tanks built to API Specifications 12F must be in accordance with Section 4, and Appendices B and C, of API Specification 12F. [49 CFR 195.264(e)(1)]

2. Normal/emergency relief venting installed on atmospheric pressure tanks (such as those built to API Standard 650 or its predecessor Standard 12C) must be in accordance with API Standard 2000. [49 CFR 195.264(e)(2)]

3. Pressure-relieving and emergency vacuum relieving devices installed on low pressure tanks built to API Standard 620 must be in accordance with Section 7 of API Standard 620 and its references to the normal and emergency venting requirements in API Standard 2000. [49 CFR 195.264(e)(3)]

4. Pressure and vacuum-relieving devices installed on high pressure tanks built to API Standard 2510 must be in accordance with Sections 5 or 9 of API Standard 2510. [49 CFR 195.264(e)(4)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2821 (December 2003).

§30266. Construction Records [49 CFR 195.266]

A. A complete record that shows the following must be maintained by the operator involved for the life of each pipeline facility: [49 CFR 195.266]

1. the total number of girth welds and the number nondestructively tested, including the number rejected and the disposition of each rejected weld; [49 CFR 195.266(a)]

2. the amount, location, and cover of each size of pipe installed; [49 CFR 195.266(b)]

3. the location of each crossing of another pipeline; [49 CFR 195.266(c)]

4. the location of each buried utility crossing; [49 CFR 195.266(d)]

5. the location of each overhead crossing; [49 CFR 195.266(e)]

6. the location of each valve and corrosion test station. [49 CFR 195.266(f)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2822 (December 2003).

Chapter 303. Transportation of Hazardous Liquids by Pipeline? Pressure Testing [49 CFR Part 195 Subpart E]

§30300. Scope [49 CFR 195.300]

A. This Chapter prescribes minimum requirements for the pressure testing of steel pipelines. However, this Chapter does not apply to movement of pipe under §30424. [49 CFR 195.300]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2822 (December 2003).

§30302. General Requirements [49 CFR 195.302]

A. Except as otherwise provided in this Section and in §30305.B, no operator may operate a pipeline unless it has been pressure tested under this Chapter without leakage. In addition, no operator may return to service a segment of pipeline that has been replaced, relocated, or otherwise changed until it has been pressure tested under this Chapter without leakage. [49 CFR 195.302(a)]

B. Except for pipelines converted under §30111, the following pipelines may be operated without pressure testing under this Chapter. [49 CFR 195.302(b)]

1. Any hazardous liquid pipeline whose maximum operating pressure is established under §30406.A.5 that is: [49 CFR 195.302(b)(1)]

a. an interstate pipeline constructed before January 8, 1971; [49 CFR 195.302(b)(1)(i)]

b. an interstate offshore gathering line constructed before August 1, 1977; [49 CFR 195.302(b)(1)(ii)]

c. an intrastate pipeline constructed before October 21, 1985; or [49 CFR 195.302(b)(1)(iii)]

d. a low-stress pipeline constructed before August 11, 1994 that transports HVL. [49 CFR 195.302(b)(1)(iv)]

2. Any carbon dioxide pipeline constructed before July 12, 1991, that: [49 CFR 195.302(b)(2)]

a. has its maximum operating pressure established under §30406.A.5; or [49 CFR 195.302(b)(2)(i)]

b. is located in a rural area as part of a production field distribution system. [49 CFR 195.302(b)(2)(ii)]

3. Any low-stress pipeline constructed before August 11, 1994 that does not transport HVL. [49 CFR 195.302(b)(3)]

C. Except for pipelines that transport HVL onshore and low-stress pipelines, the following compliance deadlines apply to pipelines under Paragraph B.1 and Subparagraph B.2.a of this Section that have not been pressure tested under this Chapter. [49 CFR 195.302(c)]

1. Before December 7, 1998, for each pipeline each operator shall: [49 CFR 195.302(c)(1)]

a. plan and schedule testing, according to this subsection; or [49 CFR 195.302(c)(1)]

b. establish the pipelines maximum operating pressure under §30406.A.5. [49 CFR 195.302(c)(1)(ii)]

2. For pipelines scheduled for testing, each operator shall: [49 CFR 195.302(c)(2)]

a. before December 7, 2000, pressure test: [49 CFR 195.302(c)(2)(i)]

i. each pipeline identified by name, symbol, or otherwise that existing records show contains more than 50 percent by mileage (length) of electric resistance welded pipe manufactured before 1970; and [49 CFR 195.302(c)(2)(i)(A)]

ii. at least 50 percent of the mileage (length) of all other pipelines; and [49 CFR 195.302(c)(2)(i)(B)]

b. before December 7, 2003, pressure test the remainder of the pipeline mileage (length). [49 CFR 195.302(c)(2)(ii)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2822 (December 2003).

§30304. Test Pressure [49 CFR 195.304]

A. The test pressure for each pressure test conducted under this Chapter must be maintained throughout the part of the system being tested for at least four continuous hours at a pressure equal to 125 percent, or more, of the maximum operating pressure and, in the case of a pipeline that is not visually inspected for leakage during the test, for at least an additional four continuous hours at a pressure equal to 110 percent, or more, of the maximum operating pressure. [49 CFR 195.304]

AUTHORITY NOTE: Promulgated in accordance with R.S.30:703

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2822 (December 2003).

§30305. Testing of Components [49 CFR 195.305]

A. Each pressure test under §30302 must test all pipe and attached fittings, including components, unless otherwise permitted by §30305.B. [49 CFR 195.305(a)]

B. A component, other than pipe, that is the only item being replaced or added to the pipeline system need not be hydrostatically tested under §30305.A if the manufacturer certifies that either: [49 CFR 195.305(b)]

1. the component was hydrostatically tested at the factory; or [49 CFR 195.305(b)(1)]

2. the component was manufactured under a quality control system that ensures each component is at least equal in strength to a prototype that was hydrostatically tested at the factory. [49 CFR 195.305(b)(2)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2822 (December 2003).

§30306. Test Medium [49 CFR 195.306]

A. Except as provided in §30306.B, C, and D, water must be used as the test medium. [49 CFR 195.306(a)]

B. Except for offshore pipelines, liquid petroleum that does not vaporize rapidly may be used as the test medium if: [49 CFR 195.306(b)]

1. the entire pipeline section under test is outside of cities and other populated areas; [49 CFR 195.306(b)(1)]

2. each building within 300 feet (91 meters) of the test section is unoccupied while the test pressure is equal to or greater than a pressure which produces a hoop stress of 50 percent of specified minimum yield strength; [49 CFR 195.306(b)(2)]

3. the test section is kept under surveillance by regular patrols during the test; and [49 CFR 195.306(b)(3)]

4. continuous communication is maintained along entire test section. [49 CFR 195.306(b)(4)]

C. Carbon dioxide pipelines may use inert gas or carbon dioxide as the test medium if: [49 CFR 195.306(c)]

1. the entire pipeline section under test is outside of cities and other populated areas; [49 CFR 195.306(c)(1)]

2. each building within 300 feet (91 meters) of the test section is unoccupied while the test pressure is equal to or greater than a pressure that produces a hoop stress of 50 percent of specified minimum yield strength; [49 CFR 195.306(c)(2)]

3. the maximum hoop stress during the test does not exceed 80 percent of specified minimum yield strength; [49 CFR 195.306(c)(3)]

4. continuous communication is maintained along entire test section; and [49 CFR 195.306(c)(4)]

5. the pipe involved is new pipe having a longitudinal joint factor of 1.00. [49 CFR 195.306(c)(5)]

D. Air or inert gas may be used as the test medium in low stress pipelines. [49 CFR 195.306(d)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2823 (December 2003).

§30307. Pressure Testing Aboveground Breakout Tanks [49 CFR 195.307]

A. For aboveground breakout tanks built to API Specification 12F and first placed in service after October 2, 2000, pneumatic testing must be in accordance with Section 5.3 of API Specification 12 F. [49 CFR 195.307(a)]

B. For aboveground breakout tanks built to API Standard 620 and first placed in service after October 2, 2000, hydrostatic and pneumatic testing must be in accordance with Section 5.18 of API Standard 620. [49 CFR 195.307(b)]

C. For aboveground breakout tanks built to API Standard 650 and first placed in service after October 2, 2000 hydrostatic and pneumatic testing must be in accordance with Section 5.3 of API Standard 650. [49 CFR 195.307(c)]

D. For aboveground atomospheric pressure breakout tanks constructed of carbon and low alloy steel, welded or riveted, and non-refrigerated and tanks built to API Standard 650 or its predecessor Standard 12C that are returned to service after October 2, 2000, the necessity for the hydrostatic testing of repair, alteration, and reconstruction is covered in Section 10.3 of API Standard 653. [49 CFR 195.307(d)]

E. For aboveground breakout tanks built to API Standard 2510 and first placed in service after October 2, 2000 pressure testing must be in accordance with ASME Boiler and Pressure Vessel Code, Section VIII, Division 1 or 2. [49 CFR 195.307(e)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:703

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2823 (December 2003).

§30308. Testing of Tie-Ins [49 CFR 195.308]

A. Pipe associated with tie-ins must be pressure tested, either with the section to be tied in or separately. [49 CFR 195.308]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2823 (December 2003).

§30310. Records [49 CFR 195.310]

A. A record must be made of each pressure test required by this Chapter, and the record of the latest test must be retained as long as the facility tested is in use. [49 CFR 195.310(a)]

B. The record required by §30310.A must include: [49 CFR 195.310(b)]

1. the pressure recording charts; [49 CFR 195.310(b)(1)]

2. test instrument calibration data; [49 CFR 195.310(b)(2)]

3. the name of the operator, the name of the person responsible for making the test, and the name of the test company used, if any; [49 CFR 195.310(b)(3)]

4. the date and time of the test; [49 CFR 195.310(b)(4)]

5. the minimum test pressure; [49 CFR 195.310(b)(5)]

6. the test medium; [49 CFR 195.310(b)(6)]

7. a description of the facility tested and the test apparatus; [49 CFR 195.310(b)(7)]

8. an explanation of any pressure discontinuities, including test failures, that appear on the pressure recording charts; and [49 CFR 195.310(b)(8)]

9. where elevation differences in the section under test exceed 100 feet (30 meters), a profile of the pipeline that shows the elevation and test sites over the entire length of the test section. [49 CFR 195.310(b)(9)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2823 (December 2003).

Chapter 304. Transportation of Hazardous Liquids by Pipeline? Operation and Maintenance [49 CFR Part 195 Subpart F]

§30400. Scope [49 CFR 195.400]

A. This Chapter prescribes minimum requirements for operating and maintaining pipeline systems constructed with steel pipe. [49 CFR 195.400]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2823 (December 2003).

§30401. General Requirements [49 CFR 195.401]

A. No operator may operate or maintain its pipeline systems at a level of safety lower than that required by this Chapter and the procedures it is required to establish under §30402.A. [49 CFR 195.401(a)]

B. Whenever an operator discovers any condition that could adversely affect the safe operation of its pipeline system, it shall correct it within a reasonable time. However, if the condition is of such a nature that it presents an immediate hazard to persons or property, the operator may not operate the affected part of the system until it has corrected the unsafe condition. [49 CFR 195.401(b)]

C. Except as provided by §30111, no operator may operate any part of any of the following pipelines unless it was designed and constructed as required by this Subpart: [49 CFR 195.401(c)]

1. an interstate pipeline, other than a low-stress pipeline, on which construction was begun after March 31, 1970, that transports hazardous liquid; [49 CFR 195.401(c)(1)]

2. an interstate offshore gathering line, other than a low-stress pipeline, on which construction was begun after July 31, 1977, that transports hazardous liquid; [49 CFR 195.401(c)(2)]

3. an intrastate pipeline, other than a low-stress pipeline, on which construction was begun after October 20, 1985, that transports hazardous liquid; [49 CFR 195.401(c)(3)]

4. a pipeline, on which construction was begun after July 11, 1991 that transports carbon dioxide; [49 CFR 195.401(c)(4)]

5. a low-stress pipeline on which construction was begun after August 10, 1994. [49 CFR 195.401(c)(5)]

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HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2824 (December 2003).

§30402. Procedural Manual for Operations, Maintenance, and Emergencies [49 CFR 195.402]

A. General. Each operator shall prepare and follow for each pipeline system a manual of written procedures for conducting normal operations and maintenance activities and handling abnormal operations and emergencies. This manual shall be reviewed at intervals not exceeding 15 months, but at least once each calendar year, and appropriate changes made as necessary to insure that the manual is effective. This manual shall be prepared before initial operations of a pipeline system commence, and appropriate parts shall be kept at locations where operations and maintenance activities are conducted. [49 CFR 195.402(a)]

B. The administrator or the state agency that has submitted a current certification under the pipeline safety laws (49 U.S.C. 60101 et seq.) with respect to the pipeline facility governed by an operator's plans and procedures may, after notice and opportunity for hearing as provided in 49 CFR 190.237 or the relevant state procedures, require the operator to amend its plans and procedures as necessary to provide a reasonable level of safety. [49 CFR 195.402(B)]

C. Maintenance and Normal Operations. The manual required by §30402.A must include procedures for the following to provide safety during maintenance and normal operations: [49 CFR 195.402(c)]

1. making construction records, maps, and operating history available as necessary for safe operation and maintenance; [49 CFR 195.402(c)(1)]

2. gathering of data needed for reporting accidents under Chapter 301. Subchapter B in a timely and effective manner; [49 CFR 195.402(c)(2)]

3. operating, maintaining, and repairing the pipeline system in accordance with each of the requirements of this Chapter and Subchapter B of Chapter 305; [49 CFR 195.402(c)(3)]

4. determining which pipeline facilities are located in areas that would require an immediate response by the operator to prevent hazards to the public if the facilities failed or malfunctioned; [49 CFR 195.402(c)(4)]

5. analyzing pipeline accidents to determine their causes; [49 CFR 195.402(c)(5)]

6. minimizing the potential for hazards identified under §30402.C.4 and the possibility of recurrence of accidents analyzed under §30402.C.5; [49 CFR 195.402(c)(6)]

7. starting up and shutting down any part of the pipeline system in a manner designed to assure operation within the limits prescribed by §30406, consider the hazardous liquid or carbon dioxide in transportation, variations in altitude along the pipeline, and pressure monitoring and control devices; [49 CFR 195.402(c)(7)]

8. in the case of a pipeline that is not equipped to fail safe, monitoring from an attended location pipeline pressure during start-up until steady state pressure and flow conditions are reached and during shut-in to assure operation within limits prescribed by §30406; [49 CFR 195.402(c)(8)]

9. in the case of facilities not equipped to fail safe that are identified under §30402.C.4 or that control receipt and delivery of the hazardous liquid or carbon dioxide, detecting abnormal operating conditions by monitoring pressure, temperature, flow or other appropriate operational data and transmitting this data to an attended location; [49 CFR 195.402(c)(9)]

10. abandoning pipeline facilities, including safe disconnection from an operating pipeline system, purging of combustibles, and sealing abandoned facilities left in place to minimize safety and environmental hazards. For each abandoned offshore pipeline facility or each abandoned onshore pipeline facility that crosses over, under or through commercially navigable waterways the last operator of that facility must file a report upon abandonment of that facility in accordance with §30141 of this Subpart; [49 CFR 195.402(c)(10)]

11. minimizing the likelihood of accidental ignition of vapors in areas near facilities identified under §30402.C.4 where the potential exists for the presence of flammable liquids or gases; [49 CFR 195.402(c)(11)]

12. establishing and maintaining liaison with fire, police, and other appropriate public officials to learn the responsibility and resources of each government organization that may respond to a hazardous liquid or carbon dioxide pipeline emergency and acquaint the officials with the operator's ability in responding to a hazardous

liquid or carbon dioxide pipeline emergency and means of communication; [49 CFR 195.402(c)(12)]

13. periodically reviewing the work done by operator personnel to determine the effectiveness of the procedures used in normal operation and maintenance and taking corrective action where deficiencies are found; [49 CFR 195.402(c)(13)]

14. taking adequate precautions in excavated trenches to protect personnel from the hazards of unsafe accumulations of vapor or gas, and making available when needed at the excavation, emergency rescue equipment, including a breathing apparatus and, a rescue harness and line. [49 CFR 195.402(c)(14)]

D. Abnormal Operation. The manual required by §30402.A must include procedures for the following to provide safety when operating design limits have been exceeded. [49 CFR 195.402(d)]

1. Responding to, investigating, and correcting the cause of: [49 CFR 195.402(d)(1)]

a. unintended closure of valves or shutdowns; [49 CFR 195.402(d)(1)(i)]

b. increase or decrease in pressure or flow rate outside normal operating limits; [49 CFR 195.402(d)(1)(ii)]

c. loss of communications; [49 CFR 195.402(d)(1)(iii)]

d. operation of any safety device; [49 CFR 195.402(d)(1)(iv)]

e. any other malfunction of a component, deviation from normal operation, or personnel error which could cause a hazard to persons or property. [49 CFR 195.402(d)(1)(v)]

2. Checking variations from normal operation after abnormal operation has ended at sufficient critical locations in the system to determine continued integrity and safe operation. [49 CFR 195.402(d)(2)]

3. Correcting variations from normal operation of pressure and flow equipment and controls. [49 CFR 195.402(d)(3)]

4. Notifying responsible operator personnel when notice of an abnormal operation is received. [49 CFR 195.402(d)(4)]

5. Periodically reviewing the response of operator personnel to determine the effectiveness of the procedures controlling abnormal operation and taking corrective action where deficiencies are found. [49 CFR 195.402(d)(5)]

E. Emergencies. The manual required by §30402.A must include procedures for the following to provide safety when an emergency condition occurs: [49 CFR 195.402(e)]

1. receiving, identifying, and classifying notices of events which need immediate response by the operator or notice to fire, police, or other appropriate public officials and communicating this information to appropriate operator personnel for corrective action; [49 CFR 195.402(e)(1)]

2. prompt and effective response to a notice of each type of emergency, including fire or explosion occurring near or directly involving a pipeline facility, accidental release of hazardous liquid or carbon dioxide from a pipeline facility, operational failure causing a hazardous condition, and natural disaster affecting pipeline facilities; [49 CFR 195.402(e)(2)]

3. having personnel, equipment, instruments, tools, and material available as needed at the scene of an emergency; [49 CFR 195.402(e)(3)]

4. taking necessary action, such as emergency shutdown or pressure reduction, to minimize the volume of hazardous liquid or carbon dioxide that is released from any section of a pipeline system in the event of a failure; [49 CFR 195.402(e)(4)]

5. control of released hazardous liquid or carbon dioxide at an accident scene to minimize the hazards, including possible intentional ignition in the cases of flammable highly volatile liquid; [49 CFR 195.402(e)(5)]

6. minimization of public exposure to injury and probability of accidental ignition by assisting with evacuation of residents and assisting with halting traffic on roads and railroads in the affected area, or taking other appropriate action; [49 CFR 195.402(e)(6)]

7. notifying fire, police, and other appropriate public officials of hazardous liquid or carbon dioxide pipeline emergencies and coordinating with them preplanned and actual responses during an emergency, including additional precautions necessary for an emergency involving a pipeline system transporting a highly volatile liquid; [49 CFR 195.402(e)(7)]

8. in the case of failure of a pipeline system transporting a highly volatile liquid, use of appropriate instruments to assess the extent and coverage of the vapor cloud and determine the hazardous area; [49 CFR 195.402(e)(8)]

9. providing for a post accident review of employee activities to determine whether the procedures were effective in each emergency and taking corrective action where deficiencies are found. [49 CFR 195.402(e)(9)]

F. Safety-Related Condition Reports. The manual required by §30402.A must include instructions enabling personnel who perform operation and maintenance activities to recognize conditions that potentially may be safety-related conditions that are subject to the reporting requirements of §30133. [49 CFR 195.402(f)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2824 (December 2003).

§30403. Emergency Response Training [49 CFR 195.403]

A. Each operator shall establish and conduct a continuing training program to instruct emergency response personnel to: [49 CFR 195.403(a)]

1. carry out the emergency procedures established under §30402 that relate to their assignments; [49 CFR 195.403(a)(1)]

2. know the characteristics and hazards of the hazardous liquids or carbon dioxide transported, including, in case of flammable HVL, flammability of mixtures with air, odorless vapors, and water reactions; [49 CFR 195.403(a)(2)]

3. recognize conditions that are likely to cause emergencies, predict the consequences of facility malfunctions or failures and hazardous liquids or carbon dioxide spills, and take appropriate corrective action; [49 CFR 195.403(a)(3)]

4. take steps necessary to control any accidental release of hazardous liquid or carbon dioxide and to minimize the potential for fire, explosion, toxicity, or environmental damage; and [49 CFR 195.403(a)(4)]

5. learn the proper use of firefighting procedures and equipment, fire suits, and breathing apparatus by utilizing, where feasible, a simulated pipeline emergency condition. [49 CFR 195.403(a)(5)]

B. At the intervals not exceeding 15 months, but at least once each calendar year, each operator shall: [49 CFR 195.403(b)]

1. review with personnel their performance in meeting the objectives of the emergency response training program set forth in Subsection A of this Section; and [49 CFR 195.403(b)(1)]

2. make appropriate changes to the emergency response training program as necessary to ensure that it is effective. [49 CFR 195.403(b)(2)]

C. Each operator shall require and verify that its supervisors maintain a thorough knowledge of that portion of the emergency response procedures established under §30402 for which they are responsible to ensure compliance. [49 CFR 195.403(c)]

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HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2825 (December 2003).

§30404. Maps and Records [49 CFR 195.404]

A. Each operator shall maintain current maps and records of its pipeline systems that include at least the following information: [49 CFR 195.404(a)]

1. location and identification of the following pipeline facilities: [49 CFR 195.404(a)(1)]

a. breakout tanks; [49 CFR 195.404(a)(1)(i)]

b. pump stations; [49 CFR 195.404(a)(1)(ii)]

c. scraper and sphere facilities; [49 CFR 195.404(a)(1)(iii)]

d. pipeline valves; [49 CFR 195.404(a)(1)(iv)]

e. facilities to which §30402.C.9 applies; [49 CFR 195.404(a)(1)(v)]

f. rights-of-way; and [49 CFR 195.404(a)(1)(vi)]

g. safety devices to which §30428 applies; [49 CFR 195.404(a)(1)(vii)]

2. all crossings of public roads, railroads, rivers, buried utilities, and foreign pipelines; [49 CFR 195.404(a)(2)]

3. the maximum operating pressure of each pipeline; [49 CFR 195.404(a)(3)]

4. the diameter, grade, type, and nominal wall thickness of all pipe. [49 CFR 195.404(a)(4)]

B. Each operator shall maintain for at least three years daily operating records that indicate: [49 CFR 195.404(b)]

1. the discharge pressure at each pump station; and [49 CFR 195.404(b)(1)]

2. any emergency or abnormal operation to which the procedures under §30402 apply. [49 CFR 195.404(b)(2)]

C. Each operator shall maintain the following records for the periods specified: [49 CFR 195.404(c)]

1. the date, location, and description of each repair made to pipe shall be maintained for the useful life of the pipe; [49 CFR 195.404(c)(1)]

2. the date, location, and description of each repair made to parts of the pipeline system other than pipe shall be maintained for at least one year; [49 CFR 195.404(c)(2)]

3. a record of each inspection and test required by this Chapter shall be maintained for at least two years or until the next inspection or test is performed, whichever is longer. [49 CFR 195.404(c)(3)]

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HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2826 (December 2003).

§30405. Protection against Ignitions and Safe Access/Egress Involving Floating Roofs [49 CFR 195.405]

A. After October 2, 2000, protection provided against ignitions arising out of static electricity, lightning, and stray currents during operation and maintenance activities involving aboveground breakout tanks must be in accordance with API Recommended Practice 2003, unless the operator notes in the procedural manual [§30402.C] why compliance with all or certain provisions of API Recommended Practice 2003 is not necessary for the safety of a particular breakout tank. [49 CFR 195.405(a)]

B. The hazards associated with access/egress onto floating roofs of in-service aboveground breakout tanks to perform inspection, service, maintenance or repair activities (other than specified general considerations, specified routine tasks or entering tanks removed from service for cleaning) are addressed in API Publication 2026. After October 2, 2000, the operator must review and consider the potentially hazardous conditions, safety practices and procedures in API Publication 2026 for inclusion in the procedure manual [§30402.C]. [49 CFR 195.405(b)]

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HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2826 (December 2003).

§30406. Maximum Operating Pressure [49 CFR 195.406]

A. Except for surge pressures and other variations from normal operations, no operator may operate a pipeline at a pressure that exceeds any of the following: [49 CFR 195.406(a)]

1. the internal design pressure of the pipe determined in accordance with §30161. However, for steel pipe in pipelines being converted under §30111, if one or more factors of the design formula (§30161) are unknown, one of the following pressures is to be used as design pressure: [49 CFR 195.406(a)(1)]

a. eighty percent of the first test pressure that produces yield under section N5.0 of Appendix N of ASME B31.8, reduced by the appropriate factors in 30161.A and E; or [49 CFR 195.406(a)(1)(i)]

b. if the pipe is 12-3/4 in. (324 mm.) or less outside diameter and is not tested to yield under this Paragraph, 200 p.s.i. (1379 kPa) gage; [49 CFR 195.406(a)(1)(ii)]

2. the design pressure of any other component of the pipeline; [49 CFR 195.406(a)(2)]

3. eighty percent of the test pressure for any part of the pipeline which has been pressure tested under Chapter 303; [49 CFR 195.406(a)(3)]

4. eighty percent of the factory test pressure or of the prototype test pressure for any individually installed component which is excepted from testing under §30305; [49 CFR 195.406(a)(4)]

5. for pipelines under §30302.B.1 and B.2.a that have not been pressure tested under Chapter 303 of this Subpart, 80 percent of the test pressure or highest operating pressure to which the pipeline was subjected for four or more continuous hours that can be demonstrated by recording charts or logs made at the time the test or operations were conducted. [49 CFR 195.406(a)(5)]

B. No operator may permit the pressure in a pipeline during surges or other variations from normal operations to exceed 110 percent of the operating pressure limit established under §30406.A. Each operator must provide adequate controls and protective equipment to control the pressure within this limit. [49 CFR 195.406(b)]

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HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2826 (December 2003).

§30408. Communications [49 CFR 195.408]

A. Each operator must have a communication system to provide for the transmission of information needed for the safe operation of its pipeline system. [49 CFR 195.408(a)]

B. The communication system required by §30408.A must, as a minimum, include means for: [49 CFR 195.408(b)]

1. monitoring operational data as required by §30402.C.9; [49 CFR 195.408(b)(1)]

2. receiving notices from operator personnel, the public, and public authorities of abnormal or emergency conditions and sending this information to appropriate personnel or government agencies for corrective action; [49 CFR 195.408(b)(2)]

3. conducting two-way vocal communication between a control center and the scene of abnormal operations and emergencies; and [49 CFR 195.408(b)(3)]

4. providing communication with fire, police, and other appropriate public officials during emergency conditions, including a natural disaster. [49 CFR 195.408(b)(4)]

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HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2827 (December 2003).

§30410. Line Markers [49 CFR 195.410]

A. Except as provided in §30410.B, each operator shall place and maintain line markers over each buried pipeline in accordance with the following: [49 CFR 195.410(a)]

1. markers must be located at each public road crossing, at each railroad crossing, and in sufficient number along the remainder of each buried line so that its location is accurately known; [49 CFR 195.410(a)(1)]

2. the marker must state at least the following on a background of sharply contrasting color: [49 CFR 195.410(a)(2)]

a. the word "warning," "caution," or "danger" followed by the word "petroleum (or the name of the hazardous liquid transported) pipeline", or "carbon dioxide pipeline," all of which, except for markers in heavily developed urban areas, must be in letters at least 1 inch (25 millimeters) high with an approximate stroke of one-quarter inch (6.4 millimeters); [49 CFR 195.410(a)(2)(i)]

b. the name of the operator and a telephone number (including area code) where the operator can be reached at all times. [49 CFR 195.410(a)(2)(ii)]

B. Line markers are not required for buried pipelines located: [49 CFR 195.410(b)]

1. offshore or at crossings of or under waterways and other bodies of water; or [49 CFR 195.410(b)(1)]

2. in heavily developed urban areas such as downtown business centers where: [49 CFR 195.410(b)(2)]

a. the placement of markers is impracticable and would not serve the purpose for which markers are intended; and [49 CFR 195.410(b)(2)(i)]

b. the local government maintains current substructure records. [49 CFR 195.410(b)(2)(ii)]

C. Each operator shall provide line marking at locations where the line is above ground in areas that are accessible to the public. [49 CFR 195.410(c)]

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HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2827 (December 2003).

§30412. Inspection of Rights-of-Way and Crossings under Navigable Waters [49 CFR 195.412]

A. Each operator shall, at intervals not exceeding three weeks, but at least 26 times each calendar year, inspect the surface conditions on or adjacent to each pipeline right-of-way. Methods of inspection include walking, driving, flying or other appropriate means of traversing the right-of-way. [49 CFR 195.412(a)]

B. Except for offshore pipelines, each operator shall, at intervals not exceeding five years, inspect each crossing under a navigable waterway to determine the condition of the crossing. [49 CFR 195.412(b)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2827 (December 2003).

§30413. Underwater Inspection and Reburial of Pipelines in the Gulf of Mexico and Its Inlets [49 CFR 195.413]

A. Except for gathering lines of 4-1/2 in.(114 mm.) nominal outside diameter or smaller, each operator shall, in accordance with this Section, conduct an underwater inspection of its pipelines in the Gulf of Mexico and its inlets. The inspection must be conducted after October 3, 1989 and before November 16, 1992. [49 CFR 195.413(a)]

B. If, as a result of an inspection under §30413.A, or upon notification by any person, an operator discovers that a pipeline it operates is exposed on the seabed or constitutes a hazard to navigation, the operator shall: [49 CFR 195.413(b)]

1. promptly, but not later than 24 hours after discovery, notify the National Response Center, telephone: 1-800-424-8802, as well as Louisiana Pipeline Safety (225) 342-5505, (day or night), of the location, and, if available, the geographic coordinates of that pipeline; [49 CFR 195.413(b)(1)]

2. promptly, but not later than seven days after discovery, mark the location of the pipeline in accordance with 33 CFR Part 64 at the ends of the pipeline segment and at intervals of not over 500 yards (457 meters) long, except

that a pipeline segment less than 200 yards (183 meters) long need only be marked at the center; and [49 CFR 195.413(b)(2)]

3. within six months after discovery, or not later than November 1 of the following year if the six-month period is after November 1 of the year that the discovery is made, place the pipeline so that the top of the pipe is 36 inches (914 millimeters) below the seabed for normal excavation or 18 inches (457 millimeters) for rock excavation. [49 CFR 195.413(b)(3)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2827 (December 2003).

§30420. Valve Maintenance [49 CFR 195.420]

A. Each operator shall maintain each valve that is necessary for the safe operation of its pipeline systems in good working order at all times. [49 CFR 195.420(a)]

B. Each operator shall, at intervals not exceeding seven and one-half months, but at least twice each calendar year, inspect each mainline valve to determine that it is functioning properly. [49 CFR 195.420(b)]

C. Each operator shall provide protection for each valve from unauthorized operation and from vandalism. [49 CFR 195.420(c)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2828 (December 2003).

§30422. Pipeline Repairs [49 CFR 195.422]

A. Each operator shall, in repairing its pipeline systems, insure that the repairs are made in a safe manner and are made so as to prevent damage to persons or property. [49 CFR 195.422(a)]

B. No operator may use any pipe, valve, or fitting, for replacement in repairing pipeline facilities, unless it is designed and constructed as required by this Subpart. [49 CFR 195.422(b)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2828 (December 2003).

§30424. Pipe Movement [49 CFR 195.424]

A. No operator may move any line pipe, unless the pressure in the line section involved is reduced to not more than 50 percent of the maximum operating pressure. [49 CFR 195.424(a)]

B. No operator may move any pipeline containing highly volatile liquids where materials in the line section involved are joined by welding unless: [49 CFR 195.424(b)]

1. movement when the pipeline does not contain highly volatile liquids is impractical; [49 CFR 195.424(b)(1)]

2. the procedures of the operator under §30402 contain precautions to protect the public against the hazard in moving pipelines containing highly volatile liquids, including the use of warnings, where necessary, to evacuate the area close to the pipeline; and [49 CFR 195.424(b)(2)]

3. the pressure in that line section is reduced to the lower of the following: [49 CFR 195.424(b)(3)]

a. fifty percent or less of the maximum operating pressure; or [49 CFR 195.424(b)(3)(i)]

b. the lowest practical level that will maintain the highly volatile liquid in a liquid state with continuous flow, but not less than 50 p.s.i. (345 kPa) gage above the vapor pressure of the commodity. [49 CFR 195.424(b)(3)(ii)]

C. No operator may move any pipeline containing highly volatile liquids where materials in the line section involved are not joined by welding unless: [49 CFR 195.424(c)]

1. the operator complies with §30424.B.1 and §30424.B.2; and [49 CFR 195.424(c)(1)]

2. that line section is isolated to prevent the flow of highly volatile liquid. [49 CFR 195.424(c)(2)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2828 (December 2003).

§30426. Scraper and Sphere Facilities [49 CFR 195.426]

A. No operator may use a launcher or receiver that is not equipped with a relief device capable of safely relieving pressure in the barrel before insertion or removal of scrapers or spheres. The operator must use a suitable device to indicate that pressure has been relieved in the barrel or must provide a means to prevent insertion or removal of scrapers or spheres if pressure has not been relieved in the barrel. [49 CFR 195.426]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2828 (December 2003).

§30428. Overpressure Safety Devices and Overfill Protection Systems [49 CFR 195.428]

A. Except as provided in §30428.B, each operator shall, at intervals not exceeding 15 months, but at least once each calendar year, or in the case of pipelines used to carry highly volatile liquids, at intervals not to exceed seven and one-half months, but at least twice each calendar year, inspect and test each pressure limiting device, relief valve, pressure regulator, or other item of pressure control equipment to determine that it is functioning properly, is in good mechanical condition, and is adequate from the standpoint of capacity and reliability of operation for the service in which it is used. [49 CFR 195.428(a)]

B. In the case of relief valves on pressure breakout tanks containing highly volatile liquids, each operator shall test each valve at intervals not exceeding five years. [49 CFR 195.428(b)]

C. Aboveground breakout tanks that are constructed or significantly altered according to API Standard 2510 after October 2, 2000, must have an overfill protection system installed according to Section 5.1.2 of API Standard 2510. Other aboveground breakout tanks with 600 gallons (2271 liters) or more of storage capacity that are constructed or significantly altered after October 2, 2000, must have an overfill protection system installed according to API Recommended Practice 2350. However, operators need not comply with any part of API Recommended Practice 2350 for a particular breakout tank if the operator notes in the manual required by §30402 why compliance with that part is not necessary for safety of the tank. [49 CFR 195.428(c)]

D. After October 2, 2000, the requirements of §30428 A and B for inspection and testing of pressure control equipment apply to the inspection and testing of overfill protection systems. [49 CFR 195.428(d)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2828 (December 2003).

§30430. Firefighting Equipment [49 CFR 195.430]

A. Each operator shall maintain adequate firefighting equipment at each pump station and breakout tank area. The equipment must be: [49 CFR 195.430]

1. in proper operating condition at all times; [49 CFR 195.430(a)]

2. plainly marked so that its identity as firefighting equipment is clear; and [49 CFR 195.430(b)]

3. located so that it is easily accessible during a fire. [49 CFR 195.430(c)]

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HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2829 (December 2003).

§30432. Inspection of In-Service Breakout Tanks [49 CFR 195.432]

A. Except for breakout tanks inspected under §30432 B and C, each operator shall, at intervals not exceeding 15 months, but at least once each calendar year, inspect each in-service breakout tank. [49 CFR 195.432(a)]

B. Each operator shall inspect the physical integrity of in-service atmospheric and low-pressure steel aboveground breakout tanks according to Section 4 of API Standard 653. However, if structural conditions prevent access to the tank bottom, the bottom integrity may be assessed according to a plan included in the operations and maintenance manual under 30402.C.3. [49 CFR 195.432(b)]

C. Each operator shall inspect the physical integrity of in-service steel aboveground breakout tanks built to API Standard 2510 according to Section 6 of API 510. [49 CFR 195.432(c)]

D. The intervals of inspection specified by documents referenced in §30432 B and C begin on May 3, 1999, or on the operator's last recorded date of the inspection, whichever is earlier. [49 CFR 195.432(d)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2829 (December 2003).

§30434. Signs [49 CFR 195.434]

A. Each operator shall maintain signs visible to the public around each pumping station and breakout tank area. Each sign must contain the name of the operator and an emergency telephone number (including area code) to contact. [49 CFR 195.434]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2829 (December 2003).

§30436. Security of Facilities [49 CFR 195.436]

A. Each operator shall provide protection for each pumping station and breakout tank area and other exposed facility (such as scraper traps) from vandalism and unauthorized entry. [49 CFR 195.436]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2829 (December 2003).

§30438. Smoking or Open Flames [49 CFR 195.438]

A. Each operator shall prohibit smoking and open flames in each pump station area and each breakout tank area where there is a possibility of the leakage of a flammable hazardous liquid or of the presence of flammable vapors. [49 CFR 195.438]

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§30440. Public Education [49 CFR 195.440]

A. Each operator shall establish a continuing educational program to enable the public, appropriate government organizations and persons engaged in excavation-related activities to recognize a hazardous liquid or a carbon dioxide pipeline emergency and to report it to the operator or the fire, police, or other appropriate public officials. The program must be conducted in English and in other languages commonly understood by a significant number and concentration of non-English speaking population in the operator's operating areas. [49 CFR 195.440]

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§30442. Damage Prevention Program [49 CFR 195.442]

A. Except as provided in §30442.D, each operator of a buried pipeline must carry out, in accordance with this section, a written program to prevent damage to that pipeline from excavation activities. For the purpose of this Section, the term *excavation activities* includes excavation, blasting, boring, tunneling, backfilling, the removal of aboveground structures by either explosive or mechanical means, and other earthmoving operations. [49 CFR 195.442(a)]

B. An operator may comply with any of the requirements of §30442.C through participation in a public service program, such as a one-call system, but such participation does not relieve the operator of the responsibility for compliance with this section. However, an operator must perform the duties of Subsection C.3. of this Section through participation in a one-call system, if that one-call system is a qualified one call-system. In areas that are covered by more than one qualified one-call system, an operator need only join one of the qualified one-call systems if there is a central telephone number for excavators to call for excavation activities, or if the one-call systems in those areas communicate with one another. An operator's pipeline system must be covered by a qualified one-call system where there is one in place. For the purpose of the Section, a one-call system is considered a *qualified one-call system* if it meets the requirements of §30442.B.1 or B.2. [49 CFR 195.442(b)]

1. The state has adopted a one-call damage prevention program under 49 CFR 198.37; or [49 CFR 195.442(b)(1)]

2. the one-call system: [49 CFR 195.442(b)(2)]

a. is operated in accordance with 49 CFR 198.39; [49 CFR 195.442(b)(2)(i)]

b. provides a pipeline operator an opportunity similar to a voluntary participant to have a part in management responsibilities; and [49 CFR 195.442(b)(2)(ii)]

c. assesses a participating pipeline operator a fee that is proportionate to the costs of the one-call system's coverage of the operator's pipeline. [49 CFR 195.442(b)(2)(iii)]

C. The damage prevention program required by §30442.A. must, at a minimum: [49 CFR 195.442(c)]

1. include the identity, on a current basis, of persons who normally engage in excavation activities in the area in which the pipeline is located; [49 CFR 195.442(c)(1)]

2. provide for notification of the public in the vicinity of the pipeline and actual notification of persons identified in §30442.C.1. of the following as often as needed to make them aware of the damage prevention program: [49 CFR 195.442(c)(2)]

a. the program's existence and purpose; and [49 CFR 195.442(c)(2)(i)]

b. how to learn the location of underground pipelines before excavation activities are begun; [49 CFR 195.442(c)(2)(ii)]

3. provide a means of receiving and recording notification of planned excavation activities; [49 CFR 195.442(c)(3)]

4. if the operator has buried pipelines in the area of excavation activity, provide for actual notification of persons who give notice of their intent to excavate of the type of temporary marking to be provided and how to identify the markings; [49 CFR 195.442(c)(4)]

5. provide for temporary marking of buried pipelines in the area of excavation activity before, as far as practical, the activity begins; [49 CFR 195.442(c)(5)]

6. provide as follows for inspection of pipelines that an operator has reason to believe could be damaged by excavation activities: [49 CFR 195.442(c)(6)]

a. the inspection must be done as frequently as necessary during and after the activities to verify the integrity of the pipeline; and [49 CFR 195.442(c)(6)(i)]

b. in the case of blasting, any inspection must include leakage surveys. [49 CFR 195.442(c)(6)(ii)]

D. A damage prevention program under this Section is not required for the following pipelines: [49 CFR 195.444]

1. pipelines located offshore; [49 CFR 195.442(d)(1)]

2. pipelines to which access is physically controlled by the operator. [49 CFR 195.442(d)(2)]

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§30444. CPM Leak Detection [49 CFR 195.444]

A. Each computational pipeline monitoring (CPM) leak detection system installed on a hazardous liquid pipeline transporting liquid in single phase (without gas in the liquid) must comply with API 1130 in operating, maintaining, testing, record keeping, and dispatcher training of the system. [49 CFR 195.444]

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§30450. High Consequence Areas? Definitions [49 CFR Part 195.450]

A. The following definitions apply to this Section and §30452.

*Emergency Flow Restricting Device or EFRD***?** a check valve or remote control valve as follows:

a. *Check Valve***?** a valve that permits fluid to flow freely in one direction and contains a mechanism to automatically prevent flow in the other direction;

b. *Remote Control Valve* or *RCV***?** any valve that is operated from a location remote from where the valve is installed. The RCV is usually operated by the supervisory control and data acquisition (SCADA) system. The linkage between the pipeline control center and the RCV may be by fiber optics, microwave, telephone lines, or satellite.

*High Consequence Area***?**

a. *Commercially Navigable Waterway***?** a waterway where a substantial likelihood of commercial navigation exists;

b. *High Population Area***?** an urbanized area, as defined and delineated by the Census Bureau, that contains 50,000 or more people and has a population density of at least 1,000 people per square mile;

c. *Other Populated Area***?** a place, as defined and delineated by the Census Bureau, that contains a concentrated population, such as an incorporated or unincorporated city, town, village, or other designated residential or commercial area;

d. *Unusually Sensitive Area***?** as defined in §30112.

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§30452. Pipeline Integrity Management in High Consequence Areas [49 CFR 195.452]

A. Which pipelines are covered by this Section? This Section applies to each hazardous liquid pipeline and carbon dioxide pipeline that could affect a high consequence area, including any pipeline located in a high consequence area unless the operator effectively demonstrates by risk assessment that the pipeline could not affect the area. (§30905, Appendix C of this Subpart provides guidance on determining if a pipeline could affect a high consequence area.) Covered pipelines are categorized as follows. [49 CFR 195.452(a)]

1. Category 1 includes pipelines existing on May 29, 2001, that were owned or operated by an operator who owned or operated a total of 500 or more miles of pipeline subject to this Subpart. [49 CFR 195.452(a)(1)]

2. Category 2 includes pipelines existing on May 29, 2001, that were owned or operated by an operator who owned or operated less that 500 miles of pipeline subject to this Subpart. [49 CFR 195.452(a)(2)]

3. Category 3 includes pipelines constructed or converted after May 29, 2001. [49 CFR 195.452(a)(3)]

B. What program and practices must operators use to manage pipeline integrity? Each operator of a pipeline covered by this Section must: [49 CFR 195.452(b)]

1. develop a written integrity management program that addresses the risks on each segment of pipeline in the first column of the following table not later than the date in the second column: [49 CFR 195.452(b)(1)]

Pipeline	Date
Category 1	March 31, 2002.
Category 2	February 18, 2003.
Category 3	1 year after the date the pipeline begins operation.

2. include in the program an identification of each pipeline or pipeline segment in the first column of the following table not later than the date in the second column: [49 CFR 195.452(b)(2)]

Pipeline	Date
Category 1	December 31, 2001.
Category 2	November 18, 2002.
Category 3	Date the pipeline begins operation.

3. include in the program a plan to carry out baseline assessments of line pipe as required by Subsection C of this Section; [49 CFR 195.452(b)(3)]

4. include in the program a framework that:[49 CFR 195.452(b)(4)]

a. addresses each element of the integrity management program under Subsection F of this Section, including continual integrity assessment and evaluation under Subsection J of this Section; and [49 CFR 195.452(b)(4)(i)]

b. initially indicates how decisions will be made to implement each element; [49 CFR 195.452(b)(4)(ii)]

5. implement and follow the program; [49 CFR 195.452(b)(5)]

6. follow recognized industry practices in carrying out this section, unless:[49 CFR 195.452(b)(6)]

a. this Section specifies otherwise; or [49 CFR 195.452(b)(6)(i)]

b. the operator demonstrates that an alternative practice is supported by a reliable engineering evaluation and provides an equivalent level of public safety and environmental protection. [49 CFR 195.452(b)(6)(ii)]

C. What must be in the baseline assessment plan? [49 CFR 195.452(c)]

1. An operator must include each of the following elements in its written baseline assessment plan. [49 CFR 195.452(c)(1)]

a. The methods selected to assess the integrity of the line pipe. An operator must assess the integrity of the line pipe by any of the following methods. The methods an operator selects to assess low frequency electric resistance welded pipe or lap welded pipe susceptible to longitudinal seam failure must be capable of assessing seam integrity and of detecting corrosion and deformation anomalies: [49 CFR 195.452(c)(1)(i)]

i. internal inspection tool or tools capable of detecting corrosion and deformation anomalies including dents, gouges and grooves; [49 CFR 195.452(c)(1)(i)(A)]

ii. pressure test conducted in accordance with Chapter 303. of this Subpart; or [49 CFR 195.452 (c)(1)(i)(B)]

iii. other technology that the operator demonstrates can provide an equivalent understanding of the condition of the line pipe. An operator choosing this option must notify the Office of Pipeline Safety (OPS) 90 days before conducting the assessment, by sending a notice to the addresses or facsimile numbers specified in Subsection M of this section. [49 CFR 195.452(c)(1)(i)(C)]

b. a schedule for completing the integrity assessment; [49 CFR 195.452(c)(1)(ii)]

c. an explanation of the assessment methods selected and evaluation of risk factors considered in establishing the assessment schedule; [49 CFR 195.452(c)(1)(iii)]

2. an operator must document, prior to implementing any changes to the plan, any modification to the plan, and reasons for the modification. [49 CFR 195.452(c)(2)]

D. When must operators complete baseline assessments? Operators must complete baseline assessments as follows. [49 CFR 195.452(d)]

1. Time Periods. Complete assessments before the following deadlines. [49 CFR 195.452(d)(1)]

If the pipeline is:	Then complete baseline assessments not later than the following date according to a schedule that prioritizes assessments	And assess at least 50 percent of the line pipe on an expedited basis, beginning with the highest risk pipe, not later than:
Category 1	March 31, 2008.	September 30, 2004.
Category 2	February 17, 2009.	August 16, 2005.
Category 3	Date the pipeline begins operation.	Not applicable.

2. Prior Assessment. To satisfy the requirements of Subparagraph C.1.a of this Section for pipelines in the first column of the following table, operators may use integrity assessments conducted after the date in the second column, if the integrity assessment method complies with this section. However, if an operator uses this prior assessment as its baseline assessment, the operator must reassess the line pipe according to Paragraph J.3 of this Section. The table follows. [49 CFR 195.452(d)(2)]

Pipeline	Date
Category 1	January 1, 1996.
Category 2	February 15, 1997.

3. Newly-Identified Areas [49 CFR 195.452(d)(3)]

a. When information is available from the information analysis (see Subsection G of this Section), or from Census Bureau maps, that the population density around a pipeline segment has changed so as to fall within the definition in §30450 of a high population area or other populated area, the operator must incorporate the area into its baseline assessment plan as a high consequence area within one year from the date the area is identified. An operator must complete the baseline assessment of any line pipe that could affect the newly-identified high consequences area within five years from the date the area is identified. [49 CFR 195.452(d)(3)(i)]

b. An operator must incorporate a new unusually sensitive area into its baseline assessment plan within one year from the date the area is identified. An operator must complete the baseline assessment of any line pipe that could affect the newly-identified high consequence area within five years from the date the area is identified. [49 CFR 195.452(d)(3)(ii)]

E. What are the risk factors for establishing an assessment schedule (for both the baseline and continual integrity assessments)? [49 CFR 195.452(e)]

1. An operator must establish an integrity assessment schedule that prioritizes pipeline segments for assessment (see Paragraphs D.1 and J.3 of this Section). An operator must base the assessment schedule on all risk factors that reflect the risk conditions on the pipeline segment. The factors an operator must consider include, but are not limited to: [49 CFR 195.452(e)(1)]

a. results of the previous integrity assessment, defect type and size that the assessment method can detect, and defect growth rate; [49 CFR 195.452(e)(1)(i)]

b. pipe size, material, manufacturing information, coating type and condition, and seam type; [49 CFR 195.452(e)(1)(ii)]

c. leak history, repair history and cathodic protection history; [49 CFR 195.452(e)(1)(iii)]

d. product transported; [49 CFR 195.452(e)(1)(iv)]

e. operating stress level; [49 CFR 195.452(e)(1)(v)]

f. existing or projected activities in the area; [49 CFR 195.452(e)(1)(vi)]

g. local environmental factors that could affect the pipeline (e.g. corrosivity of soil, subsidence, climatic); [49 CFR 195.452(e)(1)(vii)]

h. geo-technical hazards; and [49 CFR 195.452(e)(1)(viii)]

i. physical support of the segment such as by a cable suspension bridge. [49 CFR 195.452(e)(1)(ix)]

2. Section 30905, Appendix C, of this Subpart provides further guidance on risk factors.[49 CFR 195.452(e)(2)]

F. What are the elements of an integrity management program? An integrity management program begins with the initial framework. An operator must continually change the program to reflect operating experience, conclusions drawn from results of the integrity assessments, and other maintenance and surveillance data, and evaluation of consequences of a failure on the high consequence area. An operator must include, at minimum, each of the following elements in its written integrity management program: [49 CFR 195.452(f)]

1. a process for identifying which pipeline segments could affect a high consequence area; [49 CFR 195.452(f)(1)]

2. a baseline assessment plan meeting the requirements of Subsection C of this Section; [49 CFR 195.452(f)(2)]

3. an analysis that integrates all available information about the integrity of the entire pipeline and the consequences of a failure (see Subsection G of this Section); [49 CFR 195.452(f)(3)]

4. criteria for remedial actions to address integrity issues raised by the assessment methods and information analysis (see Subsection H of this Section); [49 CFR 195.452(f)(4)]

5. a continual process of assessment and evaluation to maintain a pipeline's integrity (see Subsection J of this Section); [49 CFR 195.452(f)(5)]

6. identification of preventive and mitigative measures to protect the high consequence area (see Subsection I of this Section); [49 CFR 195.452(f)(6)]

7. methods to measure the program's effectiveness (see Subsection K of this Section); [49 CFR 195.452(f)(7)]

8. a process for review of integrity assessment results and information analysis by a person qualified to evaluate the results and information (see Subsection H.2 of this Section). [49 CFR 195.452(f)(8)]

G. What is an information analysis? In periodically evaluating the integrity of each pipeline segment (Subsection J of this Section), an operator must analyze all available information about the integrity of the entire pipeline and the consequences of a failure. This information includes: [49 CFR 195.452(g)]

1. information critical to determining the potential for, and preventing, damage due to excavation, including current and planned damage prevention activities, and development or planned development along the pipeline segment; [49 CFR 195.452(g)(1)]

2. data gathered through the integrity assessment required under this section; [49 CFR 195.452(g)(2)]

3. data gathered in conjunction with other inspections, tests, surveillance and patrols required by this Chapter, including, corrosion control monitoring and cathodic protection surveys; and [49 CFR 195.452(g)(3)]

4. information about how a failure would affect the high consequence area, such as location of the water intake. [49 CFR 195.452(g)(4)]

H. What actions must an operator take to address integrity issues? [49 CFR 195.452(h)]

1. General Requirements. An operator must take prompt action to address all anomalous conditions that the operator discovers through the integrity assessment or information analysis. In addressing all conditions, an operator must evaluate all anomalous conditions and remediate those that could reduce a pipeline's integrity. An operator must be able to demonstrate that the remediation of the condition will ensure that the condition is unlikely to pose a threat to the long-term integrity of the pipeline. A reduction in operating pressure cannot exceed 365 days without an operator taking further remedial action to ensure the safety of the pipeline. An operator must comply with §30422 when making a repair. [49 CFR 195.452(h)(1)]

2. Discovery of Condition. Discovery of a condition occurs when an operator has adequate information about the condition to determine that the condition presents a potential threat to the integrity of the pipeline. An operator must promptly, but no later than 180 days after an integrity assessment, obtain sufficient information about a condition to make that determination, unless the operator can demonstrate that the 180-day period is impracticable. [49 CFR 195.452(h)(2)]

3. Schedule for Evaluation and Remediation. An operator must complete remediation of a condition according to a schedule that prioritizes the conditions for evaluation and remediation. If an operator cannot meet the schedule for

any condition, the operator must justify the reasons why it cannot meet the schedule and that the changed schedule will not jeopardize public safety or environmental protection. An operator must notify OPS if the operator cannot meet the schedule and cannot provide safety through a temporary reduction in operating pressure. An operator must send the notice to the addresses specified in Subsection M of this Section. [49 CFR 195.452(h)(3)]

4. Special Requirements for Scheduling Remediation [49 CFR 195.452(h)(4)]

a. Immediate Repair Conditions. An operator's evaluation and remediation schedule must provide for immediate repair conditions. To maintain safety, an operator must temporarily reduce operating pressure or shut down the pipeline until the operator completes the repair of these conditions. An operator must calculate the temporary reduction in operating pressure using the formula in section 451.7 of ASME/ANSI B31.4 (incorporated by reference, see §30107). An operator must treat the following conditions as immediate repair conditions: [49 CFR 195.452(h)(4)(i)]

i. metal loss greater than 80% of nominal wall regardless of dimensions; [49 CFR 195.452(h)(4)(i)(A)]

ii. a calculation of the remaining strength of the pipe shows a predicted burst pressure less than the established maximum operating pressure at the location of the anomaly. Suitable remaining strength calculation methods include, but are not limited to, ASME/ANSI B31G ("Manual for Determining the Remaining Strength of Corroded Pipelines" (1991) or AGA Pipeline Research Committee Project PR-3-805 ["A Modified Criterion for Evaluating the Remaining Strength of Corroded Pipe" (December 1989)]. These documents are incorporated by reference and are available at the addresses listed in §30107; [49 CFR 195.452(h)(4)(i)(B)]

iii. a dent located on the top of the pipeline (above the 4 and 8 o'clock positions) that has any indication of metal loss, cracking or a stress riser; [49 CFR 195.452(h)(4)(i)(C)]

iv. a dent located on the top of the pipeline (above the 4 and 8 o'clock positions) with a depth greater than 6 percent of the nominal pipe diameter; [49 CFR 195.452(h)(4)(i)(D)]

v. an anomaly that in the judgement of the person designated by the operator to evaluate the assessment results requires immediate action. [49 CFR 195.452(h)(4)(i)(E)]

b. 60-Day Conditions. Except for conditions listed in Subparagraph H.4.a of this Section, an operator must schedule evaluation and remediation of the following conditions within 60 days of discovery of condition: [49 CFR 195.452(h)(4)(ii)]

i. a dent located on the top of the pipeline (above the 4 and 8 o'clock positions) with a depth greater than 3 percent of the pipeline diameter (greater than 0.250 inches in depth for a pipeline diameter less than Nominal Pipe Size (NPS) 12); [49 CFR 195.452(h)(4)(ii)(A)]

ii. a dent located on the bottom of the pipeline that has any indication of metal loss, cracking or a stress riser. [49 CFR 195.452(h)(4)(ii)(B)]

c. 180-Day Conditions. Except for conditions listed in Subsection H.4.(a) or (b) of this Section, an operator must schedule evaluation and remediation of the following within 180 days of discovery of the condition: [49 CFR 195.452(h)(4)(iii)]

i. a dent with a depth greater than 2 percent of the pipeline's diameter (0.250 inches in depth for a pipeline diameter less than NPS 12) that affects pipe curvature at a girth weld or a longitudinal seam weld; [49 CFR 195.452(h)(4)(iii)(A)]

ii. a dent located on the top of the pipeline (above 4 and 8 o'clock position) with a depth greater than 2 percent of the pipeline's diameter (0.250 inches in depth for a pipeline diameter less than NPS 12); [49 CFR 195.452(h)(4)(iii)(B)]

iii. a dent located on the bottom of the pipeline with a depth greater than 6 percent of the pipeline's diameter; [49 CFR 195.452(h)(4)(iii)(C)]

iv. a calculation of the remaining strength of the pipe shows an operating pressure that is less than the current established maximum operating pressure at the location of the anomaly. Suitable remaining strength calculation methods include, but are not limited to, ASME/ANSI B31G ["Manual for Determining the Remaining Strength of Corroded Pipelines" (1991)] or AGA Pipeline Research Committee Project PR-3-805 ["A Modified Criterion for Evaluating the Remaining Strength of Corroded Pipe" (December 1989)]. These documents are incorporated by reference and are available at the addresses listed in §30107; [49 CFR 195.452(h)(4)(iii)(D)]

v. an area of general corrosion with a predicted metal loss greater than 50 percent of nominal wall; [49 CFR 195.452(h)(4)(iii)(E)]

vi. predicted metal loss greater than 50 percent of nominal wall that is located at a crossing of another pipeline, or is in an area with widespread circumferential corrosion, or is in an area that could affect a girth weld; [49 CFR 195.452(h)(4)(iii)(F)]

vii. a potential crack indication that when excavated is determined to be a crack; [49 CFR 195.452(h)(4)(iii)(G)]

viii. corrosion of or along a longitudinal seam weld; [49 CFR 195.452(h)(4)(iii)(H)]

ix. a gouge or groove greater than 12.5 percent of nominal wall. [49 CFR 195.452(h)(4)(iii)(I)]

d. Other Conditions. In addition to the conditions listed in Subparagraphs H.4.a through c of this Section, an operator must evaluate any condition identified by an integrity assessment or information analysis that could impair the integrity of the pipeline, and as appropriate, schedule the condition for remediation. §30905, Appendix C of this Subpart contains guidance concerning other conditions that an operator should evaluate. [49 CFR 195.452(h)(4)(iv)]

I. What preventive and mitigative measures must an operator take to protect the high consequence area? [49 CFR 195.452(i)]

1. General Requirements. An operator must take measures to prevent and mitigate the consequences of a pipeline failure that could affect a high consequence area. These measures include conducting a risk analysis of the pipeline segment to identify additional actions to enhance public safety or environmental protection. Such actions may include, but are not limited to, implementing damage

prevention best practices, better monitoring of cathodic protection where corrosion is a concern, establishing shorter inspection intervals, installing EFRDs on the pipeline segment, modifying the systems that monitor pressure and detect leaks, providing additional training to personnel on response procedures, conducting drills with local emergency responders and adopting other management controls. [49 CFR 195.452(i)(1)]

2. Risk Analysis Criteria. In identifying the need for additional preventive and mitigative measures, an operator must evaluate the likelihood of a pipeline release occurring and how a release could affect the high consequence area. This determination must consider all relevant risk factors, including, but not limited to: [49 CFR 195.452(i)(2)]

a. terrain surrounding the pipeline segment, including drainage systems such as small streams and other smaller waterways that could act as a conduit to the high consequence area; [49 CFR 195.452(i)(2)(i)]

b. elevation profile; [49 CFR 195.452(i)(2)(ii)]

c. characteristics of the product transported; [49 CFR 195.452(i)(2)(iii)]

d. amount of product that could be released; [49 e. Possibility of a spillage in a farm field following the drain tile into a waterway; [49 CFR 195.452(i)(2)(v)]

f. ditches along side a roadway the pipeline crosses; [49 CFR 195.452(i)(2)(vi)]

g. physical support of the pipeline segment such as by a cable suspension bridge; [49 CFR 195.452(i)(2)(vii)]

h. exposure of the pipeline to operating pressure exceeding established maximum operating pressure. [49 CFR 195.452(i)(2)(viii)]

3. Leak Detection. An operator must have a means to detect leaks on its pipeline system. An operator must evaluate the capability of its leak detection means and modify, as necessary, to protect the high consequence area. An operator's evaluation must, at least, consider, the following factors' length, and size of the pipeline, type of product carried, the pipeline's proximity to the high consequence area, the swiftness of leak detection, location of nearest response personnel, leak history, and risk assessment results. [49 CFR 195.452(i)(3)]

4. Emergency Flow Restricting Devices (EFRD). If an operator determines that an EFRD is needed on a pipeline segment to protect a high consequence area in the event of a hazardous liquid pipeline release, an operator must install the EFRD. In making this determination, an operator must, at least, consider the following factors' the swiftness of leak detection and pipeline shutdown capabilities, the type of commodity carried, the rate of potential leakage, the volume that can be released, topography or pipeline profile, the potential for ignition, proximity to power sources, location of nearest response personnel, specific terrain between the pipeline segment and the high consequence area, and benefits expected by reducing the spill size. [49 CFR 195.452(i)(4)]

J. What is a continual process of evaluation and assessment to maintain a pipeline's integrity? [49 CFR 195.452(j)]

1. General. After completing the baseline integrity assessment, an operator must continue to assess the line pipe at specified intervals and periodically evaluate the integrity of each pipeline segment that could affect a high consequence area. [49 CFR 195.452(j)(1)]

2. Evaluation. An operator must conduct a periodic evaluation as frequently as needed to assure pipeline integrity. An operator must base the frequency of evaluation on risk factors specific to its pipeline, including the factors specified in Subsection E of this Section. The evaluation must consider the results of the baseline and periodic integrity assessments, information analysis (Subsection G of this Section), and decisions about remediation, and preventive and mitigative actions (Subsection H and I of this Section). [49 CFR 195.452(j)(2)]

3. Assessment Intervals. An operator must establish intervals not to exceed five years for continually assessing the line pipe's integrity. An operator must base the assessment intervals on the risk the line pipe poses to the high consequence area to determine the priority for assessing the pipeline segments. An operator must establish the assessment intervals based on the factors specified in Subsection E of this Section, the analysis of the results from the last integrity assessment, and the information analysis required by Subsection G of this Section. [49 CFR 195.452(j)(3)]

4. Variance from the five-year intervals in limited situations. [49 CFR 195.452(j)(4)]

a. Engineering Basis. An operator may be able to justify an engineering basis for a longer assessment interval on a segment of line pipe. The justification must be supported by a reliable engineering evaluation combined with the use of other technology, such as external monitoring technology, that provides an understanding of the condition of the line pipe equivalent to that which can be obtained from the assessment methods allowed in Paragraph J.5 of this Section. An operator must notify OPS 270 days before the end of the five-year (or less) interval of the justification for a longer interval, and propose an alternative interval. An operator must send the notice to the addresses specified in Subsection M of this Section. [49 CFR 195.452(j)(4)(i)]

b. Unavailable Technology. An operator may require a longer assessment period for a segment of line pipe (for example, because sophisticated internal inspection technology is not available). An operator must justify the reasons why it cannot comply with the required assessment period and must also demonstrate the actions it is taking to evaluate the integrity of the pipeline segment in the interim. An operator must notify OPS 180 days before the end of the five-year (or less) interval that the operator may require a longer assessment interval, and provide an estimate of when the assessment can be completed. An operator must send a notice to the addresses specified in Subsection M of this Section. [49 CFR 195.452(j)(4)(ii)]

5. Assessment Methods. An operator must assess the integrity of the line pipe by any of the following methods. The methods an operator selects to assess low frequency electric resistance welded pipe or lap welded pipe susceptible to longitudinal seam failure must be capable of assessing seam integrity and of detecting corrosion and deformation anomalies: [49 CFR 195.452(j)(5)]

a. internal inspection tool or tools capable of detecting corrosion and deformation anomalies including dents, gouges and grooves; [49 CFR 195.452(j)(5)(i)]

b. pressure test conducted in accordance with Chapter 303 of this Subpart; or [49 CFR 195.452(j)(5)(ii)]

c. other technology that the operator demonstrates can provide an equivalent understanding of the condition of the line pipe. An operator choosing this option must notify OPS 90 days before conducting the assessment, by sending a notice to the addresses or facsimile numbers specified in Subsection M of this Section. [49 CFR 195.452(j)(5)(iii)]

6. However, for low frequency electric resistance welded pipe or lap welded pipe susceptible to longitudinal seam failure, an operator must select integrity assessment methods capable of assessing seam integrity and of detecting corrosion and deformation anomalies. [49 CFR 195.452(j)(6)]

K. What methods to measure program effectiveness must be used? An operator's program must include methods to measure whether the program is effective in assessing and evaluating the integrity of each pipeline segment and in protecting the high consequence areas. See §30905, Appendix C, of this Subpart for guidance on methods that can be used to evaluate a program's effectiveness. [49 CFR 195.452(k)]

L. What records must be kept? [49 CFR 195.452(l)]

1. An operator must maintain for review during an inspection: [49 CFR 195.452(l)(1)]

a. a written integrity management program in accordance with Subsection B of this Section; [49 CFR 195.452(l)(1)(i)]

b. documents to support the decisions and analyses, including any modifications, justifications, variances, deviations and determinations made, and actions taken, to implement and evaluate each element of the integrity management program listed in Subsection F of this Section. [49 CFR 195.452(l)(1)(ii)]

2. See §30905, Appendix C, of this Subpart for examples of records an operator would be required to keep. [49 CFR 195.452(l)(2)]

M. Where does an operator send a notification? An operator must send any notification required by §30452 to the Commissioner of Conservation, Pipeline Safety Section, P.O. Box 94275, Baton Rouge, LA 70804-9275 or to the facsimile number (225) 342-5529 and to the Information Resources Manager, Office of Pipeline Safety, Research and Special Programs Administration, U.S. Department of Transportation, Room 7128, 400 Seventh Street SW, Washington, D.C. 20590, or to the facsimile number (202) 366-7128. [49 CFR 195.452(m)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2830 (December 2003).

Chapter 305. Transportation of Hazardous Liquids by Pipeline? Qualification of Pipeline Personnel [49 CFR Part 195 Subpart G] and Corrosion Control [49 CFR Part 195 Subpart H]

Subchapter A. Qualification of Pipeline Personnel [49 CFR Part 195 Subpart G]

§30501. Scope [49 CFR 195.501]

A. This Subchapter prescribes the minimum requirements for operator qualification of individuals performing covered tasks on a pipeline facility. [49 CFR 195.501(a)]

B. For the purpose of this Subchapter, a covered task is an activity, identified by the operator, that: [49 CFR 195.501(b)]

1. is performed on a pipeline facility; [49 CFR 195.501(b)(1)]

2. is an operations or maintenance task; [49 CFR 195.501(b)(2)]

3. is performed as a requirement of this Subpart; and [49 CFR 195.501(b)(3)]

4. affect the operation or integrity of the pipeline. [49 CFR 195.501(b)(4)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:703

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2835 (December 2003).

§30503. Definitions [49 CFR 195.503]

Abnormal Operating Condition? a condition identified by the operator that may indicate a malfunction of a component or deviation from normal operations that may:

1. indicate a condition exceeding design limits; or

2. result in a hazard(s) to persons, property, or the environment.

Evaluation? a process, established and documented by the operator, to determine an individual's ability to perform a covered task by any of the following:

1. written examination;
2. oral examination;
3. work performance history review;
4. observation during:
   a. performance on the job;
   b. on the job training; or
   c. simulations;
5. other forms of assessment.

Qualified? an individual has been evaluated and can:

1. perform assigned covered tasks; and

2. recognize and react to abnormal operating conditions.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:703.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2835 (December 2003).

§30505. Qualification Program [49 CFR 195.505]

A. Each operator shall have and follow a written qualification program. The program shall include provisions to:

1. identify covered tasks; [49 CFR 195.505(a)]

2. ensure through evaluation that individuals performing covered tasks are qualified; [49 CFR 195.505(b)]

3. allow individuals that are not qualified pursuant to this Subchapter to perform a covered task if directed and observed by an individual that is qualified; [49 CFR 195.505(c)]

4. evaluate an individual if the operator has reason to believe that the individual's performance of a covered task contributed to an accident as defined in this Subpart; [49 CFR 195.505(d)]

5. evaluate an individual if the operator has reason to believe that the individual is no longer qualified to perform a covered task; [49 CFR 195.505(e)]

6. communicate changes that affect covered tasks to individuals performing those covered tasks; and [49 CFR 195.505(f)]

7. identify those covered tasks and the intervals at which evaluation of the individual's qualifications in needed. [49 CFR 195.505(g)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:703

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2835 (December 2003).

§30507. Record Keeping [49 CFR 195.507]

A. Each operator shall maintain records that demonstrate compliance with this Subchapter.

1. Qualification records shall include: [49 CFR 195.507(a)]

a. identification of qualified individuals(s); [49 CFR 195.507(a)(1)]

b. identification of the covered tasks the individual is qualified to perform; [49 CFR 195.507(a)(2)]

c. date(s) of current qualification; and [49 CFR 195.507(a)(3)]

d. qualification method(s) [49 CFR 195.507(a)(4)]

2. Records supporting an individual's current qualification shall be maintained while the individual is performing the covered task. Records of prior qualification and records of individuals no longer performing covered tasks shall be retained for a period of five years. [49 CFR 195.507(b)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:703

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2836 (December 2003).

§30509. General [49 CFR 195.509]

A. Operators must have a written qualification program by April 27, 2001. [49 CFR 195.509(a)]

B. Operators must complete the qualification of individuals performing covered tasks by October 28, 2002. [49 CFR 195.509(b)]

C. Work performance history review may be used as a sole evaluation method for individuals who were performing a covered task prior to October 26, 1999. [49 CFR 195.509(c)]

D. After October 28, 2002 work performance history may not be used as a sole evaluation method. [49 CFR 195.509(d)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:703.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2836 (December 2003).

Subchapter B. Corrosion Control [49 CFR Part 195 Subpart H]

§30551. What do the regulations in this Subchapter cover? [49 CFR 195.551]

A. This Subchapter prescribes minimum requirements for protecting steel pipelines against corrosion.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:703.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2836 (December 2003).

§30553. What special definitions apply to this Subchapter? [49 CFR 195.553]

A. As used in this Subchapter:

Active Corrosion? continuing corrosion which, unless controlled, could result in a condition that is detrimental to public safety or the environment.

Buried? covered or in contact with soil.

Electrical Survey? a series of closely spaced pipe-to-soil readings over a pipeline that are subsequently analyzed to identify locations where a corrosive current is leaving the pipeline.

Pipeline Environment? includes soil resistivity (high or low), soil moisture (wet or dry), soil contaminants that may promote corrosive activity, and other known conditions that could affect the probability of active corrosion.

You? operator.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:703.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2836 (December 2003).

§30555. What are the qualifications for supervisors? [49 CFR 195.555]

A. You must require and verify that supervisors maintain a thorough knowledge of that portion of the corrosion control procedures established under §30402.C.3 for which they are responsible for insuring compliance.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:703.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2836 (December 2003).

§30557. Which Pipelines must have Coating for External Corrosion Control? [49 CFR 195.557]

A. Except bottoms of aboveground breakout tanks, each buried or submerged pipeline must have an external coating for external corrosion control if the pipeline is:

1. constructed, relocated, replaced, or otherwise changed after the applicable date in §30401.C, not including the movement of pipe covered by §30424; or [49 CFR 195.557(a)]

2. converted under §30111 and: [49 CFR 195.557(b)]

a. has an external coating that substantially meets §30559 before the pipeline is placed in service; or [49 CFR 195.557(b)(1)]

b. is a segment that is relocated, replaced, or substantially altered. [49 CFR 195.557(b)(2)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:703.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2836 (December 2003).

§30559. What coating material may I use for external corrosion control? [49 CFR 195.559]

A. Coating material for external corrosion control under §30557 must:

1. be designed to mitigate corrosion of the buried or submerged pipeline; [49 CFR 195.559(a)]

2. have sufficient adhesion to the metal surface to prevent under film migration of moisture; [49 CFR 195.559(b)]

3. be sufficiently ductile to resist cracking; [49 CFR 195.559(c)]

4. have enough strength to resist damage due to handling and soil stress; [49 CFR 195.559(d)]

5. support any supplemental cathodic protection; and [49 CFR 195.559(e)]

6. if the coating is an insulating type, have low moisture absorption and provide high electrical resistance. [49 CFR 195.559(f)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:703.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2836 (December 2003).

§30561. When must I inspect pipe coating used for external corrosion control? [49 CFR 195.561]

A. You must inspect all external pipe coating required by §30557 just prior to lowering the pipe into the ditch or submerging the pipe. [49 CFR 195.561(a)]

B. You must repair any coating damage discovered. [49 CFR 195.561(b)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:703.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2837 (December 2003).

§30563. Which pipelines must have cathodic protection? [49 CFR 195.563]

A. Each buried or submerged pipeline that is constructed, relocated, replaced, or otherwise changed after the applicable date in §30401.C must have cathodic protection. The cathodic protection must be in operation not later than 1 year after the pipeline is constructed, relocated, replaced, or otherwise changed, as applicable. [49 CFR 195.563(a)]

B. Each buried or submerged pipeline converted under §30111 must have cathodic protection if the pipeline: [49 CFR 195.563(b)]

1. has cathodic protection that substantially meets §30571 before the pipeline is placed in service; or [49 CFR 195.563(b)(1)]

2. is a segment that is relocated, replaced, or substantially altered. [49 CFR 195.563(b)(2)]

C. All other buried or submerged pipelines that have an effective external coating must have cathodic protection.[1] Except as provided by Subsection D of this section, this requirement does not apply to breakout tanks and does not apply to buried piping in breakout tank areas and pumping stations until December 29, 2003. [49 CFR 195.563(c)]

D. Bare pipelines, breakout tank areas, and buried pumping station piping must have cathodic protection in places where regulations in effect before January 28, 2002 required cathodic protection as a result of electrical inspections. See previous editions of this part in 49 CFR, parts 186 to 199. [49 CFR 195.563(d)]

E. Unprotected pipe must have cathodic protection if required by §30573.B. [49 CFR 195.563(e)]

[1]A pipeline does not have an effective external coating material if the current required to cathodically protect the pipeline is substantially the same as if the pipeline were bare.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:703.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2837 (December 2003).

§30565. How do I install cathodic protection on breakout tanks? [49 CFR 195.565]

A. After October 2, 2000, when you install cathodic protection under §30563.A to protect the bottom of an aboveground breakout tank of more than 500 barrels (79.5 m^3) capacity built to API Specification 12F, API Standard 620, or API Standard 650 (or its predecessor Standard 12C), you must install the system in accordance with API Recommended Practice 651. However, installation of the system need not comply with API Recommended Practice 651 on any tank for which you note in the corrosion control procedures established under §30402.C.3 why compliance with all or certain provisions of API Recommended Practice 651 is not necessary for the safety of the tank. [49 CFR 195.565]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:703.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2837 (December 2003).

§30567. Which pipelines must have test leads and what must I do to install and maintain the leads? [49 CFR 195.567]

A. General. Except for offshore pipelines, each buried or submerged pipeline or segment of pipeline under cathodic protection required by this Subchapter must have electrical test leads for external corrosion control. However, this requirement does not apply until December 27, 2004 to pipelines or pipeline segments on which test leads were not required by regulations in effect before January 28, 2002. [49 CFR 195.567(a)]

B. Installation. You must install test leads as follows. [49 CFR 195.567(b)]

1. Locate the leads at intervals frequent enough to obtain electrical measurements indicating the adequacy of cathodic protection. [49 CFR 195.567(b)(1)]

2. Provide enough looping or slack so backfilling will not unduly stress or break the lead and the lead will otherwise remain mechanically secure and electrically conductive. [49 CFR 195.567(b)(2)]

3. Prevent lead attachments from causing stress concentrations on pipe. [49 CFR 195.567(b)(3)]

4. For leads installed in conduits, suitably insulate the lead from the conduit. [49 CFR 195.567(b)(4)]

5. At the connection to the pipeline, coat each bared test lead wire and bared metallic area with an electrical insulating material compatible with the pipe coating and the insulation on the wire. [49 CFR 195.567(b)(5)]

C. Maintenance. You must maintain the test lead wires in a condition that enables you to obtain electrical measurements to determine whether cathodic protection complies with §30571. [49 CFR 195.567(c)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:703.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2837 (December 2003).

§30569. Do I have to examine exposed portions of buried pipelines? [49 CFR 195.569]

A. Whenever you have knowledge that any portion of a buried pipeline is exposed, you must examine the exposed portion for evidence of external corrosion if the pipe is bare, or if the coating is deteriorated. If you find external

corrosion requiring corrective action under §30585, you must investigate circumferentially and longitudinally beyond the exposed portion (by visual examination, indirect method, or both) to determine whether additional corrosion requiring remedial action exists in the vicinity of the exposed portion. [49 CFR 195.569]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:703.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2837 (December 2003).

§30571. What criteria must I use to determine the adequacy of cathodic protection? [49 CFR 195.571]

A. Cathodic protection required by this subchapter must comply with one or more of the applicable criteria and other considerations for cathodic protection contained in Paragraphs 6.2 and 6.3 of NACE Standard RP0169-96 (incorporated by reference, see §30107). [49 CFR 195.571]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:703.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2838 (December 2003).

§30573. What must I do to monitor external corrosion control? [49 CFR 195.573]

A. Protected Pipelines. You must do the following to determine whether cathodic protection required by this Subchapter complies with §30571. [49 CFR 195.573(a)]

1. Conduct tests on the protected pipeline at least once each calendar year, but with intervals not exceeding 15 months. However, if tests at those intervals are impractical for separately protected short sections of bare or ineffectively coated pipelines, testing may be done at least once every 3 calendar years, but with intervals not exceeding 39 months. [49 CFR 195.573(a)(1)]

2. Identify before December 29, 2003 or not more than two years after cathodic protection is installed, whichever comes later, the circumstances in which a close-interval survey or comparable technology is practicable and necessary to accomplish the objectives of paragraph 10.1.1.3 of NACE Standard RP0169-96 (incorporated by reference, see §30107). [49 CFR 195.573(a)(2)]

B. Unprotected Pipe. You must reevaluate your unprotected buried or submerged pipe and cathodically protect the pipe in areas in which active corrosion is found, as follows. [49 CFR 195.573(b)]

1. Determine the areas of active corrosion by electrical survey, or where an electrical survey is impractical, by other means that include review and analysis of leak repair and inspection records, corrosion monitoring records, exposed pipe inspection records, and the pipeline environment. [49 CFR 195.573(b)(1)]

2. For the period in the first column, the second column prescribes the frequency of evaluation. [49 CFR 195.573(b)(2)]

Period	Evaluation Frequency
Before December 29, 2003	At least once every 5 calendar years, but with intervals not exceeding 63 months.
Beginning December 29, 2003	At least once every 3 calendar years, but with intervals not exceeding 39 months.

C. Rectifiers and Other Devices. You must electrically check for proper performance each device in the first column at the frequency stated in the second column. [49 CFR 195.573(c)]

Device	Check frequency
Rectifier Reverse current switch Diode Interference bond whose failure would jeopardize structural protection.	At least six times each calendar year, but with intervals not exceeding 2 1/2 months.
Other interference bond	At least once each calendar year, but with intervals not exceeding 15 months.

D. Breakout Tanks. You must inspect each cathodic protection system used to control corrosion on the bottom of an aboveground breakout tank to ensure that operation and maintenance of the system are in accordance with API Recommended Practice 651. However, this inspection is not required if you note in the corrosion control procedures established under §30402.C.3 why compliance with all or certain operation and maintenance provisions of API Recommended Practice 651 is not necessary for the safety of the tank. [49 CFR 195.573(d)]

E. Corrective Action. You must correct any identified deficiency in corrosion control as required by §30401.B. However, if the deficiency involves a pipeline in an integrity management program under §30452, you must correct the deficiency as required by §30452.H. [49 CFR 195.573(e)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:703.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2838 (December 2003).

§30575. Which facilities must I electrically isolate and what inspections, tests, and safeguards are required? [49 CFR 195.575]

A. You must electrically isolate each buried or submerged pipeline from other metallic structures, unless you electrically interconnect and cathodically protect the pipeline and the other structures as a single unit. [49 CFR 195.575(a)]

B. You must install one or more insulating devices where electrical isolation of a portion of a pipeline is necessary to facilitate the application of corrosion control. [49 CFR 195.575(b)]

C. You must inspect and electrically test each electrical isolation to assure the isolation is adequate. [49 CFR 195.575(c)]

D. If you install an insulating device in an area where a combustible atmosphere is reasonable to foresee, you must take precautions to prevent arcing. [49 CFR 195.575(d)]

E. If a pipeline is in close proximity to electrical transmission tower footings, ground cables, or counterpoise, or in other areas where it is reasonable to foresee fault currents or an unusual risk of lightning, you must protect the pipeline against damage from fault currents or lightning and take protective measures at insulating devices. [49 CFR 195.575(e)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:703.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2838 (December 2003).

§30577. What must I do to alleviate interference currents? [49 CFR 195.577]

A. For pipelines exposed to stray currents, you must have a program to identify, test for, and minimize the detrimental effects of such currents. [49 CFR 195.577(a)]

B. You must design and install each impressed current or galvanic anode system to minimize any adverse effects on existing adjacent metallic structures. [49 CFR 195.577(b)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:703.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2839 (December 2003).

§30579. What must I do to mitigate internal corrosion? [49 CFR 195.579]

A. General. If you transport any hazardous liquid or carbon dioxide that would corrode the pipeline, you must investigate the corrosive effect of the hazardous liquid or carbon dioxide on the pipeline and take adequate steps to mitigate internal corrosion. [49 CFR 195.579(a)]

B. Inhibitors. If you use corrosion inhibitors to mitigate internal corrosion, you must: [49 CFR 195.579(b)]

1. use inhibitors in sufficient quantity to protect the entire part of the pipeline system that the inhibitors are designed to protect; [49 CFR 195.579(b)(1)]

2. use coupons or other monitoring equipment to determine the effectiveness of the inhibitors in mitigating internal corrosion; and [49 CFR 195.579(b)(2)]

3. examine the coupons or other monitoring equipment at least twice each calendar year, but with intervals not exceeding 7 1/2 months. [49 CFR 195.579(b)(3)]

C. Removing Pipe. Whenever you remove pipe from a pipeline, you must inspect the internal surface of the pipe for evidence of corrosion. If you find internal corrosion requiring corrective action under §30585, you must investigate circumferentially and longitudinally beyond the removed pipe (by visual examination, indirect method, or both) to determine whether additional corrosion requiring remedial action exists in the vicinity of the removed pipe. [49 CFR 195.579(c)]

D. Breakout Tanks. After October 2, 2000, when you install a tank bottom lining in an aboveground breakout tank built to API Specification 12F, API Standard 620, or API Standard 650 (or its predecessor Standard 12C), you must install the lining in accordance with API Recommended Practice 652. However, installation of the lining need not comply with API Recommended Practice 652 on any tank for which you note in the corrosion control procedures established under §30402.C.3 why compliance with all or certain provisions of API Recommended Practice 652 is not necessary for the safety of the tank. [49 CFR 195.579(d)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:703.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2839 (December 2003).

§30581. Which pipelines must I protect against atmospheric corrosion and what coating material may I use? [49 CFR 195.581]

A. You must clean and coat each pipeline or portion of pipeline that is exposed to the atmosphere, except pipelines under Subsection C of this Section. [49 CFR 195.581(a)]

B. Coating material must be suitable for the prevention of atmospheric corrosion. [49 CFR 195.581(b)]

C. Except portions of pipelines in offshore splash zones or soil-to-air interfaces, you need not protect against atmospheric corrosion any pipeline for which you demonstrate by test, investigation, or experience appropriate to the environment of the pipeline that corrosion will: [49 CFR 195.581(c)]

1. only be a light surface oxide; or [49 CFR 195.581(c)(1)]

2. not affect the safe operation of the pipeline before the next scheduled inspection. [49 CFR 195.581(c)(2)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:703.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2839 (December 2003).

§30583. What must I do to monitor atmospheric corrosion control? [49 CFR 195.583]

A. You must inspect each pipeline or portion of pipeline that is exposed to the atmosphere for evidence of atmospheric corrosion, as follows. [49 CFR 195.583(a)]

If the pipeline is located:	Then the frequency of inspection is:
Onshore	At least once every 3 calendar years, but with intervals not exceeding 39 months.
Offshore	At least once each calendar year, but with intervals not exceeding 15 months.

B. During inspections you must give particular attention to pipe at soil-to-air interfaces, under thermal insulation, under disbonded coatings, at pipe supports, in splash zones, at deck penetrations, and in spans over water. [49 CFR 195.583(b)]

C. If you find atmospheric corrosion during an inspection, you must provide protection against the corrosion as required by §30581. [49 CFR 195.583(c)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:703.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2839 (December 2003).

§30585. What must I do to correct corroded pipe? [49 CFR 195.585]

A. General Corrosion. If you find pipe so generally corroded that the remaining wall thickness is less than that required for the maximum operating pressure of the pipeline, you must replace the pipe. However, you need not replace the pipe if you: [49 CFR 195.585(a)]

1. reduce the maximum operating pressure commensurate with the strength of the pipe needed for serviceability based on actual remaining wall thickness; or [49 CFR 195.585(a)(1)]

2. repair the pipe by a method that reliable engineering tests and analyses show can permanently restore the serviceability of the pipe. [49 CFR 195.585(a)(2)]

B. Localized Corrosion Pitting. If you find pipe that has localized corrosion pitting to a degree that leakage might result, you must replace or repair the pipe, unless you reduce the maximum operating pressure commensurate with the strength of the pipe based on actual remaining wall thickness in the pits. [49 CFR 195.585(b)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:703.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2839 (December 2003).

§30587. What methods are available to determine the strength of corroded pipe? [49 CFR 195.587]

A. Under §30585, you may use the procedure in ASME B31G, "Manual for Determining the Remaining Strength of Corroded Pipelines," or the procedure developed by AGA/Battelle, "A Modified Criterion for Evaluating the Remaining Strength of Corroded Pipe (with RSTRENG disk)," to determine the strength of corroded pipe based on actual remaining wall thickness. These procedures apply to corroded regions that do not penetrate the pipe wall, subject to the limitations set out in the respective procedures. [49 CFR 195.587]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:703.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2840 (December 2003).

§30589. What corrosion control information do I have to maintain? [49 CFR 195.589]

A. You must maintain current records or maps to show the location of: [49 CFR 195.589(a)]

1. cathodically protected pipelines; [49 CFR 195.589(a)(1)]

2. cathodic protection facilities, including galvanic anodes, installed after January 28, 2002; and [49 CFR 195.589(a)(2)]

3. neighboring structures bonded to cathodic protection systems. [49 CFR 195.589(a)(3)]

B. Records or maps showing a stated number of anodes, installed a stated manner or spacing, need not show specific distances to each buried anode. [49 CFR 195.589(b)]

C. You must maintain a record of each analysis, check, demonstration, examination, inspection, investigation, review, survey, and test required by this Subchapter in sufficient detail to demonstrate the adequacy of corrosion control measures or that corrosion requiring control measures does not exist. You must retain these records for at least five years, except that records related to §§30569, 30573.A and B, and 30579.B.3 and C must be retained for as long as the pipeline remains in service. [49 CFR 195.589(c)]

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:703.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2840 (December 2003).

Chapter 309. Transportation of Hazardous Liquids by Pipeline? Appendices [49 CFR Part 195]

§30901. Reserved.

§30903. Reserved.

§30905. Appendix C to Subpart 3? Guidance for Implementation of Integrity Management Program [49 CFR Part 195 Appendix C]

This Appendix gives guidance to help an operator implement the requirements of the integrity management program rule in §30450 and §30452. Guidance is provided on:

1. information an operator may use to identify a high consequence area and factors an operator can use to consider the potential impacts of a release on an area;

2. risk factors an operator can use to determine an integrity assessment schedule;

3. safety risk indicator tables for leak history, volume or line size, age of pipeline, and product transported, an operator may use to determine if a pipeline segment falls into a high, medium or low risk category;

4. types of internal inspection tools an operator could use to find pipeline anomalies;

5. measures an operator could use to measure an integrity management program's performance;

6. types of records an operator will have to maintain; and

7. types of conditions that an integrity assessment may identify that an operator should include in its required schedule for evaluation and remediation.

I. Identifying a High Consequence Area and Factors for Considering a Pipeline Segment's Potential Impact on a High Consequence Area

A. The rule defines a High Consequence Area as a high population area, an other populated area, an unusually sensitive area, or a commercially navigable waterway. The Office of Pipeline Safety (OPS) will map these areas on the National Pipeline Mapping System (NPMS). An operator, member of the public, or other government agency may view and download the data from the NPMS home page http://www.npms.rspa.dot.gov. OPS will maintain the NPMS and update it periodically. However, it is an operator's responsibility to ensure that it has identified all high consequence areas that could be affected by a pipeline segment. An operator is also responsible for periodically evaluating its pipeline segments to look for population or environmental changes that may have occurred around the pipeline and to keep its program current with this information. (Refer to §30452.D.3.) For more information to help in identifying high consequence areas, an operator may refer to:

1. Digital Data on populated areas available on U.S. Census Bureau maps;

2. Geographic Database on the commercial navigable waterways available on http://www.bts.gov/gis/ntatlas/networks.html;

3. the Bureau of Transportation Statistics database that includes commercially navigable waterways and non-commercially navigable waterways. The database can be downloaded from the BTS website at http://www.bts.gov/gis/ntatlas/networks.html.

B. The rule requires an operator to include a process in its program for identifying which pipeline segments could

affect a high consequence area and to take measures to prevent and mitigate the consequences of a pipeline failure that could affect a high consequence area. (See §30452.F and I.) Thus, an operator will need to consider how each pipeline segment could affect a high consequence area. The primary source for the listed risk factors is a US DOT study on instrumented Internal Inspection devices (November 1992). Other sources include the National Transportation Safety Board, the Environmental Protection Agency and the Technical Hazardous Liquid Pipeline Safety Standards Committee. The following list provides guidance to an operator on both the mandatory and additional factors:

1. terrain surrounding the pipeline. An operator should consider the contour of the land profile and if it could allow the liquid from a release to enter a high consequence area. An operator can get this information from topographical maps such as U.S. Geological Survey quadrangle maps;

2. drainage systems such as small streams and other smaller waterways that could serve as a conduit to a high consequence area;

3. crossing of farm tile fields. An operator should consider the possibility of a spillage in the field following the drain tile into a waterway;

4. crossing of roadways with ditches along the side. The ditches could carry a spillage to a waterway;

5. the nature and characteristics of the product the pipeline is transporting (refined products, crude oils, highly volatile liquids, etc.) Highly volatile liquids become gaseous when exposed to the atmosphere. A spillage could create a vapor cloud that could settle into the lower elevation of the ground profile;

6. physical support of the pipeline segment such as by a cable suspension bridge. An operator should look for stress indicators on the pipeline (strained supports, inadequate support at towers), atmospheric corrosion, vandalism, and other obvious signs of improper maintenance;

7. operating conditions of the pipeline (pressure, flow rate, etc.) Exposure of the pipeline to an operating pressure exceeding the established maximum operating pressure;

8. the hydraulic gradient of the pipeline;

9. the diameter of the pipeline, the potential release volume, and the distance between isolation points;

10. potential physical pathways between the pipeline and the high consequence area;

11. response capability (time to respond, nature of response);

12. potential natural forces inherent in the area (flood zones, earthquakes, subsidence areas, etc.).

II. Risk Factors for Establishing Frequency of Assessment

A. By assigning weights or values to the risk factors, and using the risk indicator tables, an operator can determine the priority for assessing pipeline segments, beginning with those segments that are of highest risk, that have not previously been assessed. This list provides some guidance on some of the risk factors to consider (see §30452.E). An operator should also develop factors specific to each pipeline segment it is assessing, including:

1. populated areas, unusually sensitive environmental areas, National Fish Hatcheries, commercially navigable waters, areas where people congregate;

2. results from previous testing/inspection. (See §30452.H.);

3. leak history. (See leak history risk table.);

4. known corrosion or condition of pipeline. (See §30452.G.);

5. cathodic protection history;

6. type and quality of pipe coating (disbonded coating results in corrosion);

7. age of pipe (older pipe shows more corrosion-may be uncoated or have an ineffective coating) and type of pipe seam. (See Age of Pipe risk table.);

8. product transported (highly volatile, highly flammable and toxic liquids present a greater threat for both people and the environment)(see Product transported risk table.);

9. pipe wall thickness (thicker walls give a better safety margin);

10. size of pipe (higher volume release if the pipe ruptures);

11. location related to potential ground movement (e.g., seismic faults, rock quarries, and coal mines); climatic (permafrost causes settlement-Alaska); geologic (landslides or subsidence);

12. security of throughput (effects on customers if there is failure requiring shutdown);

13. time since the last internal inspection/pressure testing;

14. with respect to previously discovered defects/anomalies, the type, growth rate, and size;

15. operating stress levels in the pipeline;

16. location of the pipeline segment as it relates to the ability of the operator to detect and respond to a leak. (e.g., pipelines deep underground, or in locations that make leak detection difficult without specific sectional monitoring and/or significantly impede access for spill response or any other purpose);

17. physical support of the segment such as by a cable suspension bridge;

18. non-standard or other than recognized industry practice on pipeline installation (e.g., horizontal directional drilling).

B. Example. This example illustrates a hypothetical model used to establish an integrity assessment schedule for a hypothetical pipeline segment. After we determine the risk factors applicable to the pipeline segment, we then assign values or numbers to each factor, such as, high (5), moderate (3), or low (1). We can determine an overall risk classification (A, B, C) for the segment using the risk tables and a sliding scale (values 5 to 1) for risk factors for which tables are not provided. We would classify a segment as C if it fell above 2/3 of maximum value (highest overall risk value for any one segment when compared with other segments of a pipeline), a segment as B if it fell between 1/3 to 2/3 of maximum value, and the remaining segments as A.

i. For the baseline assessment schedule, we would plan to assess 50 percent of all pipeline segments covered by the rule, beginning with the highest risk segments, within the first 3 1/2 years and the remaining segments within the seven-year period. For the continuing integrity assessments, we would plan to assess the C segments within the first two years of the schedule, the segments classified as moderate risk no later than year three

or four and the remaining lowest risk segments no later than year five.

ii. For our hypothetical pipeline segment, we have chosen the following risk factors and obtained risk factor values from the appropriate table. The values assigned to the risk factors are for illustration only.

Age of pipeline: assume 30 years old (refer to "Age of Pipeline" risk table)–
Risk Value=5
Pressure tested: tested once during construction-
Risk Value=5
Coated: (yes/no)-yes
Coating Condition: Recent excavation of suspected areas showed holidays in coating (potential corrosion risk)-
Risk Value=5
Cathodically Protected: (yes/no)-yes-Risk
Value=1
Date cathodic protection installed: five years after pipeline was constructed (Cathodic protection installed within one year of the pipeline's construction is generally considered low risk.)-Risk Value=3
Close interval survey: (yes/no)-no-Risk
Value=3
Close interval survey: (yes/no)-no-Risk
Value=5
Internal Inspection tool used: (yes/no)-no-Risk
Value=5
Date of pig run? In last five years-Risk
Value=1
Anomalies found: (yes/no)-yes, but do not pose an immediate safety risk or environmental hazard-Risk Value=3
Leak History: yes, one spill in last 10 years. (refer to "Leak History" risk table)-Risk Value=2
Product transported: Diesel fuel. Product low risk. (refer to "Product" risk table)-Risk Value=1
Pipe size: 16 inches. Size presents moderate risk (refer to "Line Size" risk table)-Risk Value=3

iii. Overall risk value for this hypothetical segment of pipe is 34. Assume that we have two other pipeline segments for which we conduct similar risk rankings. The second pipeline segment has an overall risk value of 20, and the third segment, 11. For the baseline assessment we would establish a schedule where we assess the first segment (highest risk segment) within two years, the second segment within five years and the third segment within seven years. Similarly, for the continuing integrity assessment, we could establish an assessment schedule where we assess the highest risk segment no later than the second year, the second segment no later than the third year, and the third segment no later than the fifth year.

III. Safety Risk Indicator Tables for Leak History, Volume or Line Size, Age of Pipeline, and Product Transported

Safety Risk Indicator	Leak History (Time-dependent defects)[1]
High	>3 Spills in last 10 years
Low	<3 Spills in last 10 years

[1]Time-dependent defects are those that result in spills due to corrosion, gouges, or problems developed during manufacture, construction or operation, etc.

Line Size or Volume Transported	
Safety Risk Indicator	**Line Size**
High	18"
Moderate	10"-16" nominal diameters
Low	8" nominal diameter

Age of Pipeline	
Safety Risk Indicator	**Age Pipeline Condition Dependent[2]**
High	>25 years
Low	25 years

[2]Depends on pipeline's coating and corrosion condition, and steel quality, toughness, welding.

Product Transported		
Safety Risk Indicator	**Considerations [3]**	**Product Examples**
High	(Highly volatile and flammable)	(Propane, butane, Natural Gas Liquid (NGL), ammonia).
	Highly toxic	(Benzene, high Hydrogen Sulfide content crude oils).
Medium	Flammable-flashpoint<100F	(Gasoline, JP4, low flashpoint crude oils).
Low	Non-flammable-flashpoint 100+F	(Diesel, fuel oil, kerosene, JP5, most crude oils).

[3]The degree of acute and chronic toxicity to humans, wildlife, and aquatic life; reactivity; and volatility, flammability, and water solubility determine the Product Indicator. Comprehensive Environmental Response, Compensation and Liability Act Reportable Quantity values may be used as an indication of chronic toxicity. National Fire Protection Association health factors may be used for rating acute hazards.

IV. Types of Internal Inspection Tools to Use

An operator should consider at least two types of internal inspection tools for the integrity assessment from the following list. The type of tool or tools an operator selects will depend on the results from previous internal inspection runs, information analysis and risk factors specific to the pipeline segment:

1. geometry internal inspection tools for detecting changes to ovality, e.g., bends, dents, buckles or wrinkles, due to construction flaws or soil movement, or other outside force damage;

2. metal loss tools (ultrasonic and magnetic flux leakage) for determining pipe wall anomalies, e.g., wall loss due to corrosion;

3. crack detection tools for detecting cracks and crack-like features, e.g., stress corrosion cracking (SCC), fatigue cracks, narrow axial corrosion, toe cracks, hook cracks, etc.

V. Methods to Measure Performance

A. General

1. This guidance is to help an operator establish measures to evaluate the effectiveness of its integrity management program. The performance measures required will depend on the details of each integrity management program and will be based on an understanding and analysis of the failure mechanisms or threats to integrity of each pipeline segment.

2. An operator should select a set of measurements to judge how well its program is performing. An operator's objectives for its program are to ensure public safety, prevent or minimize leaks and spills and prevent property and environmental damage. A typical integrity management program will be an ongoing program it may contain many elements. Therefore, several performance measure are likely to be needed to measure the effectiveness of an ongoing program.

B. Performance Measures. These measures show how a program to control risk on pipeline segments that could affect a high consequence area is progressing under the integrity management requirements. Performance measures generally fall into three categories.

1. Selected Activity Measures? Measures that monitor the surveillance and preventive activities the operator has implemented. These measures indicate how well an operator is implementing the various elements of its integrity management program.

2. Deterioration Measures? Operation and maintenance trends that indicate when the integrity of the system is weakening despite preventive measures. This category of performance measure may indicate that the system condition is deteriorating despite well executed preventive activities.

3. Failure Measures? Leak History, incident response, product loss, etc. These measures will indicate progress towards fewer spills and less damage.

C. Internal vs. External Comparisons. These comparisons show how a pipeline segment that could affect a high consequence area is progressing in comparison to the operator's other pipeline segments that are not covered by the integrity management requirements and how that pipeline segment compares to other operator's pipeline segments.

1. Internal? Comparing data from the pipeline segment that could affect the high consequence area with data from pipeline segments in other areas of the system may indicate the effects from the attention given to the high consequence area.

2. External? Comparing data external to the pipeline segment (e.g., OPS incident data) may provide measures on the frequency and size of leaks in relation to other companies.

D. Examples. Some examples of performance measures an operator could use include:

1. a performance measurement goal to reduce the total volume from unintended releases by __ percent (percent to be determined by operator) with an ultimate goal of zero;

2. a performance measurement goal to reduce the total number of unintended releases (based on a threshold of five gallons) by __ percent (percent to be determined by operator) with an ultimate goal of zero;

3. a performance measurement goal to document the percentage of integrity management activities completed during the calendar year;

4. a performance measurement goal to track and evaluate the effectiveness of the operator's community outreach activities;

5. a narrative description of pipeline system integrity, including a summary of performance improvements, both qualitative and quantitative, to an operator's integrity management program prepared periodically;

6. a performance measure based on internal audits of the operator's pipeline system per this Subpart;

7. a performance measure based on external audits of the operator's pipeline system per this Subpart;

8. a performance measure based on operational events (for example: relief occurrences, unplanned valve closure, SCADA outages, etc.) that have the potential to adversely affect pipeline integrity;

9. a performance measure to demonstrate that the operator's integrity management program reduces risk over time with a focus on high risk items;

10. a performance measure to demonstrate that the operator's integrity management program for pipeline stations and terminals reduces risk over time with a focus on high risk items.

VI. Examples of Types of Records an Operator Must Maintain

The Rule requires an operator to maintain certain records. (See §30452.L). This Section provides examples of some records that an operator would have to maintain for inspection to comply with the requirement. This is not an exhaustive list:

1. a process for identifying which pipelines could affect a high consequence area and a document identifying all pipeline segments that could affect a high consequence area;

2. a plan for baseline assessment of the line pipe that includes each required plan element;

3. modification to the baseline plan and reasons for the modification;

4. use of and support for an alternative practice;

5. a framework addressing each required element of the integrity management program, updates and changes to the initial framework and eventual program;

6. a process for identifying a new high consequence area and incorporating it into the baseline plan, particularly, a process for identifying population changes around a pipeline segment;

7. an explanation of methods selected to assess the integrity of line pipe;

8. a process for review of integrity assessment results and data analysis by a person qualified to evaluate the results and data;

9. the process and risk factors for determining the baseline assessment interval;

10. results of the baseline integrity assessment;

11. the process used for continual evaluation, and risk factors used for determining the frequency of evaluation;

12. process for integrating and analyzing information about the integrity of a pipeline, information and data used for the information analysis;

13. results of the information analyses and periodic evaluations;

14. the process and risk factors for establishing continual reassessment intervals;

15. justification to support any variance from the required reassessment intervals;

16. integrity assessment results and anomalies found, process for evaluating and remediating anomalies, criteria for remedial actions and actions taken to evaluate and remediate the anomalies;

17. other remedial actions planned or taken;

18. schedule for evaluation and remediation of anomalies, justification to support deviation from required remediation times;

19. risk analysis used to identify additional preventive or mitigative measures, records of preventive and mitigative actions planned or taken;

20. criteria for determining EFRD installation;

21. criteria for evaluating and modifying leak detection capability;

22. methods used to measure the program's effectiveness.

VII. Conditions that May Impair a Pipeline's Integrity

Section 30452.H requires an operator to evaluate and remediate all pipeline integrity issues raised by the integrity assessment or information analysis. An operator must develop a schedule that prioritizes conditions discovered on the pipeline for evaluation and remediation. The following are some examples of conditions that an operator should schedule for evaluation and remediation:

A. any change since the previous assessment;

B. mechanical damage that is located on the top side of the pipe;

C. an anomaly abrupt in nature;

D. an anomaly longitudinal in orientation;

E. an anomaly over a large area;

F. an anomaly located in or near a casing, a crossing of another pipeline, or an area with suspect cathodic protection.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:703.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2840 (December 2003).

Chapter 313. Hazardous Liquids Pipeline Enforcement

§31301. Scope

A. This regulation prescribes the authority of the assistant secretary of the Office of Conservation and procedures to be utilized by him in carrying out his duties regarding administration and enforcement of R.S. 30:701 et seq., and the rules and regulations promulgated thereunder.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2844 (December 2003).

§31303. Service

A. Except as herein provided, any order, notice or other documents required to be served under this regulation shall be served personally or by registered or certified mail.

B. Should the assistant secretary elect to make personal service, it may be made by any officer authorized to serve process or any agent or employee of the assistant secretary in the same manner as is provided by law for the service of citation in civil actions in the district courts. Proof of service by an agent or employee shall be by the affidavit of the person making it.

C. Service upon a person's duly authorized representative, officer or agent constitutes service upon that person.

D. Service by registered or certified mail is complete upon mailing. An official U.S. Postal Service receipt from the registered or certified mailing constitutes prima facie evidence of service.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2844 (December 2003).

§31305. Subpoenas

A. The assistant secretary may sign and issue subpoenas either on his own initiative or, upon request and adequate showing by any person participating in any proceeding before the assistant secretary that the information sought is relevant and will materially advance the proceeding.

B. A subpoena may require the attendance of a witness for the purpose of giving testimony, or the production of documents or other tangible evidence in the possession or under the control of the person served, or both.

C. A subpoena may be served by any agent of the Department of Conservation, by the sheriff of the parish where service is to be made or the parish where the action is pending or by any other person authorized by law to serve process in this state.

D. Service of a subpoena upon the person named therein shall be made by delivering a copy of the subpoena to such person. Delivery of a copy of a subpoena may be made by handing them to the person, leaving them at his office with persons in charge thereof, leaving them at his dwelling place or usual place of abode with some person of suitable age and discretion then residing therein, or by any method whereby actual notice is given to him.

E. When the person to be served is not a natural person, delivery of a copy of the subpoena may be affected by handing them to a designated agent or representative for service, or to any officer, director, or agent in charge of any office of the person.

F. The original subpoena bearing a certificate of service shall be filed in the assistant secretary's records for the proceedings in connection with which the subpoena was issued.

G. No person shall be excused from attending and testifying or producing books, papers, or records, or from obeying the subpoena of the assistant secretary, or of a court of record on the grounds that the testimony or evidence required of him may tend to incriminate him or subject him to penalty or forfeiture. Pursuant to R.S. 30:8(4), no natural person shall be subject to criminal prosecution or to any penalty or forfeiture on account of anything concerning which he may be required to testify or produce evidence before the assistant secretary or a court of law; however, no person testifying shall be exempt from prosecution and punishment for perjury.

H. In the case of failure or refusal of a person to comply with a subpoena issued by the assistant secretary, or in the case of a refusal of a witness to testify or answer as to a matter regarding which he may be lawfully interrogated, any district court on the application of the assistant secretary may, in term time or in vacation, issue an attachment for the person to compel him to comply with the subpoena and to attend before the assistant secretary with the desired documents and to give his testimony upon whatever matters are lawfully required. The court may punish for contempt those disobeying its orders as in the case of disobedience of a subpoena issued by the court or refusal to testify therein.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2844 (December 2003).

§31307. Inspection, Field Inspection Reports

A. Officers, employees or agents authorized by the assistant secretary, upon presenting proper credentials, are authorized to enter upon, inspect and examine, at reasonable times and in a reasonable manner, the records and properties of persons to the extent that such records and properties are relevant to determining compliance of such person with R.S. 30:701 et seq. or any rules, regulations or orders issued thereunder.

B. Inspection may be conducted pursuant to a routine schedule, a complaint received from a member of the public, information obtained from a previous inspection, report of accident or incident involving facilities, or whenever deemed appropriate by the assistant secretary.

C. If, after inspection, the assistant secretary believes that further information is needed or required to determine compliance or appropriate action, the assistant secretary may request specific information of the person or operator to be answered within ten days of receipt of said request.

D. The assistant secretary may, to the extent necessary to carry out his responsibilities, require reasonable testing of any portion of a facility in connection with a violation or suspected violation.

E. When information obtained from an inspection indicates that a violation has probably occurred, the inspector shall complete a field inspection report as to the nature of the violation citing the specific provisions which have been violated. Said field inspection report shall be filed with the assistant secretary for review and further action, if appropriate.

F. The assistant secretary or his agent, after review of the field inspection report, and depending upon the severity of the violation and the exigency of the situation, may issued to the operator a letter of non-compliance or initiate one or more enforcement proceedings prescribed by §31311-§31314.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2845 (December 2003).

§31309. Letter of Non-Compliance; Relief Therefrom

A. Upon determination that a probable violation of R.S. 30:701 et seq., or any rule, regulation or order issued thereunder has occurred, the assistant secretary may institute enforcement procedures by serving upon the hazardous liquid pipeline operator a letter of non-compliance notifying said operator of said probable violation and directing said operator to correct said violation within a designated period of time to be determined by the assistant secretary or be subject to enforcement action prescribed by §§31311-31319. A copy of the field inspection report or other evidence of violation shall be attached to the letter of non-compliance. The letter of non-compliance may inform the operator of the time at which reinspection of the facility will be conducted to confirm compliance and shall inform the operator of the time delays and procedure available to said operator for securing relief from said letter of non-compliance.

B. Except in cases of emergency action instituted pursuant to §31315, within seven days of receipt of a letter of non-compliance, the operator who believes himself to be in compliance with the applicable statute and the rules, regulations or orders issued thereunder or who believes the time limits imposed upon him for compliance to be burdensome, may request a conference before the assistant secretary or his designated agent. The operators request for said conference may be verbal or presented in writing.

C. The conference before the assistant secretary or his agent shall be informal without strict adherence to rules of evidence. The operator may submit any relevant information and materials which shall become part of the record and may examine the assistant secretary's files relative to the probable violation. If circumstances are deemed appropriate by the assistant secretary and upon request of the operator, this conference may be held by telephone conference.

D. Upon conclusion of the conference for relief, the assistant secretary may issue to the operator a modified letter of non-compliance extending the time for compliance or containing such other terms and conditions as may be appropriate considering the nature of the probable violation, the circumstances and exigency of the situation.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2845 (December 2003).

§31311. Reinspection, Show Cause Conference

A. Upon expiration of the delay allowed in the letter of non-compliance or modified letter of non-compliance for correcting said probable violation, the operator's facilities shall be reinspected and if the operator is found to be in compliance, the enforcement file for said violation will be closed.

B. If upon reinspection the operator is found to be in violation of the statute, rule or regulation for which a letter of non-compliance has been issued, the assistant secretary may:

1. re-issue citation to the operator in the form of a letter of non-compliance containing such modifications or extensions of time as the case may warrant;

2. require that the operator attend a show cause conference with the assistant secretary or his agent to review the complaint and the operator's efforts in resolving or correcting the violation and at the conclusion of said conference the assistant secretary may re-issue a modified letter of non-compliance containing such modifications or extensions of time as the case may warrant; or

3. immediately after reinspection or after the show cause conference, initiate one or more enforcement proceedings prescribed by §§31313-31319.

C. The show cause conference shall be conducted informally without strict adherence to the rules of evidence.. The operator may submit any relevant information, call witnesses on his behalf, and examine the evidence and witnesses against him. No detailed record of said conference shall be prepared but said record shall contain the materials in the enforcement case file pertinent to the issues, relevant submissions of the operator and the written recommendations of the assistant secretary or his agent.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2845 (December 2003).

§31313. Show Cause Hearing, Notice, Rules of Procedure, Record, Order of Compliance

A. At any time that the assistant secretary determines that such action is appropriate, he may direct that an operator attend a formal show cause hearing and to show cause at said hearing why he should not be compelled to comply with applicable statutes and the rules and regulations promulgated thereunder.

B. The operator shall be given at least 10 days notice of said show cause hearing in the manner herein provided and shall be required to attend. The assistant secretary may issue such subpoenas as may be necessary for the attendance of witnesses and the production of documents.

C. The show cause hearing shall be conducted in accordance with the procedures for adjudication prescribed by the Administrative Procedure Act (R.S. 49:950 et seq.).

D. The record of the case shall include those items required by R.S. 49:955(E) together with the enforcement file for the violation in question which enforcement file may include inspection reports and other evidence of violation, letters of non-compliance, modified letters of non-compliance, materials submitted by the operator pursuant to §31309 and §31311, all correspondence and orders directed to the operator by the assistant secretary, all correspondence received by the assistant secretary from the operator, and evaluations and recommendations of the assistant secretary or his staff.

E. After conclusion of the show cause hearing the assistant secretary shall issue an order of compliance directed to the operator setting forth findings and determinations on all material issues, including a determination as to whether each alleged violation has been proven, and a statement of the actions required to be taken by the operator and the time by which such actions must be accomplished. The compliance order shall become final as specified by the Administrative Procedure Act.

F. The assistant secretary may tax the operator with all costs of said hearing including but not limited to transcription and service costs and hearing fees in the amount prescribed by R.S. 30:21.

G. The operator and the assistant secretary may consent to waiver of the show cause hearing and enter into a consent order which will become final and non-appealable upon its issuance.

H. If the operator fails to comply with the final order of compliance, the assistant secretary may take whatever civil or criminal action is necessary to enforce said order.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2846 (December 2003).

§31315. Emergency

A. Should the assistant secretary, the director of pipelines or the chief of pipeline safety find an existing emergency due to non-compliance with law or the rules, regulations or orders issued pursuant thereto or due to leakage or other hazard which in his judgment requires the issuance of an emergency order or an order for the immediate termination of the offending service without first complying with the procedures set forth herein and without having a hearing, he may issue the emergency order or terminate said offending service and invoke a show cause hearing pursuant to §31313 requiring the operator to show cause why the circumstances giving rise to the emergency should not be corrected. The emergency order or order for termination of the offending service shall remain in force no longer than 15 days from its effective date. In any event, the emergency order shall expire when the order made after notice and hearing with respect to the same subject matter becomes effective. An emergency is defined as any situation where there is a substantial likelihood that loss of life, personal injury, health or property will result before the procedures under this regulation for notice and hearing can be fully complied with.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2846 (December 2003).

§31317. Hazardous Facility Orders

A. Notwithstanding any self imposed regulatory limitations, if the assistant secretary finds, after reasonable notice and an opportunity to be heard in accordance with §31313, a particular pipeline facility subject to R.S. 30:701 to be hazardous to life or property, he may issue an order requiring the owner or operator of the facility to take corrective action. Corrective action may include suspended or restricted use of the facility, inspection, testing, repair, replacement, or other action as appropriate. The provisions of §31315 shall also be applicable for issuance of hazardous facility orders on an emergency basis.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2846 (December 2003).

§31319. Civil Enforcement, Injunction

A. Whenever it appears to the assistant secretary that any person or operator has engaged, is engaged, or is about to engage in any act or practice constituting a violation of R.S. 30:701 et seq., or any rule, regulation or order issued thereunder, he may bring an action in the court having jurisdiction, to enjoin such acts or practice and to enforce compliance with the applicable statute and the rules, regulations and orders issued pursuant thereto, and upon proper showing a temporary restraining order or a preliminary or permanent injunction shall be granted without bond. The relief sought may include a mandatory injunction commanding any person to comply with the applicable law or any rule, regulation or order issued thereunder, and to make restitution of money received in violation of any such rule, regulation or order.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2846 (December 2003).

§31321. Violation, Penalties

A. After notice and opportunity to be heard, in accordance with §31313, the assistant secretary may, after determining that a person has violated any provision of R.S. 30:701, et seq., or any rule, regulation or order issued pursuant thereto, assess a civil penalty upon or against said person not to exceed the amounts fixed by statute, particularly, but not exclusively, R.S. 30:705. The amount of the penalty shall be assessed by the assistant secretary by written notice. In determining the amount of penalty, the

assistant secretary shall consider the nature, circumstances, and gravity of the violation and, with respect to the person found to have committed the violation, the degree of culpability, any history of prior effect on ability to continue to do business, any good faith in attempting to achieve compliance, ability to pay the penalty, and such other matters as justice may require.

B. The assistant secretary may transmit such evidence as may be available concerning acts or practice in violation or R.S. 30:701, et seq. or any rules, regulation or order issued pursuant thereto or any order issued pursuant to this regulation to the district attorney having jurisdiction over same who, in his discretion, may institute necessary proceedings to collect the fines and impose the penalties provided by statute.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2846 (December 2003).

§31323. Waiver of Compliance with Standards

A. Upon application by any person engaged in the transportation of hazardous liquids or the operation of intrastate pipeline facilities, the assistant secretary shall, by order, after notice and opportunity for hearing and under such terms and conditions and to such extent as the assistant secretary may deem reasonable and proper, waive in whole or in part compliance with any standard established under R.S. 30:701 et seq., if he determines that compliance with such standard works a substantial hardship on an owner or operator of pipeline facilities or is not in the public interest and a waiver of compliance with such standard is not inconsistent with pipeline safety, provided that such waiver shall not be effective until the requirements of 49 U.S.C.A. Section 2001, et seq. relative to such a waiver have first been satisfied.

AUTHORITY NOTE: Promulgated in accordance with R.S. 30:753.

HISTORICAL NOTE: Promulgated by the Department of Natural Resources, Office of Conservation, Pipeline Division, LR 29:2847 (December 2003).

James H. Welsh
Commissioner

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RULE

Department of Public Safety and Corrections
Corrections Services

Death Penalty (LAC 22:I.103)

In accordance with the Administrative Procedure Act, R.S. 49:953(B), the Department of Public Safety and Corrections, Corrections Services, has amended the death penalty Rule.

Title 22
CORRECTIONS, CRIMINAL JUSTICE AND LAW ENFORCEMENT
Part I. Corrections
Chapter 1. Secretary's Office
§103. Death Penalty

A. - H.2.d. …

e. Repealed.

I. - I.4. …

5. The warden will make a written report reciting the manner and date of the execution which he and all of the witnesses will sign. The report shall be filed with the clerk of court in the parish where the sentence was originally imposed. (R.S. 15:571)

6. No employee, including employee witnesses to the execution, except the secretary or the warden or their designee, shall communicate with the press regarding any aspect of the execution except as required by law.

7. No cameras or recording devices, either audio or video, will be permitted in the execution room.

8. The identity of the persons, other than those specified in Subparagraphs H.1.a.-c and H.1.e, Paragraph H.2, and Subparagraph H.2.c., who participate in an execution, either directly or indirectly shall remain strictly confidential and shall not be subject to public disclosure in any manner whatsoever.

AUTHORITY NOTE: Promulgated in accordance with R.S. 15:567-571 (as amended by Act No. 717 of the 1990 Regular Session of the Louisiana Legislature, by Act No. 159 of the 1991 Regular Session, Act No. 145 of the 2002 First Extraordinary Session and Act No. 283 of the 2003 Regular Session).

HISTORICAL NOTE: Promulgated by the Department of Public Safety and Corrections, Office of the Secretary, LR 6:10 (January 1980), amended LR 7:177 (April 1981), amended by the Department of Public Safety and Corrections, Corrections Services, LR 17:202 (February 1991), LR 18:77 (January 1992), LR 24:342 (February 1998), LR 25:2410 (December 1999), LR 28:2553 (December 2002), LR 29:2847 (December 2003).

Richard L. Stalder
Secretary

0312#076

RULE

Department of Public Safety and Corrections
Corrections Services

Louisiana Risk Review Panel (LAC 22:I.107)

In accordance with the Administrative Procedure Act, R.S. 49:953(B), the Department of Public Safety and Corrections, Corrections Services, has amended the Louisiana Risk Review Panel Rule.

Title 22
CORRECTIONS, CRIMINAL JUSTICE AND LAW ENFORCEMENT
Part I. Corrections
Chapter 1. Secretary's Office
§107. Louisiana Risk Review Panel

A. - D.1.c.iii. …

iv. sentenced to life imprisonment and has served at least 20 years in actual custody;

1.d. - 2.d. …

3. An application will be ineligible for Risk Review Panel referral in the following circumstances:

a. - d. …

e. extensive probation and parole revocation history;

D.3.f. - H. …

AUTHORITY NOTE: Promulgated in accordance with R.S. 15:574.22 (as enacted by Act Number 403 of the 2001 Regular Session of the Louisiana Legislature).

HISTORICAL NOTE: Promulgated by the Department of Public Safety and Corrections, Corrections Services, LR 28:94 (January 2002), LR 29:2847 (December 2003).

Richard L. Stalder
Secretary

0312#075

RULE

Department of Public Safety and Corrections
Corrections Services

Telephone Use and Policy on
Monitoring of Calls? Juvenile and Adult
(LAC 22:I.314, 315, and 316)

Editor's Note: LAC 22:I.315, Visitation: Adult Inmates, has been reassigned to Section 316 for topical arrangement.

In accordance with the Administrative Procedure Act, R.S. 49:953(B), the Department of Public Safety and Corrections, Corrections Services, repeals LAC 22:I.314 in its entirety. The Department of Public Safety and Corrections adopted separate Rules for adult and juvenile institutions. The Department of Public Safety and Corrections, Corrections Services, adopted LAC 22:I.314, Telephone Use and Policy on Monitoring of Calls? Juvenile, and LAC 22:I.315, Telephone Use and Policy on Monitoring of Calls? Adult. The existing LAC 22:I.315, Visitation: Adult Inmates, is hereby renumbered as LAC 22:I.316. The renumbering of this Section is not substantive. The move is purely administrative in nature and is necessary only to allow for the placement of the new LAC 22:I.315.

Title 22
CORRECTIONS, CRIMINAL JUSTICE AND LAW ENFORCEMENT
Part I. Corrections
Chapter 3. Adult and Juvenile Services
Subchapter A. General

§314. Telephone Use and Policy on Monitoring of Calls? Juvenile

A. Purpose. To establish the secretary's policy regarding the use of telephones by juveniles and the monitoring of telephone calls at all juvenile institutions.

B. Applicability. Deputy secretary, undersecretary, assistant secretary of the Office of Youth Development and wardens of juvenile facilities. It is the responsibility of each warden to implement this regulation and convey its contents to the juvenile population, employees, and the public.

C. Policy. It is the secretary's policy that uniform telephone procedures? including the ability to monitor and/or record juvenile telephone calls to preserve the security and orderly management of the institution and to protect the public safety? be established and adhered to at all institutions. Each institution will offer juveniles (including the hearing impaired) reasonable access to telephone communication without overtaxing the institution's ability to properly maintain security and to avoid abuse of this privilege on the part of any juvenile.

D. Procedures

1. General

a. Each juvenile will be assigned a personal identification number (PIN), which is not the juvenile's JIRMS number, which must be used when placing outgoing telephone calls.

b. At each juvenile institution, a unique calling number will be used for calling the PZT Hotline.

c. Each juvenile will provide his assigned institution a master list of up to 20 frequently called telephone numbers inclusive of all family, personal, and legal calls. Each juvenile's outgoing telephone calls will be limited to those telephone numbers he has placed on his master list. Changes may be made to the master list at the discretion of the Warden, but no less than once each quarter. These changes may be entered by the contractor or by appropriately trained institutional staff. Changes to the master list of parents and attorneys representing a juvenile are to be expedited. All attempts should be made to institute such changes within six working days. The six days shall begin to run upon receipt by the appropriate institutional staff of the juvenile's written request that the change be made.

d. For new juveniles, PIN and master list numbers will be entered into the telephone system upon intake at the Juvenile Reception and Diagnostic Center.

e. Upon the request of a telephone subscriber, the institution may block a telephone number and prevent the subscriber from receiving calls from a juvenile housed in the facility. To accomplish a block of a particular number, the institution should contact the contractor to request that a universal block be put into place.

2. Telephone access (outgoing calls) shall be as follows.

a. Personal or Family Calls (Routine). Regardless of custody status, juveniles will be provided an opportunity to make telephone calls to their home at the state's expense when the juvenile's case worker determines that the call will promote the goals of the juvenile's intervention plan. Collect telephone access should be made available when not in conflict with school, work or other programming. Specific times for telephone usage in the various living areas shall be established by the warden who shall communicate the telephone schedule to the population.

b. Personal or Family Calls (Emergency). Requests for access outside of normally scheduled hours may be made through the dormitory officer, counselor, or shift supervisor. Upon receiving information of a family emergency, the Warden or designee shall notify the juvenile as soon as possible.

c. Legal Calls. Juveniles will be given meaningful access to telephones for privileged communications with their attorneys, including being advised that their attorney has requested contact.

3. Telephone access (incoming calls) shall be as follows.

a. Personal or Family calls (Routine). Messages may be relayed at the warden's discretion.

b. Personal or Family Calls (Emergency). The warden shall establish a procedure for juvenile notification of legitimate personal or family emergencies communicated to the institution.

c. Legal Calls. Juveniles may be given notice that their attorney has requested contact. Complete verification is required prior to processing.

4. Monitoring

a. Inmates shall be put on notice of the following.

i. Telephone calls in housing areas are subject to being monitored and/or recorded and that "use" constitutes "consent."

ii. It is the juveniles' responsibility to advise all other parties that conversations are subject to being monitored and/or recorded.

iii. A properly placed telephone call to an attorney will not be monitored and/or recorded unless reasonable suspicion of illicit activity has resulted in a formal investigation and such action has been authorized by the secretary or designee.

b. The telephone system will normally terminate a call at the end of the authorized period, (normally 15 minutes); however, the warden or designee may authorize calls of a longer duration as circumstances warrant.

c. The system will automatically broadcast recorded messages indicating that the telephone call is originating from a correctional facility.

d. Juveniles shall not be allowed access to employee home telephone numbers and shall not be allowed to call any staff member of the department.

e. Each institution will advise its population of the proper way to place a legal call.

f. Only personnel authorized by the warden may monitor juvenile telephone calls. Information gained from monitoring calls which affects the security of the institution or threatens the protection of the public will be communicated to other staff members or other law enforcement agencies. Telephone calls to attorneys may not be routinely monitored (see LAC 22:I.314.D.4.a.iii); staff will immediately disconnect from any telephone call if it appears that is the case. All other information shall be held in strict confidence.

g. Juveniles being processed into the system through the Juvenile Reception and Diagnostic Centers will be required to "consent" in writing that their telephone calls are subject to being monitored and/or recorded. A copy of this "consent" shall be placed in the juvenile's institutional record.

h. Each institution's orientation manual must include the information contained in this regulation as a means to notify the population of its contents and verbal notification must be given in the orientation program. Existing juvenile populations shall be put on notice by a sign posted at each telephone. The sign shall reflect the following information:

ATTENTION

This telephone has been electronically programmed to monitor and/or record telephone calls. By using this telephone, you consent to the monitoring and/or recording of your conversation, except for properly placed legal calls.

5. Remote Call Forwarding

a. Remote Call Forwarding (RCF) is a mechanism by which juveniles may employ a local telephone number that automatically forwards the telephone call to a pre-selected number generally located out of the local calling area code or long distance. RFC in essence is an automated 3-way call.

b. RCF is also known as automated call forwarding or PBX call forwarding. Use of this automated and remote mechanism represents significant security risks for several reasons. The telephone call terminated number (the end destination of the call) cannot be readily identified or verified. This number is not a traditional telephone number located at a residence, business or other such location but merely a number within the telephone switching equipment local to the facility where the juvenile is housed.

c. RCF initiated calls to an unidentified terminated number can and are being easily forwarded again to a cell phone and other unauthorized telephones. This forwarding is done through the normal 3-way call hook ups. This in fact negates the security mechanisms achieved by the requirement of approved telephone lists. Safeguards to prevent calls to victims, to blocked or restricted numbers or to prevent other unauthorized call activities are defeated by the use of an RCF number.

d. RCF usage creates an opportunity to conduct criminal or illegal or un-authorized activities since the end call location is not readily being identified, verified or its actual location known. This affords untold opportunity for juveniles to engage in potential scams, to call victims, to facilitate escape attempts and to engage in other conduct representing significant security risks to the facility.

e. The juvenile population should be put on notice that all third-party telephone calls, including RCF calls, are strictly prohibited and such activity will result in appropriate disciplinary action.

f. Wardens shall develop a monitoring system to analyze the frequency of local calls. High frequency may indicate RCF utilization. When RCF calls are discovered, a system wide block of the number should be initiated pursuant to LAC 22:I.314.D.1.e.

AUTHORITY NOTE: Promulgated in accordance with R.S. 15:829.

HISTORICAL NOTE: Promulgated by the Department of Public Safety and Corrections, Corrections Services, LR 29:360 (March 2003), amended LR 29:2848 (December 2003).

§315. Telephone Use and Policy on Monitoring of Calls? Adult

A. Purpose. To establish the secretary's policy regarding the use of telephones by inmates and the monitoring of inmate telephone calls at all adult institutions.

B. Applicability. Deputy secretary, undersecretary, assistant secretary of the Office of Adult Services and all wardens of adult facilities. It is the responsibility of each warden to implement this regulation and convey its contents to the inmate population and unit employees.

C. Policy. It is the secretary's policy that uniform telephone procedures? including the ability to monitor and/or record inmate telephone calls to preserve the security and orderly management of the institution and to protect the public safety? be established and adhered to at all institutions. Each institution will offer inmates (including the hearing and/or speech impaired) reasonable access to telephone communication without overtaxing the institution's ability to properly maintain security and to avoid abuse of this privilege on the part of any inmate. Further, inmates with hearing and/or speech disabilities and inmates who wish to communicate with parties who have such

disabilities, are also to be afforded access to appropriate equipment which may include a Telecommunications Device for the Deaf or comparable equipment.

D. Procedures

1. General

a. Each inmate will be assigned a personal identification number (PIN) which must be used when placing outgoing telephone calls; the PIN will be the inmate's DOC number.

b. Each inmate will provide his assigned institution a master list of up to 20 frequently called telephone numbers inclusive of all family, personal, and legal calls. Each inmate's outgoing telephone calls will be limited to those telephone numbers he has placed on his master list. Changes may be made to the master list at the discretion of the warden, but no less than once each quarter. These changes may be entered by the contractor or by appropriately trained institutional staff.

c. For new inmates, PIN and master list numbers will be entered into the telephone system upon intake at the Reception and Diagnostic Centers.

d. Upon the request of a telephone subscriber, the institution may block a telephone number and prevent the subscriber from receiving calls from an inmate housed in the facility. To accomplish a block of a particular number for all state facilities, the institution should contact the contractor to request that a universal block be put into place.

2. Dormitory Housing (Minimum or Medium Custody)

a. Personal or Family Calls (Routine). Collect telephone access should be available on a relatively non-restricted basis. The specific hours in the various living areas at the individual institutions shall be established by the warden of each institution. The warden shall communicate the telephone schedule to the inmate population. A time limit should be established.

b. Personal or Family Calls (Emergency). Requests for access outside of normally scheduled hours may be made through the dormitory officer, shift supervisor, or other appropriate staff.

c. Legal Calls. The warden shall establish a schedule for legal calls. Inmates are generally able to place legal calls during the lunch period or after the afternoon count (when "normal office hours" are in effect for attorneys). The warden should establish an alternate procedure if this is not adequate.

3. Cellblock Housing (Maximum Custody)

a. Personal or Family Calls (Routine). Collect telephone access is generally located in the cellblock lobby. (In those situations where the telephone is on the tier, the inmate may be allowed access during the shower or exercise period.) Lobby placement may restrict inmate access. Therefore, posted policy may limit routine personal calls for inmates assigned to cellblocks. Access may vary by inmate classification status. A time limit should be established.

b. Personal or Family Calls (Emergency). In all subclasses of maximum custody, the inmate is required to request consideration for this type call from the warden's designee (shift supervisor, unit major, or program staff) who decides if the justification the inmate presents warrants the request. That decision is then logged. No frequency for this type call is established as the severity and duration of the emergency may vary.

> NOTE: Please refer to the "Emergency Review" provisions of the Administrative Remedy Procedure. Timely review can be solicited by the inmate.

c. Legal Calls. The warden shall establish a procedure for placing legal calls on a reasonable basis during "normal office hours." Each housing unit shall maintain a legal telephone log for the purpose of monitoring the number of legal calls made by inmates on a weekly basis.

4. Incoming Calls

a. Personal or Family Calls (Routine). Messages are not accepted or relayed on a routine basis for any inmate.

b. Personal or Family Calls (Emergency). The warden should establish a procedure for inmate notification of legitimate personal or family emergencies communicated to the institution.

c. Legal Calls. Inmates may be given notice that their attorney has requested contact. Complete verification is required prior to processing. If minimum or medium custody, the inmate may call from the dormitory during lunch or after work. If maximum custody, the inmate may be allowed to call during "normal office hours" at a time which does not interfere with orderly operation of the unit.

5. Monitoring

a. Inmates shall be put on notice of the following.

i. Telephone calls in housing areas are subject to being monitored and/or recorded and that "use" constitutes "consent."

ii. It is the inmate's responsibility to advise all other parties that conversations are subject to being monitored and/or recorded.

iii. A properly placed telephone call to an attorney will not be monitored and/or recorded unless reasonable suspicion of illicit activity has resulted in a formal investigation and such action has been authorized by the secretary or designee.

b. The telephone system will normally terminate a call at the end of the authorized period, (normally 15 minutes); however, the warden or designee may authorize calls of a longer duration as circumstances warrant.

c. The system will automatically broadcast recorded messages indicating that the telephone call is originating from a correctional facility.

d. Inmates shall not be allowed access to employee home telephone numbers and shall not be allowed to call any staff member of the department.

e. Each institution will advise its inmate population of the proper way to place a legal call.

f. Only personnel authorized by the warden or designee may monitor inmate telephone calls. Information gained from monitoring calls which affects the security of the institution or threatens the protection of the public will be communicated to other staff members or other law enforcement agencies. Telephone calls to attorneys may not be routinely monitored (see LAC 22:I.315.D.5.a.iii); staff will immediately disconnect from any inmate telephone call if it appears that is the case. All other information shall be held in strict confidence.

g. Inmates being processed into the system through the Reception and Diagnostic Centers will be required to

"consent" in writing that their telephone calls are subject to being monitored and/or recorded. A copy of this "consent" shall be placed in the inmate's institutional record.

h. Each institution's orientation manual must include the information contained in this regulation as a means to notify the inmate population of its contents and verbal notification must be given in their orientation program. Existing inmate populations shall be put on notice by a sign posted at each inmate telephone. The sign shall reflect the following information.

ATTENTION

This telephone has been electronically programmed to monitor and/or record telephone calls. By using this telephone, you consent to the monitoring and/or recording of your conversation, except for properly placed legal calls.

6. Remote Call Forwarding

a. Remote Call Forwarding (RCF) is a mechanism by which inmates may employ a local telephone number that automatically forwards the telephone call to a pre-selected number generally located out of the local calling area code or long distance. RCF in essence is an automated 3-way call.

b. RCF is also known as automated call forwarding or PBX call forwarding. Use of this automated and remote mechanism represents significant security risks for several reasons. The telephone call terminated number (the end destination of the call) cannot be readily identified or verified. This number is not a traditional telephone number located at a residence, business or other such location but merely a number within the telephone switching equipment local to the facility where the inmate is housed.

c. RCF initiated calls to an unidentified terminated number can and are being easily forwarded again to a cell phone and other unauthorized telephones. This forwarding is done through the normal 3-way call hook ups. This in fact negates the security mechanisms achieved by the requirement of approved telephone lists. Safeguards to prevent calls to victims, to blocked or restricted numbers or to prevent other unauthorized call activities are defeated by the use of an RCF number.

d. RCF usage creates an opportunity to conduct criminal or illegal or un-authorized activities since the end call location is not readily being identified, verified or its actual location known. This affords untold opportunity for inmates to engage in potential scams, to call victims, to facilitate escape attempts and to engage in other conduct representing significant security risks to the facility.

e. The inmate population should be put on notice that all third-party telephone calls, including RCF calls, are strictly prohibited and such activity will result in appropriate disciplinary action.

f. Wardens shall develop a monitoring system to analyze the frequency of local calls. High frequency may indicate RCF utilization. When RCF calls are discovered, a system wide block of the number should be initiated pursuant to LAC 22:I.315.D.1.d.

AUTHORITY NOTE: Promulgated in accordance with R.S. 15:829.

HISTORICAL NOTE: Promulgated by the Department of Public Safety and Corrections, Corrections Services, LR 29:360 (March 2003), amended LR 29:2849 (December 2003).

§316. Visitation: Adult Inmates

A. Purpose. The purpose of this regulation is to establish the secretary's policy regarding inmate visiting at all adult institutions of the Department of Public Safety and Corrections.

B. Responsibility. It is the responsibility of the assistant secretary for adult services and all wardens of adult institutions to implement this regulation and convey its contents to all inmates, affected employees, and persons applying to visit, or persons approved to visit.

C. General

1. Inmates are to be permitted visitation under reasonable conditions with approved friends, relatives and other persons. Uniform visiting procedures are to be established and adhered to at all institutions under conditions and in a manner which is in keeping with the most recent court decisions on inmate visiting.

2. An inmate may refuse to see a visitor, but the inmate should sign a statement to that effect or a note placed in his file that he refuses to do so. A person may be removed from the approved visiting list at his own request or at the request of the inmate.

3. The guidelines set forth herein as to the treatment of visitors are to be strictly followed. The restrictions on visiting set forth herein are the most severe which may apply to any institution. However, the warden may limit the number of visitors which may be approved to visit each inmate, the number of visits, and the duration of the visit in accordance with the provisions of this regulation. Each warden is to promulgate the Rules governing visiting at the institution(s) under his control, and such Rules shall be in accordance with this regulation.

D. Procedure

1. Each inmate must apply to the warden or his designee to have a particular person placed on the inmate's approved visiting list. The inmate must supply a correct name, address, birth date and identify the relationship of the person to that inmate. A list shall be kept of those persons approved to visit, and a record may be kept of persons who do visit an inmate.

2. The inmate may not be prohibited, nor limited by number from receiving visits from the following persons except as provided in §316.D.3 and 4:

a. identifiable parent(s), or if not raised by parents, the person(s) who raised the inmate;

b. identifiable grandparent(s), if parent(s) not living;

c. identifiable spouse;

d. identifiable children;

e. identifiable sibling(s), if none of the above are on the visiting list;

f. identifiable religious or spiritual counselor; and

g. identifiable attorney(s), their employee(s) authorized by the attorney to act on his behalf, and law students engaged in approved clinical programs.

3. Restrictions on visiting may only be imposed in accordance with the following.

a. Any person may be refused approval to visit an inmate until their identity or relationship to the inmate can be established.

b. Any person may be refused approval to visit an inmate on the day that the visitor refuses to submit to a search.

c. Any person may be refused approval to visit an inmate and removed from the approved visiting list if the visitor does not comply with the rules of the institution during a visit.

d. Any person may be permanently refused approval to visit an inmate if the conduct of the visitor amounts to a violation of state and/or federal law, such as assault, battery, disturbing the peace, introduction or attempted introduction of contraband, etc.

e. Any person who is an ex-felon and who has not been finally discharged from an institution or from probation or parole supervision for more than two years without an intervening criminal record or who has pending criminal charges, may be refused approval to visit the inmate, unless the person is an identifiable parent(s), spouse, sibling(s), grandparent(s), or child of the inmate in which case the two year restriction does not apply.

f. Any person who is incarcerated or on probation or parole at the time of the requested visit may be prohibited from visiting with an inmate.

g. Any person, except an identifiable religious counselor or attorney, may be refused approval to visit with an inmate if the inmate has had his visiting privileges restricted as a penalty for a rule infraction involving visiting, or if the inmate is in isolation.

h. No person may be refused approval to visit an inmate solely upon the basis that the person did not know the inmate prior to his incarceration, unless the person applying to visit is also incarcerated.

i. Any person, except those enumerated in §316.D.2 may be refused approval to visit because the inmate has the number of persons permitted by the institution already on his visiting list, or in the case of visits from nonrelated members of the opposite sex, the inmate is married or lists as a spouse, or has as an approved visitor, a girlfriend or boyfriend who is a person other than the applicant.

j. Any person may be denied permission to visit during the time of a disturbance at the institution, if the secretary has declared that all visiting is suspended during the emergency.

k. All minors (under age of 17) must be accompanied by an adult who is either an identifiable family member of the minor, or his legal guardian; or is on the inmate's approved visiting list. Exceptions:

i. minor spouse;

ii. emancipated minors (judgment of emancipation required as proof);

iii. minors visiting as part of approved institutional programs, such as but not limited to, church groups, parenting groups, etc.

4. Number, Duration and Conditions of Visits

a. Each inmate should be afforded at least two visits per month, preferably on weekends. Each visiting period should be of two hours' duration.

b. The warden of each institution shall promulgate rules governing the number of visitors that may visit an inmate individually at one session, as well as the number of persons which may visit one inmate in a group, and shall submit same to the secretary for his approval. Family visiting, and orderly contact visits are to be permitted to the extent possible.

c. Attorneys, their employees, and law students in approved clinical programs may visit their clients at any time during normal working hours (8 a.m. to 5 p.m., Monday through Friday). Special visits may be arranged in accordance with §316.F. Except in emergency cases, visits by attorneys, their employees and law students in approved clinical programs must be scheduled 24 hours in advance.

d. The areas where visiting occurs shall be clean and well lighted. All visitors are to be informed orally or in writing of the rules and regulations governing visiting.

e. Privacy shall be afforded to the degree security permits when an inmate visits with legal advisors, but in no case will conversations during such visits be monitored.

f. Any visit may be terminated while in progress if the inmate or visitor violates the rules governing visiting.

E. Treatment of Visitors

1. There shall be no discrimination in visiting. All visitors and inmates will be provided equal opportunities in visiting, in accordance with the inmates' security class and housing assignment.

2. Visitors shall be treated with courtesy at all times and should not be subjected to unnecessary delay, inconvenience or embarrassment in accomplishing a visit.

3. Any search of a visitor's person shall be done by someone of the same sex, without force, and in a manner that will not cause embarrassment to the visitor.

F. Special Visits

1. The warden of each institution may approve on a case by case basis, or generally in unusual circumstances, special visits in the following cases:

a. approved visitors who are unable to visit on regular visiting days; or

b. longer visits, more visitors or more visiting periods than institutional regulations allow.

2. If the person applying to visit is otherwise restricted from visiting, the warden may approve a special visit, except when the person applying to visit the inmate is also incarcerated, prior approval from the assistant secretary of adult services is required.

G. Cancellation. This regulation supersedes Department Regulation Number 30-19A, dated June 20, 1985. This regulation will not operate to remove any person who is currently on an inmate's approved visiting list.

AUTHORITY NOTE: Promulgated in accordance with R.S. 15:833(A).

HISTORICAL NOTE: Promulgated by the Department of Corrections, Office of Adult Services, LR 5:2 (January 1979), amended LR 11:1096 (November 1985), repromulgated LR 29:2851 (December 2003).

Richard L. Stalder
Secretary

0312#077

RULE

Department of Revenue
Office of Charitable Gaming

Progressive Pull-Tabs
(LAC 42:I.1775)

The Department of Revenue, Office of Charitable Gaming, in accordance with the provisions of the Administrative Procedure Act, R.S. 49:953(A), has adopted this Rule to implement the provisions of R.S. 4:725.1 to provide guidance regarding progressive pull-tabs for organizations licensed to hold, operate, or conduct charitable games of chance.

Act 736 of the 2003 Regular Session of the Louisiana Legislature enacted R.S. 4:725.1 to authorize progressive pull-tabs during sessions licensed by the Office of Charitable Gaming. The Act established the jackpot limit and the contribution per deal of pull-tabs for the progressive jackpot. This Rule establishes guidelines related to progressive pull-tabs and requires that certain documentation and information be maintained and submitted to the office.

Title 42
LOUISIANA GAMING
Part I. Charitable Bingo, Keno, Raffle
Subpart 1. Bingo
Chapter 17. Charitable Bingo, Keno and Raffle
Subchapter E. Pull Tabs

§1775. Progressive Pull-Tabs

A. Each progressive pull-tab jackpot must be established only through the play of deals bearing a licensed manufacturer's form number. Each jackpot must use the identical form number for each deal contributing to the prize jackpot. Pull-tab deals must meet all requirements as set forth in R.S. 4:725 and 725.1 and in LAC 42:I.1715, 1719, 1771, and 1773.

B. Accountability. Organizations participating in a progressive pull-tab jackpot must maintain all required forms as prescribed by the office.

1. For each progressive pull-tab jackpot, the organization must maintain, at a minimum, the following records for a period of three years from the date that the progressive game prize was awarded or the game was considered closed:

a. date the progressive jackpot started;

b. method or rules of determining a potential jackpot winner;

c. method or rules of determining how a player wins the jackpot;

d. dollar amount of contribution into the jackpot per deal;

e. dollar amount of the jackpot cap;

f. accumulated jackpot totals including any backup jackpots;

g. serial number and date sold of the pull tab deals contributing to the jackpot; and

h. name and identification of the winner with the date and amount won.

2. The organization must maintain a separate non-interest bearing charitable gaming progressive pull-tab checking account. All checks on this account must have preprinted consecutive numbers and have the words "Progressive Pull-Tab Account" and the licensee's state charitable gaming license number printed on the face of the checks. All progressive jackpot winners, regardless of the amount, must be paid by check written from this separate progressive pull-tab account. Checks made payable to cash are prohibited.

3. The amount of contribution into the jackpot per deal must be deposited into this progressive pull-tab account no later than the second banking day following the sale of a complete deal.

4. In addition to the jackpot contribution in Paragraph 3 above, the organization must maintain a minimum balance in their progressive pull-tab account that is equal to $500 or the organization's average weekly jackpot contribution(s), whichever is greater.

C. Multiple Locations. If an organization offers progressive pull-tabs at multiple locations, the organization must offer separate progressive pull-tabs at each location.

D. Payout Percentage. Progressive pull-tab deals must meet the payout percentage as described in LAC 42:I.1773. The percentage payout per a progressive pull-tab deal must include any contribution into the progressive jackpot from a particular deal.

E. Posting of Progressive Jackpot. Organizations must conspicuously post all progressive jackpot totals, including any backup amounts, in order for the players to determine the amount of jackpots offered at any one time. Organizations must also conspicuously post house rules in complete view of the players describing the means by which specific progressive jackpots will be awarded. Postings must be visible during the entire session offering the progressive pull-tabs.

F. Jackpot Cap Amount. Prior to a jackpot win, the organization may raise, but not lower, a pull-tab progressive jackpot cap.

G. Continuous Play. Once an organization offers a progressive pull-tab for play, the organization must continue to offer that particular progressive pull-tab at every subsequent session at that location until the jackpot and any backup jackpots are won.

H. Cease Play. If an organization ceases playing charitable gaming or wishes to stop playing a progressive jackpot pull-tab game, the organization must, with prior approval from the office, transfer the current jackpot(s) to another progressive game or determine a method to award all progressive jackpots to the players. With prior approval from the office, an organization may alter the suggested rules of the manufacturer to determine a winner.

I. Prohibitions. The following persons are strictly prohibited from playing, directly or indirectly, any progressive pull-tab games:

1. all members or volunteers holding, operating, or conducting or assisting in the holding, operating, or conducting any part of a particular charitable gaming session that offers a progressive pull-tab game;

2. licensed distributors or manufacturer owners, their shareholders, or directors at any site;

3. any employees of licensed distributors or manufacturers while on official duty during any part of a particular charitable gaming session that offers a progressive pull-tab game.

J. Submission to the Office. The manufacturer must submit, within fifteen calendar days of the progressive pull-tabs being shipped into the state, information on all progressive pull-tabs being offered. The submission of each type of progressive pull-tab must include the following:

1. form number;

2. total number of pull-tabs per deal;

3. total amount of prizes per deal including jackpot contribution; and

4. full set of rules or alternative rules for the progressive pull-tab including the method to determine winners.

AUTHORITY NOTE: Promulgated in accordance with R.S. 4:725.1.

HISTORICAL NOTE: Promulgated by the Department of Revenue, Office of Charitable Gaming, LR 29:2853 (December 2003).

Cynthia Bridges
Secretary

0312#055

RULE

Department of Revenue
Policy Services Division

Electronic Funds Transfer
(LAC 61:I.4910)

Under the authority of R.S. 47:1511 and 47:1519 and in accordance with the provisions of the Administrative Procedure Act, R.S. 49:950 et seq., the Department of Revenue, Policy Services Division, has amended LAC 61:I.4910 to implement changes to the electronic funds transfer requirement threshold enacted by Acts 2003, No. 112.

Act 112 amended RS. 47:1519 to reduce the electronic funds transfer payment requirement threshold for tax payments incrementally from $20,000 to $15,000 beginning January 1, 2004; from $15,000 to $10,000 beginning January 1, 2006; and from $10,000 to $5,000 beginning January 1, 2008, and provide that electronic fund transfers delivered after the payment's due date will be considered timely if the transfer was initiated on the due date.

Title 61
REVENUE AND TAXATION
Part I. Taxes Collected and Administered by the Secretary of Revenue
Chapter 49. Tax Collection
§4910. Electronic Funds Transfer

A. Electronic Funds Transfer Requirements

1. For taxable periods beginning on or after January 1, 2004, taxpayers are required to remit their tax payments by electronic funds transfer under any of the following circumstances:

a. the payments made in connection with the filing of any business tax return or report averaged, during the prior 12-month period, more than $15,000 per reporting period; or

b. any business tax return or report is filed more frequently than monthly and the average total payments during the prior 12-month period were more than $15,000 per month; or

c. any company who files withholding tax returns and payments on behalf of other taxpayers and payments during the previous 12-month period averaged more than $15,000 per month for all tax returns filed.

2. For taxable periods beginning on or after January 1, 2006, taxpayers are required to remit their tax payments by electronic funds transfer under any of the following circumstances:

a. the payments made in connection with the filing of any business tax return or report averaged, during the prior 12-month period, more than $10,000 per reporting period; or

b. any business tax return or report is filed more frequently than monthly and the average total payments during the prior 12-month period were more than $10,000 per month; or

c. any company who files withholding tax returns and payments on behalf of other taxpayers and payments during the previous 12-month period averaged more than $10,000 per month for all tax returns filed.

3. For taxable periods beginning on or after January 1, 2008, taxpayers are required to remit their tax payments by electronic funds transfer under any of the following circumstances:

a. the payments made in connection with the filing of any business tax return or report averaged, during the prior 12-month period, more than $5,000 per reporting period; or

b. any business tax return or report is filed more frequently than monthly and the average total payments during the prior 12-month period were more than $5,000 per month; or

c. any company who files withholding tax returns and payments on behalf of other taxpayers and payments during the previous 12-month period averaged more than $5,000 per month for all tax returns filed.

4. Any taxpayer may voluntarily remit amounts due by electronic funds transfer with the approval of the secretary. After requesting to electronically transfer tax payments, the taxpayer must continue to do so for a period of at least 12 months.

B. ...

C. Taxes Required to be Electronically Transferred. Tax payments required to be electronically transferred may include corporation income and franchise taxes including declaration payments; income tax withholding; sales and use taxes; severance taxes; excise taxes; and any other tax or fee administered or collected by the Department of Revenue except for individual income tax. A separate transfer shall be made for each return.

D. - D.3. ...

E. Failure to Timely Transfer Electronically

1. Remittances transmitted electronically are considered timely paid if the payment transaction's confirmation time and date stamp is on or before the due

date. However, if the payment is not timely paid, the date of receipt by the secretary will govern for purposes of determining the amount of any late payment penalties.

2. Failure to make payment or remittance in immediately available funds in a timely manner, or failure to provide such evidence of payment or remittance in a timely manner, shall subject the affected taxpayer or obligee to penalty, interest, and loss of applicable discount, as provided by state law for delinquent or deficient tax, fee or obligation payments. If payment is timely made in other than immediately available funds, penalty, interest, and loss of applicable discount shall be added to the amount due from the due date of the tax, fee or obligation payment to the date that funds from the tax, fee, or obligation payment subsequently becomes available to the state.

3. When the statutory filing deadline, without regard to extensions, falls on a Saturday, Sunday, or Federal Reserve holiday, the payments must be electronically transferred by the next business day.

4. If a taxpayer has made a good faith attempt and exercises due diligence in initiating a payment under the provisions of R.S. 47:1519 and this Rule, but because of unexpected problems arising at financial institutions, Federal Reserve facilities, the automated clearinghouse system, or state agencies, the payment is not timely received, the delinquent penalty may be waived as provided by R.S. 47:1603. Before a waiver will be considered, taxpayers must furnish the department with documentation proving that due diligence was exercised and that the delay was clearly beyond their control.

5. Tax return must be filed.

a. A tax return or report must be filed separately from the electronic transmission of the remittance.

b. Exception. Payments remitted by electronic funds transfer for income tax withholding will be accepted in lieu of a withholding tax return, Form L-1, and a separate return is not required to be filed.

c. Failure to timely file a tax return or report shall subject the affected taxpayer or obligee to penalty, interest, and loss of applicable discount, as provided by state law.

6. In situations involving extenuating circumstances as set forth in writing by the taxpayer and deemed reasonable by the secretary of the Department of Revenue, the secretary may grant an exception to the requirement to transmit funds electronically.

AUTHORITY NOTE: Promulgated in accordance with R.S. 47:1519.

HISTORICAL NOTE: Promulgated by the Department of Revenue and Taxation, Office of the Secretary, LR 19:1032 (August 1993), repromulgated LR 19:1340 (October 1993), amended LR 20:672 (June 1994), LR 23:448 (April 1997), amended by the Department of Revenue, Office of the Secretary, LR 25:2442 (December 1999), LR 28:866 (April 2002), amended by the Department of Revenue, Policy Services Division, LR 29:2854 (December 2003).

Cynthia Bridges
Secretary

0312#027

RULE

Department of Transportation and Development
Office of Highways/Engineering

Outdoor Advertising (LAC 70:III.137, 143, 144, and 149)

In accordance with the applicable provisions of the Administrative Procedure Act, R.S. 49:950 et seq., the Department of Transportation and Development amends Subchapter C of Chapter 1 of Part III of Title 70, entitled "Regulations for Control of Outdoor Advertising," in accordance with R.S. 48:461 et seq.

Title 70
TRANSPORTATION
Part III. Outdoor Advertising
Chapter 1. Outdoor Advertising
Subchapter C. Regulations for Control of Outdoor Advertising

§137. Nonconforming Signs

A. In addition to all other laws, regulations and rules, the following conditions and requirements apply to a continued maintenance of such nonconforming sign.

1. The sign must remain substantially the same as it existed on the effective date of the state law, regulation, rule or local ordinance which caused said sign to be nonconforming.

2. - 6. ...

7. Destruction

a. Nonconforming signs which are damaged beyond one-third of the replacement-cost-new of the subject sign lose their nonconforming status, as hereinabove provided, unless they be destroyed by intentional, criminal conduct. Any signs so damaged by intentional, criminal conduct may be re-erected within 180 days of its destruction to retain nonconforming status; however, such re-erection must occur at the identical location and the size, lighting and spacing must be identical to the prior circumstances.

b. When any nonconforming sign which deteriorates or suffers a nonintentional, noncriminal destruction to the point where the cost of repairing or maintaining the subject sign will exceed one-third of the replacement-cost-new of the sign, the nonconforming status will change to illegal and the sign may not be reinstalled.

8. Abandonment

a. If an existing, nonconforming sign ceases to display a bona fide advertising message for a period of 12 months or more, then, the sign shall be considered abandoned and its nonconforming use rights are thereby terminated.

b. The said 12-month period may be interrupted for the period of time during which the controlled highway relative to such sign is closed for repairs adjacent to said sign.

c. Nonconforming sign shall be deemed to be abandoned whenever:

i. the structure is without an advertising message for a period of 12 months or more;

ii. the sign structure or face thereof has not been maintained or repaired for 12 months or more; and

iii. the owner or possessor of the sign or structure has no valid lease or other lawful occupancy right from one entitled to grant same.

AUTHORITY NOTE: Promulgated in accordance with R.S. 48:461, et seq.

HISTORICAL NOTE: Promulgated by the Department of Transportation and Development, Office of Highways, LR 2:188 (June 1976), amended LR 29:2855 (December 2003).

§143. Procedure and Policy for Issuing Permits for Controlled Outdoor Advertising

A. ...

B. Applicants for a permit shall execute an application form furnished by the Louisiana Department of Transportation and Development and shall forward such application form properly and completely executed as to all information requested to the district office of the Louisiana Department of Transportation and Development situated within the highway district where said sign is to be located.

C. The department must be notified in writing by the original permittee upon any change or transfer of ownership of the permitted installation.

D. An original signature or a copy of a current lease agreement shall be submitted with each application.

E. Repealed.

F. …

G. Permit applications which are properly completed and executed and which are accompanied by all other required documentation or evidence shall be thereafter submitted by the district office to the appropriate permit office in Baton Rouge, Louisiana for review. Permits which are not in proper form or which are not complete or not accompanied by required documentation and evidence or do not meet the requirements of state law at the time of the submittal of the application shall be returned to the applicant by the district office with reasons for its return. Applications may be resubmitted at any time.

H. - I. ...

J. Each permit shall specify a time delay of 6 months or 12 months (at the permittee's option) within which to erect the subject advertising device. The district office shall determine whether or not the device has been erected within the specified time delay.

K. ...

L. If a sign has been erected within the delays allowed by the permit, but the subject sign does not conform to the specifications of the permit, the Louisiana Department of Transportation and Development shall notify the applicant or permittee in writing to cause the sign to conform to the permit. The applicant or permittee shall have 30 days to cause the sign to conform to the permit. The time delay begins on the day following the posting of written notice to said applicant or permittee at the last known address as furnished by the applicant or permittee. Extensions of time within which the applicant or permittee may bring the sign into legal conformity may be granted by the department when the department determines that good cause has been demonstrated. The department will void any permit when the permittee fails to conform the sign within the time delay or extensions provided. Thereafter the sign must be removed at the sign owner's expense. The sign owner may prevent such removal only by securing a new permit for the subject sign which did not conform to the previous permit. A new permit may be obtained upon appropriate application including payment of all fees in connection therewith. Nevertheless, once a permit has been voided the sign location is available to any applicant.

M. If a sign is erected without first obtaining a permit from the department and the department notifies the owner that the sign is illegal, the owner of the sign will have a period of 30 days from the date of receipt of the department's letter to bring the sign into legal compliance and make proper application for the permit. Extensions of time within which the applicant or permittee may bring the sign into legal conformity may be granted by the department when the department determines that good cause has been demonstrated.

AUTHORITY NOTE: Promulgated in accordance with R.S. 48:461, et seq.

HISTORICAL NOTE: Promulgated by the Department of Transportation and Development, Office of Highways, LR 2:191 (June l976), amended LR 29:2856 (December 2003).

§144. Illegal Outdoor Advertising Signs

A. An outdoor advertising sign is deemed to be illegal if:

1. the owner has received a certified letter from the department under the provisions of R.S. 48:461 and has failed to respond within the time allotted;

2. the owner replied to the certified letter provided for in R.S. 48:461; received a permit review as provided for hereafter; received a ruling of illegality and failed to appeal said ruling to a court of competent jurisdiction within the time allotted; or

3. the owner replied to the certified letter provided for in R.S. 48:461; received a permit review as provided for hereafter; received a ruling of illegality; appealed said ruling to a court of competent jurisdiction as provided for hereafter; and a final ruling of illegality was rendered by the court.

B. - B.1. ...

2. If the owner requests and receives a permit hearing as provided for in §144.D, and the hearing results in a finding that the owner's device is illegal, and he fails to appeal said finding to a court of competent jurisdiction, the owner shall be assessed a penalty of $100 per day for each day that the violation occurred and continues to occur following the 30-day written notice of the ruling of the permit hearing.

3. If the owner receives and appeals the ruling of the permit hearing to a court of competent jurisdiction and receives a final ruling of illegality rendered by a court of competent jurisdiction, then the owner shall be assessed a penalty of $100 per day for each day that the violation occurred and continues to occur. Said penalty shall be retroactive to the date 30 days after written notice of the ruling of the permit hearing.

C. ...

D. There is hereby created within the Department of Transportation and Development a permit review process which is available to permit applicants who have received notification that the department intends to remove their outdoor advertising signs or deny future permits.

1. Composition of the Permit Review Committee. The permit review committee shall be composed of representatives of the following divisions within the Department of Transportation and Development:

a. - d. ...

2. Authority of the Permit Review Committee. The committee, pursuant to a majority vote, may arbitrate and

resolve disputes which arise during the permit process and grant or deny relief to petitioning permittees.

3. The permittee shall bring his complaint before the permit review committee no later than 30 days after notification to remove the illegal sign, or no later than 30 days after receipt of a permit denial, whichever is applicable, in order to receive a permit review.

4. Duties of the Permit Review Committee. The permit review committee must meet in a timely fashion to review all protests filed by permittees. The permit review committee must give each protester due notice of meeting time and place. The permit review committee must notify the permittee of its action with 14 working days of its meeting.

5. Rights of the Protesting Permittee. The permittee shall submit, in writing, his protest and all pertinent exhibits. Such submittal must be received five days before the review committee meeting. The committee, in its discretion, may waive these requirements in particular circumstances in order to provide a fair hearing. The permittee may appear before the permit review committee to offer a brief explanation of his grievance.

E. ...

AUTHORITY NOTE: Promulgated in accordance with R.S. 48:461, et seq.

HISTORICAL NOTE: Promulgated by the Department of Transportation and Development, Office of Highways, LR 24:960 (May 1998), amended LR 29:2856 (December 2003).

Subchapter D. Outdoor Advertising Fee Schedule

§149. Permit Fee

A. The following permit fee schedule is applicable to outdoor advertising signs.

Sign Size	Permit Fee Due upon Issuance and Each Six Months Thereafter until Erected	Renewal Fee Due Each Year Following Sign Erection
1-100 Square Feet	$37.50 per sign face	$7.50 per sign face
101-300 Square Feet	$62.50 per sign face	$12.50 per sign face
301 Square Feet and Over	$125.00 per sign face	$25.00 per sign face

AUTHORITY NOTE: Promulgated in accordance with R.S. 48:461, et seq.

HISTORICAL NOTE: Promulgated by the Department of Transportation and Development, Office of Highways, LR 12:602 (September 1986), amended LR 29:2857 (December 2003).

Kam K. Movassaghi, Ph.D., P.E.
Secretary

0312#079

RULE

Department of Transportation and Development
Office of Real Estate

Appraisal Handbook for Fee Appraisers
(LAC 70:XVII.Chapter 5)

In accordance with the applicable provisions of the Administrative Procedure Act, R.S. 49:950 et seq., the Department of Transportation and Development hereby amends Chapter 5 of Part XVII of Title 70 entitled "Appraisal Handbook for Fee Appraisers," in accordance with R.S. 48:440 et seq.

Title 70
TRANSPORTATION
Part XVII. Real Estate

Chapter 5. Appraisal Handbook for Fee Appraisers

§501. Definitions

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 48:440 et seq.

HISTORICAL NOTE: Promulgated by the Department of Transportation and Development, Office of Real Estate, LR 25:881 (May 1999), repealed LR 29:2857 (December 2003).

§503. Overview of the Purpose of the Appraisal

A. - B. ...

C. Compensation shall be based upon the provisions of Article I, Section 4 of the Louisiana Constitution of 1974 and the provisions of R.S. 48:441 et seq.

D. Repealed.

E. - F. ...

AUTHORITY NOTE: Promulgated in accordance with R. S. 48:440 et seq.

HISTORICAL NOTE: Promulgated by the Department of Transportation and Development, Office of Real Estate, LR 25:882 (May 1999), amended LR 29:2857 (December 2003).

§517. Items Excluded from Appraisals

A. - B. ...

C. Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 48:440 et seq.

HISTORICAL NOTE: Promulgated by the Department of Transportation and Development, Office of Real Estate, LR 25:884 (May 1999), amended LR 29:2857 (December 2003).

§523. Highest and Best Use

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 48:440 et seq.

HISTORICAL NOTE: Promulgated by the Department of Transportation and Development, Office of Real Estate, LR 25:884 (May 1999), repealed LR 29:2857 (December 2003).

§525. Land Valuation

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 48:440 et seq.

HISTORICAL NOTE: Promulgated by the Department of Transportation and Development, Office of Real Estate, LR 25:885 (May 1999), repealed LR 29:2857 (December 2003).

§527. Valuation of the Entire Tract

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 48:440 et seq.

HISTORICAL NOTE: Promulgated by the Department of Transportation and Development, Office of Real Estate, LR 25:885 (May 1999), repealed LR 29:2858 (December 2003).

§529. Valuation of the Remainder

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 48:440, et seq.

HISTORICAL NOTE: Promulgated by the Department of Transportation and Development, Office of Real Estate, LR 25:885 (May 1999), repealed LR 29:23858 (December 2003).

§531. Valuation of the Improvements

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 48:440, et seq.

HISTORICAL NOTE: Promulgated by the Department of Transportation and Development, Office of Real Estate, LR 25:885 (May 1999), repealed LR 29:2858 (December 2003).

§535. Appraisal Confidentiality

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 48:440, et seq.

HISTORICAL NOTE: Promulgated by the Department of Transportation and Development, Office of Real Estate, LR 25:887 (May 1999), repealed LR 29:2858 (December 2003).

§547. Form A

A. This form is designed for a complete, detailed appraisal of an entire ownership, including all land and improvements, using all applicable approaches. In effect, this is two separate appraisals. The ?before the acquisition? and "after the acquisition" appraisals pertain to partial acquisitions only. Each segment, "before and after", is to be completed in detail and separately. All approaches to value are to be utilized in detail when applicable.

B. Repealed.

C. - C.2.k. …

l. Repealed.

m. - o.vi. …

AUTHORITY NOTE: Promulgated in accordance with R.S. 48:440, et seq.

HISTORICAL NOTE: Promulgated by the Department of Transportation and Development, Office of Real Estate, LR 25:889 (May 1999), amended LR 29:2858 (December 2003).

§549. Form B

A. - B.21. …

22. Repealed.

23. - 25.f. …

AUTHORITY NOTE: Promulgated in accordance with R.S. 48:440, et seq.

HISTORICAL NOTE: Promulgated by the Department of Transportation and Development, Office of Real Estate, LR 25:889 (May 1999), amended LR 29:2858 (December 2003).

§551. Form C

A. This form is designed to be used only for simple acquisitions. The form does not require detailed discussions of the items listed, but the determinations made by the appraiser must be conclusive and based upon market support.

B. - C.13. …

14. Repealed.

15. - 16.f. …

AUTHORITY NOTE: Promulgated in accordance with R.S. 48:440, et seq.

HISTORICAL NOTE: Promulgated by the Department of Transportation and Development, Office of Real Estate, LR 25:890 (May 1999), amended LR 29:2858 (December 2003).

§553. Form D

A. - B.3. …

4. Repealed.

B.5. - C. …

AUTHORITY NOTE: Promulgated in accordance with R.S. 48:440, et seq.

HISTORICAL NOTE: Promulgated by the Department of Transportation and Development, Office of Real Estate, LR. 25:890 (May 1999), amended LR 29:2858 (December 2003).

§559. Special Problems

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 48:440, et seq.

HISTORICAL NOTE: Promulgated by the Department of Transportation and Development, Office of Real Estate, LR 25:891 (May 1999), repealed LR 29:2858 (December 2003).

§561. Front Land/Rear Premise

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 48:440, et seq.

HISTORICAL NOTE: Promulgated by the Department of Transportation and Development, Office of Real Estate, LR 25:892 (May 1999), repealed LR 29:2858 (December 2003).

§563. Mineral Rights

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 48:440, et seq.

HISTORICAL NOTE: Promulgated by the Department of Transportation and Development, Office of Real Estate, LR 25:892 (May 1999), repealed LR 29:2858 (December 2003).

§565. Timber Value

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 48:440, et seq.

HISTORICAL NOTE: Promulgated by the Department of Transportation and Development, Office of Real Estate, LR 25:893 (May 1999), repealed LR 29:2858 (December 2003).

§567. Crop Value

Repealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 48:440, et seq.

HISTORICAL NOTE: Promulgated by the Department of Transportation and Development, Office of Real Estate, LR 25:893 (May 1999), repealed LR 29:2858 (December 2003).

Kam K. Movassaghi, Ph.D., P.E.
Secretary

0312#078

RULE

Department of Treasury
Board of Trustees of the Louisiana State Employees' Retirement System

Partial Repay of Refund and Secondary Plan Change
(LAC 58:I.1709 and 3901)

Under the authority of R.S. 11:515 and in accordance with R.S. 49:951 et seq., the Department of the Treasury, Board of Trustees of the Louisiana State Employees' Retirement System (LASERS) to amend and reenact LAC 58:I.1709 to remove the sunset provision to comply with Act 196 of 2003 and to enact Chapter 39, LAC 58:I.3901 to provide members of the "public safety services secondary component" as defined at R.S. 11:601.B a retirement benefit from the Louisiana State Employees' Retirement System under R.S. 11:602 that the Attorney General opined is available to these members in Opinion Number 03-0143. The proposed amendments and enactments have no impact on family formation, stability, and autonomy as set forth in R.S. 49:972.

Title 58
RETIREMENT
Part I. State Employees' Retirement

Chapter 17. Purchases of Service by Reinstated Employees

§1709. Partial Repayment of Refund of Contributions

A. If a member elects to repay part of a refund, he must repay the contributions for the most recent service credit first. For example, if a member received a refund for service from January 1, 1991 through December 31, 1993, and elects to repay one year of service, he/she must repay the contributions for 1993 first.

B. Partial payments must be made in increments based on service within a calendar year with the most recent year(s) repaid first. Example: A member worked from June 1, 1990 through April 30, 1993 then received a refund. The refund may be repaid in the following order:

1. January 1, 1993 through April 30, 1993;
2. January 1 through December 31, 1992;
3. January 1 through December 31, 1991; then
4. June 1 through December 31, 1990.

C. If a member has both full time and part time service credit that was refunded, the years of full time service must be repaid first. When there is both full time and part time service within the calendar year(s), LASERS shall have the authority to determine the calendar year of service credit that must be repaid first. As a general rule, the year(s) with the most full time service must be repaid before the year(s) with more part time service.

D. Upon receipt of the partial payment, the service credit for the calendar year repaid will be restored to the member.

E. A member may receive three invoices in a 12-month period at no cost. Each additional invoice within the 12-month period will cost $75 each.

F. Interest at the actuarial rate will be calculated from the date of the refund was issued to the date of the repayment. Interest will be compounded on an annual basis.

G. The partial repayment must be made in a single payment.

AUTHORITY NOTE: Promulgated in accordance with R.S. 11:515.

HISTORICAL NOTE: Promulgated by the Department of Treasury, Board of Trustees of the State Employees' Retirement System, LR 25:2467 (December 1999), amended LR 29:2859 (December 2003).

Chapter 39. Public Safety Services Secondary Component

§3901. Additional Retirement Eligibility

A. Regardless of the provisions of R.S. 11:602 members of the Public Safety Services Secondary Component defined at R.S. 11:601.B shall be eligible to retire when a member has 10 years or more of service credit at age 60 or thereafter in accordance with Attorney General Opinion Number 03-0143.

AUTHORITY NOTE: Promulgated in accordance with R.S. 11:511 and R.S. 11:515.

HISTORICAL NOTE: Promulgated by the Department of Treasury, Board of Trustees of the State Employees' Retirement System, LR 29:2859 (December 2003)

Robert L. Borden
Executive Director

0312#101