

IDAHO ADMINISTRATIVE BULLETIN

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Preface

The Idaho Administrative Bulletin is published once each month by the Department of Administration, Office of the Administrative Rules Coordinator, pursuant to Section 67-5203, Idaho Code. The Bulletin is a monthly compilation of all administrative rule-making documents in Idaho. The Bulletin publishes the official rulemaking notices and administrative rule text of state agency rulemakings and other official documents as necessary.

State agencies are required to provide public notice of rulemaking activity and invite public input. The public receives notice of rulemaking activity through the Idaho Administrative Bulletin and the Legal Notice published monthly in local newspapers. The Legal Notice provides reasonable opportunity for public input, either oral or written, which may be presented to the agency within the time and manner specified in the Rulemaking Notice published in the Bulletin. After the comment period closes, the agency considers fully all information submitted in regard to the rule. Comment periods are not provided in temporary or final rule-making activities.

CITATION TO THE IDAHO ADMINISTRATIVE BULLETIN

The Bulletin is cited by year and issue number. For example, Bulletin 05-1 refers to the first Bulletin issued in calendar year 2005; Bulletin 06-1 refers to the first Bulletin issued in calendar year 2006. Volume numbers, which proceed from 1 to 12 in a given year, correspond to the months of publication, i.e.; Volume No. 05-1 refers to January 2005; Volume No. 05-2 refers to February 2005; and so forth. Example: The Bulletin published in January of 2006 is cited as Volume 06-1. The December 2005 Bulletin is cited as Volume 05-12.

RELATIONSHIP TO THE IDAHO ADMINISTRATIVE CODE

The Idaho Administrative Code is published once a year and is a compilation or supplemental compilation of all final and enforceable administrative rules in effect in Idaho. In an effort to provide the reader with current, enforceable rules, temporary rules are also published in the Administrative Code. Temporary rules and final rules that have been approved by the legislature during the legislative session, and published in the monthly Idaho Administrative Bulletin, supplement the Administrative Code. Negotiated, proposed, and pending rules are not printed in the Administrative Code and are published only in the Bulletin.

*To determine if a particular rule remains in effect, or to determine if a change has occurred, the reader should refer to the **Cumulative Rulemaking Index of Idaho Administrative Rules**, printed in each Bulletin.*

TYPES OF RULEMAKINGS PUBLISHED IN THE ADMINISTRATIVE BULLETIN

The state of Idaho administrative rulemaking process, governed by the Administrative Procedure Act, Title 67, Chapter 52, Idaho Code, comprises five distinct activities: negotiated, proposed, temporary, pending and final rulemaking. Not all rulemakings involve all five. At a minimum, a rulemaking includes proposed, pending and final rulemaking. Many rules are adopted as temporary rules when they meet the required statutory criteria and agencies often engage in negotiated rulemaking at the beginning of the process to facilitate consensus building in controversial or complex rulemakings. In the majority of cases, the process begins with proposed rulemaking and ends with the final rulemaking. The following is a brief explanation of each type of administrative rule.

NEGOTIATED RULEMAKING

Negotiated rulemaking is a process in which all interested parties and the agency seek consensus on the content of a rule. Agencies are encouraged, and in some cases required, to engage in this rulemaking activity whenever it is feasible to do so. Publication of a "Notice of Intent to Promulgate" a rule in the Administrative Bulletin by the agency is optional. This process should result in the formulation of a proposed and/or temporary rule.

PROPOSED RULEMAKING

A proposed rulemaking is an action by an agency wherein the agency is proposing to amend or repeal an existing rule or to adopt a new rule. Prior to the adoption, amendment, or repeal of a rule, the agency must publish a "Notice of Proposed Rulemaking" in the Bulletin. This notice must include:

- a) the specific statutory authority (from Idaho Code) for the rulemaking including a citation to a specific federal statute or regulation if that is the basis of authority or requirement for the rulemaking;
- b) a statement in nontechnical language of the substance of the proposed rule, including a specific description of any fee or charge imposed or increased;
- c) the text of the proposed rule prepared in legislative format;
- d) the location, date, and time of any public hearings the agency intends to hold on the proposed rule;
- e) the manner in which persons may make written comments on the proposed rule, including the name and address of a person in the agency to whom comments on the proposal may be sent;
- f) the manner in which persons may request an opportunity for an oral presentation as provided in Section 67-5222, Idaho Code; and
- g) the deadline for public (written) comments on the proposed rule.

As stated, the text of the proposed rule must be published in the Bulletin. After meeting the statutory rulemaking criteria for a proposed rule, the agency may proceed to the pending rule stage. A proposed rule does not have an assigned effective date unless published in conjunction with a temporary rule. An agency may vacate a proposed rulemaking if it decides not to proceed further with the promulgation process.

TEMPORARY RULEMAKING

Temporary rules may be adopted only when the governor finds that it is necessary for:

- a) protection of the public health, safety, or welfare; or
- b) compliance with deadlines in amendments to governing law or federal programs; or
- c) conferring a benefit;

If a rulemaking meets any one or all of the above requirements, a rule may become effective before it has been submitted to the legislature for review and the agency may proceed and adopt a temporary rule. However, a temporary rule that imposes a fee or charge may be adopted only if the Governor finds that the fee or charge is necessary to avoid an immediate danger which justifies the imposition of the fee or charge.

A temporary rule expires at the conclusion of the next succeeding regular legislative session unless the rule is approved, amended, or modified by concurrent resolution or when the rule has been replaced by a final rule.

State law required that the text of both a proposed rule and a temporary rule be published in the Administrative Bulletin. In cases where the text of the temporary rule is the same as the proposed rule, the rulemaking can be done concurrently as a proposed/temporary rule. Combining the rulemaking allows for a single publication of the text.

An agency may, at any time, rescind a temporary rule that has been adopted and is in effect. If the temporary rule is being replaced by a new temporary rule or if it has been published concurrently with a proposed rulemaking that is being vacated, the agency, in most instances, should rescind the temporary rule.

PENDING RULEMAKING

A pending rule is a rule that has been adopted by an agency under regular rulemaking procedures and remains subject to legislative review before it become a final, enforceable rule.

When a pending rule is published in the Bulletin, the agency is required to include certain information in the "Notice of Pending Rulemaking". This includes:

- a) a statement giving the reasons for adopting the rule;*
- b) a statement of any change between the text of the proposed rule and the pending rule with an explanation of the reasons for any changes;*
- c) the date the pending rule will become final and effective;*
- d) an identification of any portion of the rule imposing or increasing a fee or charge.*

Agencies are required to republish the text of the rule when substantive changes have been made to the proposed rule. An agency may adopt a pending rule that varies in content from that which was originally proposed if the subject matter of the rule remains the same, the pending rule change is a logical outgrowth of the proposed rule, and the original notice was written so as to assure that members of the public were reasonably notified of the subject. It is not always necessary to republish all the text of the pending rule. With the permission of the Rules Coordinator, only the Section(s) that have changed from the proposed text are republished. If no changes have been made to the previously published text, it is not required to republish the text again and only the "Notice of Pending Rulemaking" is published.

FINAL RULEMAKING

A final rule is a rule that has been adopted by an agency under the regular rulemaking procedures and is in effect and enforceable.

No pending rule adopted by an agency will become final and effective until it has been submitted to the legislature for review. Where the legislature finds that an agency has violated the legislative intent of the statute under which the rule was made, a concurrent resolution may be adopted to reject the rulemaking or any part thereof. A "Notice of Final Rule" must be published in the Bulletin for any rule that is rejected, amended, or modified by the legislature showing the changes made. A rule that has been reviewed by the legislature and has not been rejected, amended or modified will become final with no further legislative action. No rule shall become final and effective before the conclusion of the regular or special legislative session at which the rule was submitted for review. However, a rule that is final and effective may be applied retroactively, as provided in the rule.

AVAILABILITY OF THE ADMINISTRATIVE CODE AND BULLETIN

The Idaho Administrative Code and all monthly Bulletins are available for viewing and use by the public in all 44 county law libraries, state university and college and community college libraries, the state law library, the state library, the Public Libraries in Boise, Pocatello, Idaho Falls, Twin Falls, Lewiston and East Bonner County Library.

SUBSCRIPTIONS AND DISTRIBUTION

For subscription information and costs of publications, please contact the Department of Administration, Office of the Administrative Rules Coordinator, 650 W. State Street, Room 100, Boise, Idaho 83720-00306, telephone (208) 332-1820.

The Idaho Administrative Bulletin is an official monthly publication of the State of Idaho. Yearly subscriptions or individual copies are available for purchase.

The Idaho Administrative Code, is an annual compilation or supplemental compilation of all final and enforceable temporary administrative rules and includes tables of contents, reference guides, and a subject index.

Individual Rule Chapters and *Individual Rule Making Dockets*, are specific portions of the Bulletin and Administrative Code produced on demand.

Internet Access - The Administrative Code and Administrative Bulletin are available on the Internet at the following address: <http://adm.idaho.gov/adminrules/>

HOW TO USE THE IDAHO ADMINISTRATIVE BULLETIN

Rulemaking documents produced by state agencies and published in the *Idaho Administrative Bulletin* are organized by a numbering system. Each state agency has a two-digit identification code number known as the "IDAPA" number. (The "IDAPA" Codes are listed in the alphabetical/numerical index at the end of this Preface.) Within each agency there are divisions or departments to which a two-digit "TITLE" number is assigned. There are "CHAPTER" numbers assigned within the Title and the rule text is divided among major sections with a number of subsections. An example IDAPA number is as follows:

IDAPA 38.07.01.200.02.c.ii.

"IDAPA" refers to Administrative Rules in general that are subject to the Administrative Procedures Act and are required by this act to be published in the Idaho Administrative Code and the Idaho Administrative Bulletin.

"IDAPA 38" refers to the Idaho Department of Administration

"05." refers to Title 05, which is the Department of Administrations's Division of Purchasing

"01." refers to Chapter 01 of Title 05, "Rules of the Division of Purchasing"

"200." refers to Major Section 200, "Content of the Invitation to Bid"

"02." refers to Subsection 200.02.

"c." refers to Subsection 200.02.c.

"ii." refers to Subsection 200.02.c.ii.

DOCKET NUMBERING SYSTEM

Internally, the Bulletin is organized sequentially using a rule docketing system. All rulemaking actions (documents) are assigned a "DOCKET NUMBER." The "Docket Number" is a series of numbers separated by a hyphen "-", (38-0501-0501). The docket numbers are published sequentially by IDAPA designation (e.g. the two-digit agency code). The following example is a breakdown of a typical rule docket:

"DOCKET NO. 38-0501-0501"

"38-" denotes the agency's IDAPA number; in this case the Department of Administration.

"0501-" refers to the **TITLE AND CHAPTER** numbers of the agency rule being promulgated; in this case the Division of Purchasing (TITLE 05), Rules of the Division of Purchasing (Chapter 01).

"0501" denotes the year and sequential order of the docket received during the year; in this case the first rule-making action in calendar year 2005.

Within each Docket, only the affected sections of chapters are printed. (see **Sections Affected Index** in each Bulletin for a listing of these.) The individual sections affected are printed in the Bulletin sequentially (e.g. Section "200" appears before Section "345" and so on). Whenever the sequence of the numbering is broken the following statement will appear:

"(BREAK IN CONTINUITY OF SECTIONS)"

INTERNAL AND EXTERNAL CITATIONS TO ADMINISTRATIVE RULES IN THE CODE AND BULLETIN

When making a citation to another Section or Subsection of a rule that is part of the same rule, a typical internal citation may appear as follows:

"...as found in Section 201 of this rule." OR "...in accordance with Subsection 201.06.c. of this rule."

The citation may also include the IDAPA, Title, or Chapter number, as follows"

"...in accordance with IDAPA 38.05.01.201..."

"38" denotes the IDAPA number of the agency.

"05" denotes the TITLE number of the rule.

"01" denotes the Chapter number of the rule.

: "201" references the main Section number of the rule that the citation refers to.

Citations made within a rule to a different rule chapter (external citation) should also include the name of the Department and the name of the rule chapter being referenced, as well as the IDAPA, Title, and Chapter numbers. The following is a typical example of an external citation to another rule chapter:

"...as outlined in the Rules of the Department of Administration, IDAPA
38.04.04, "Rules Governing Capitol Mall Parking."

BULLETIN PUBLICATION SCHEDULE FOR CALENDAR YEAR 2006

Vol. No.	Monthly Issue of Bulletin	Closing Date for Agency Filing	Publication Date	21-day Comment Period End Date
06-1	January 2006	*November 19, 2005	January 4, 2006	January 25, 2006
06-2	February 2006	January 5, 2006	February 1, 2006	February 22, 2006
06-3	March 2006	February 3, 2006	March 1, 2006	March 22, 2006
06-4	April 2006	March 3, 2006	April 5, 2006	April 26, 2006
06-5	May 2006	March 31, 2006	May 3, 2006	May 24, 2006
06-6	June 2006	May 5, 2006	June 7, 2006	June 28, 2006
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06-8	August 2006	June 30, 2006	August 2, 2006	August 23, 2006
06-9	September 2006	August 4, 2006	September 6, 2006	September 27, 2006
06-10	October 2006	**August 23, 2006	October 4, 2006	October 25, 2006
06-11	November 2006	October 6, 2006	November 1, 2006	November 22, 2006
06-12	December 2006	November 3, 2006	December 6, 2006	December 27, 2006

BULLETIN PUBLICATION SCHEDULE FOR CALENDAR YEAR 2007

Vol. No.	Monthly Issue of Bulletin	Closing Date for Agency Filing	Publication Date	21-day Comment Period End Date
07-1	January 2007	*November 15, 2006	January 3, 2007	January 24, 2007
07-2	February 2007	January 5, 2007	February 7, 2007	February 28, 2007
07-3	March 2007	February 2, 2007	March 7, 2007	March 28, 2007
07-4	April 2007	March 2, 2007	April 4, 2007	April 26, 2007
07-5	May 2007	April 6, 2007	May 2, 2007	May 24, 2007
07-6	June 2007	May 4, 2007	June 6, 2007	June 28, 2007
07-7	July 2007	June 1, 2007	July 4, 2007	July 26, 2007
07-8	August 2007	June 29, 2007	August 1, 2007	August 23, 2007
07-9	September 2007	August 3, 2007	September 5, 2007	September 27, 2007
07-10	October 2007	**August 22, 2007	October 3, 2007	October 25, 2007
07-11	November 2007	October 5, 2007	November 7, 2007	November 22, 2007
07-12	December 2007	November 2, 2007	December 5, 2007	December 27, 2006

****Last day to submit proposed rulemaking before moratorium begins and last day to submit pending rules to be reviewed by the legislature.***

*****Last day to submit proposed rules in order to complete rulemaking for review by legislature.***

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THE OFFICE OF THE GOVERNOR

**EXECUTIVE DEPARTMENT
STATE OF IDAHO
BOISE**

EXECUTIVE ORDER NO. 2006-07

AUTHORIZING THE ESTABLISHMENT OF AN IDAHO 2010 COMMITTEE

WHEREAS, the Winter Olympic Games to be held in Vancouver, British Columbia in the year 2010 presents an opportunity to be a good neighbor to the host province, while strengthening the economic vitality of Idaho through increased development activity and visitations to the state; and

WHEREAS, it is important to enhance the quality of life of all Idahoans by promoting increased economic opportunity consistent with Idaho's heritage and values; and

WHEREAS, Idaho could gain world recognition and prestige by attracting favorable attention, leading to increased interest in and visitations to the state; and

WHEREAS, it is important for the citizens of Idaho to continue to develop social and cultural values with others; and

WHEREAS, the Idaho 2010 Strategy, a plan to accomplish the foregoing has been developed; and

WHEREAS, it is important that Idaho have an official committee to coordinate activities relating to the 2010 Winter Olympic Games in Vancouver, British Columbia with entities and individuals both inside and outside Idaho;

*NOW, THEREFORE, I, DIRK KEMPTHORNE, Governor of the State of Idaho, by the authority vested in me by law, do hereby establish the Idaho 2010 Committee.
The Committee shall:*

- 1. Oversee Idaho's implementation of the Idaho 2010 Strategy.*
- 2. Serve as the official liaison for the State of Idaho with the International Olympic Committee, the Vancouver Olympic Organizing Committee, United States Olympic Committee, and other national Olympic committees and sport federations.*
- 3. Interact with appropriate agencies and organizations such as the Pacific Northwest Economic Region (PNWER) according to the implementation of the Idaho 2010 Strategy.*
- 4. Serve as the official liaison for the State of Idaho for the encouragement of private businesses, state agencies, tribes and committees that wish to be involved with Idaho's strategy for the 2010 Winter Games.*
- 5. Provide a work plan and budget to include possible revenue sources for implementation of the Idaho 2010 Strategy.*
- 6. Amend, modify or alter Idaho's 2010 Strategy as necessary to meet changing circumstances, challenges and opportunities.*

The Governor shall appoint the Committee Chair.

The members of the Committee shall be appointed by and serve at the pleasure of the Governor.

The Committee may recommend additional members to the Governor as they deem appropriate and may establish subcommittees consistent with the needs of the Committee.

The Committee shall have regular meetings as determined by the majority of the Committee and shall meet on special occasions upon the call of the chair. Members of the Committee shall serve without compensation, but may be reimbursed for actual travel expenses not to exceed state guidelines.



IN WITNESS WHEREOF, I have hereunto set my hand and caused to be affixed the Great Seal of the State of Idaho at the Capitol in Boise on this 9th day of February in the year of our Lord two thousand and six, and of the independence of the United States of America the two hundred thirtieth and of the Statehood of Idaho the one hundred sixteenth.

DIRK KEMPTHORNE
GOVERNOR

BEN YSURSA
SECRETARY OF STATE

IDAPA 08 - IDAHO STATE BOARD OF EDUCATION

08.02.02 - RULES GOVERNING UNIFORMITY

DOCKET NO. 08-0202-0601

NOTICE OF INTENT TO PROMULGATE RULES - NEGOTIATED RULEMAKING

AUTHORITY: In compliance with Section 67-5220(1), Idaho Code, notice is hereby given that this agency intends to propose rules and desires public comment prior to initiating formal rulemaking procedures. The action is negotiated rulemaking authorized pursuant to Sections 33-1501 and 33-1006, Idaho Code.

HEARING SCHEDULE: Hearings on the negotiated rulemaking will be held as follows:

April 27, 2006 - 12:00 p.m. to 5:00 p.m.
Idaho State Department of Education
LBJ Building - 2nd Floor Conference Room
650 State St., Boise, ID 83720-0027

The meeting site will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the meeting. For arrangements, contact the undersigned at (208) 332-6800.

METHOD OF PARTICIPATION: Persons wishing to participate in the negotiated rulemaking process must do the following: Interested persons may submit written comments through April 26, 2006. Requests to give oral presentation during the April 27, 2006, public hearing must be submitted prior to April 27, 2006. Interested individuals will have an additional opportunity to participate during the proposed rulemaking phase. Copies of the preliminary draft of the text of the proposed rule will be provided to superintendents and other stakeholders during regional superintendents meetings during May with ongoing discussion opportunities during June.

DESCRIPTIVE SUMMARY: The following is a statement in nontechnical language of the substance and purpose of the negotiated rulemaking and the principle issues involved:

Current administrative rules related to Idaho's pupil transportation support program became effective secondary to State Board of Education and legislative review on April 6, 2005. Changes in Standards for Idaho School Buses and Operations (SISBO) related to new school bus construction and operation standards are anticipated subsequent to changes enacted at the 2005 National Congress on School Transportation (see Section 33-1511(2), Idaho Code, and IDAPA 08.02.02.150 through 190). Changes in SISBO related to operations, driver qualifications, bus purchasing, and reimbursements will be reviewed and modified subsequent to public hearings, OPE input, legislative inquiries, session law and related legislation, and State Board of Education requests.

The goal of the State Department of Education is to clarify standards language where appropriate and continue in its support of rules and procedures designed to promote school transportation safety, equity, accountability and efficiency.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS, OBTAINING COPIES: For assistance on technical questions concerning this negotiated rulemaking or to obtain a copy of the preliminary draft of the text of the proposed rule, contact Ray Merial, State Department of Education, Finance and Transportation, P.O. Box 83720, Boise, Idaho 83720-0027 or by calling (208) 332-6851 or fax to (208) 334-3484.

Anyone may submit written comments regarding this negotiated rulemaking. All written comments must be directed to the undersigned and must be delivered on or before April 26, 2006.

DATED this 24st day of February, 2006.

Karen L. Echeverria
Policy and Governmental Affairs Officer
State Board of Education
650 West State Street, Room 301
PO Box 83720, Boise, ID 83729-0037
(208) 334-2270, fax (208) 334-2632

IDAPA 08 - IDAHO STATE BOARD OF EDUCATION

08.02.02 - RULES GOVERNING UNIFORMITY

DOCKET NO. 08-0202-0602

NOTICE OF RULEMAKING - TEMPORARY RULE

EFFECTIVE DATE: The effective date of the temporary rule is February 23, 2006.

AUTHORITY: In compliance with Sections 67-5226, Idaho Code, notice is hereby given this agency has adopted a temporary rule. The action is authorized pursuant to Article IX, Section 2 of the Idaho Constitution and under Sections 33-105, 33-107, 33-116, and 33-1612, Idaho Code, Idaho Code and the ESEA No Child Left Behind Act.

DESCRIPTIVE SUMMARY: The following is the required finding and concise statement of the supporting reasons for adopting a temporary:

According to Section 33-1258, Idaho Code, the Professional Standards Commission (PSC) may make recommendations to the state board of education in such areas as teacher education. No Child Left Behind (NCLB) requires that all Idaho teachers of core subjects (English, reading, or language; drama, music, or art; mathematics; science; foreign languages; civics and government; economics; arts; history; and geography) be highly qualified by the end of the 2005-2006 school year. Many Idaho school districts have approached the Professional Standards Commission about being able to hire highly qualified, out-of-state teachers by the deadline since these teachers have to meet Idaho's general education requirements for lower division coursework before receiving Idaho certification, coursework that duplicates that which they took for their degrees. Research revealed that these individuals have graduated from out-of-state, accredited colleges/universities with very similar general education requirements as Idaho's. Lower division coursework from out-of-state, accredited colleges/universities would be acceptable for the general education requirements for the following Idaho certificates: Standard Elementary Certificate, Standard Secondary Certificate, Early Childhood/Early Childhood Special Education Blended Certificate, and Exceptional Child Certificate.

TEMPORARY RULE JUSTIFICATION: Pursuant to Section(s) 67-5226(1)b, Idaho Code, the Governor has found that temporary adoption of the rule is appropriate for the following reasons:

Compliance with deadline in amendments to governing law or federal programs.

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year: NA

FEE SUMMARY: Pursuant to Section 67-5226(2), the Governor has found that the fee or charge being imposed or increased is justified and necessary to avoid immediate danger and the fee is described herein: N/A

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning the temporary rule, contact Dr. Michael Stefanic at (208) 332-6884 or Dr. Patricia Toney, (208) 332-6938.

DATED this 14th day of March, 2006.

Karen L. Echeverria
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THE FOLLOWING IS THE TEXT OF DOCKET NO. 08-0202-0602

018. STANDARD ELEMENTARY CERTIFICATE.

A Standard Elementary Certificate makes an individual eligible to teach grades Kindergarten (K) through eight (8), and may be issued to any person who has a bachelor's degree from an accredited college or university and who meets the following requirements: (3-16-04)

~~021. General Education Requirements. A minimum of forty-four (44) semester credit hours, or sixty-six (66) quarter credit hours, in general education selected from the following areas: the humanities, the social sciences, the fine arts, mathematics, natural sciences, and language skills. These credits shall include the following: Completion of the general education requirements at an accredited college or university is required.~~ (3-16-04)(2-23-06)T

~~a. Twelve (12) semester credit hours, or eighteen (18) quarter credit hours, of English, including composition and literature.~~ (3-16-04)

~~b. Twelve (12) semester credit hours, or eighteen (18) quarter credit hours, of social science, including U.S. history and/or American (federal) government (psychology will not satisfy this requirement). Course work accepted as social science shall be earned through these departments: History, Political Science, Sociology, Anthropology, Economics and/or Geography.~~ (3-16-04)

~~c. Eight (8) semester credit hours, or twelve (12) quarter credit hours, in two (2) or more areas of natural science (psychology will not satisfy this requirement). The three (3) natural science areas are: Biological Science, Physical Science and Earth Science.~~ (3-16-04)

~~d. Three (3) semester credit hours, or four (4) quarter credit hours, of fine arts (music or art) department course work.~~ (3-16-04)

~~e. Six (6) semester credit hours, or nine (9) quarter credit hours, in math department course work.~~ (3-16-04)

~~f. Three (3) semester credit hours, or four (4) quarter credit hours, in the content or methods of physical education and/or health education, exclusive of activity classes.~~ (3-16-04)

~~022. Professional Education Core Requirements.~~ (3-16-04)(2-23-06)T

~~a. A minimum of twenty-four (24) semester credit hours, or thirty-six (36) quarter credit hours, in the philosophical, psychological, and methodological foundations and in the professional subject matter of elementary education, which shall include at least six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading and its application to the content area.~~ (3-16-04)

~~b. At least six (6) semester credit hours, or nine (9) quarter credit hours, of elementary student teaching or two (2) years of satisfactory experience as a teacher in grades K-8.~~ (3-16-04)

03. Additional Requirements. An institutional recommendation from an accredited college or university or verification of two (2) years of teaching experience in grades Kindergarten (K) through eight (8). (3-16-04)

04. Ninth Grade Endorsement. If an individual with a Standard Elementary Certificate completes the requirements for a subject area endorsement as outlined under requirements for a Standard Secondary Certificate, an endorsement allowing teaching of that subject through grade nine (9) may be added to the Standard Elementary Certificate. (3-16-04)

05. Proficiency. Proficiency in areas noted above is measured by completion of the credit hour

requirements provided herein. Additionally, each candidate shall meet or exceed the state qualifying score on approved elementary content area and pedagogy assessments. (3-16-04)

019. EARLY CHILDHOOD / EARLY CHILDHOOD SPECIAL EDUCATION BLENDED CERTIFICATE.

An Early Childhood / Early Childhood Special Education Blended Certificate is non-categorical and makes an individual eligible to teach in any educational setting for youth from birth to grade three (3), including those who are at-risk or have developmental delays. The Early Childhood / Early Childhood Special Education Blended Certificate may be issued to any person with a bachelor's degree from an accredited college or university and who meets the following minimum requirements: (3-16-04)

021. General Education Requirements. ~~A minimum of forty-four (44) semester credit hours, or sixty-six (66) quarter credit hours, in general education selected from the following areas: the humanities, the social sciences, the fine arts, mathematics, natural sciences, and language skills. These credits shall include the following: Completion of the general education requirements at an accredited college or university is required.~~ (3-16-04)(2-23-06)T

~~a. Twelve (12) semester credit hours, or eighteen (18) quarter credit hours, of English, including composition and literature. (3-16-04)~~

~~b. Twelve (12) semester credit hours, or eighteen (18) quarter credit hours, of social science, including U.S. history and/or American (federal) government (psychology will not satisfy this requirement). Course work accepted as social science must be earned through these departments: History, Political Science, Sociology, Anthropology, Economics and/or Geography. (3-16-04)~~

~~c. Eight (8) semester credit hours, or twelve (12) quarter credit hours, in two (2) or more areas of natural science (psychology will not satisfy this requirement). The three (3) natural science areas are: Biological Science, Physical Science and Earth Science. (3-16-04)~~

~~d. Three (3) semester credit hours, or four (4) quarter credit hours, of fine arts (music or art) department course work. (3-16-04)~~

~~e. Six (6) semester credit hours, or nine (9) quarter credit hours, in math department course work. (3-16-04)~~

~~f. Three (3) semester credit hours, or four (4) quarter credit hours, in the content or methods of physical education and/or health education, exclusive of activity classes. (3-16-04)~~

022. Professional Education Requirements. (3-16-04)

a. A minimum of thirty (30) semester credit hours, or forty-five (45) quarter credit hours, in the philosophical, psychological, and methodological foundations, in instructional technology, and in the professional subject matter of early childhood and early childhood-special education. The professional subject matter of early childhood and early childhood-special education shall include course work specific to the young child from birth through grade three (3) in the areas of child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; professionalism; and, application of technologies. (3-16-04)

b. The required thirty (30) semester credit hours, or forty-five (45) quarter credit hours, shall include not less than six (6) semester credit hours, or nine (9) quarter credit hours, of early childhood student teaching and three (3) semester credit hours, or four (4) quarter credit hours, of developmental reading. (3-16-04)

03. Additional Requirements. An institutional recommendation from an accredited college or university, and passage of the Idaho Comprehensive Literacy Exam. (3-16-04)

04. Proficiency. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate shall meet or exceed the state qualifying score on

approved early-childhood assessments. (3-16-04)

020. STANDARD SECONDARY CERTIFICATE.

A Standard Secondary Certificate makes an individual eligible to teach in grades six (6) through twelve (12). A Secondary Certificate may be issued to any person with a bachelor's degree from an accredited college or university and who meets the following minimum requirements: (3-16-04)

01. General Education Requirements. Completion of the general education requirements at an accredited college or university is required. (2-23-06)T

~~02.~~ **Professional Education Core Requirements.** (~~3-16-04~~)(2-23-06)T

a. A minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, and methodological foundations, instructional technology, and in the professional subject matter of secondary education, which must include at least three (3) semester credit hours, or four (4) quarter credit hours, of reading in the content area. (3-16-04)

b. The required twenty (20) semester credit hours, or thirty (30) quarter credit hours, must also include at least six (6) semester credit hours, or nine (9) quarter credit hours, of secondary student teaching or two (2) years of satisfactory experience as a teacher in grades six (6) through twelve (12). (3-16-04)

~~03.~~ **General Education Teaching Field Requirements.** Preparation in at least two (2) fields of secondary teaching: a ~~major subject~~ first teaching field of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, and a ~~minor subject~~ second teaching field of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of ~~a major and minor~~ the first teaching field or second teaching field requirements. (~~3-16-04~~)(2-23-06)T

~~04.~~ **Additional Requirements.** An institutional recommendation from an accredited college or university or verification of two (2) years of teaching experience in grades six (6) through twelve (12). (3-16-04)

~~05.~~ **Proficiency.** Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must have a qualifying score on an approved content area assessment in any area(s) for which the certificate or endorsement(s) will be applied. (3-16-04)

(BREAK IN CONTINUITY OF SECTIONS)

028. EXCEPTIONAL CHILD CERTIFICATE.

Holders of this certificate work with children who have been identified as having an educational impairment. (3-16-04)

01. General Education Requirements. Completion of the general education requirements at an accredited college or university is required. (2-23-06)T

~~02.~~ **Generalist Endorsement (K-12).** The Generalist K-12 endorsement is non-categorical and allows one (1) to teach in any K-12 special education setting. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed. To be eligible for an Exceptional Child Certificate with a Generalist K-12 endorsement, a candidate must have satisfied the following requirements: (3-16-04)

a. Completion of a baccalaureate degree from an accredited college or university. (3-16-04)

b. Completion, in an Idaho college or university, of a program in elementary, secondary, or special

education currently approved by the Idaho State Board of Education, or completion, in an out-of-state college or university, of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed. (3-16-04)

c. Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. (3-16-04)

d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (3-16-04)

023. Hearing Impairment (K-12). Completion of a minimum of thirty (30) semester credit hours in the area of hearing impairment. An institutional recommendation specific to this endorsement is required. (3-16-04)

034. Visual Impairment (K-12). Completion of a program of a minimum of thirty (30) semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement is required. (3-16-04)

045. Seriously Emotionally Disturbed (K-12). Completion of a program of a minimum of thirty (30) semester credit hours in the area of seriously emotionally disturbed. An institutional recommendation specific to this endorsement is required. (3-16-04)

056. Severe Retardation (K-12). Completion of a program of a minimum of thirty (30) semester credit hours in the area of severe retardation. An institutional recommendation specific to this endorsement is required. (3-16-04)

067. Multiple Impairment (K-12). Completion of a program of a minimum of thirty (30) semester credit hours in the area of multiple impairment. An institutional recommendation specific to this endorsement is required. (3-16-04)

078. Physical Impairment (K-12). Completion of a program of a minimum of thirty (30) semester credit hours in the area of physical impairment. An institutional recommendation specific to this endorsement is required. (3-16-04)

IDAPA 08 - IDAHO STATE BOARD OF EDUCATION

08.02.03 - RULES GOVERNING THOROUGHNESS

DOCKET NO. 08-0203-0602

NOTICE OF RULEMAKING - TEMPORARY RULE

EFFECTIVE DATE: The effective date of the temporary rule is February 23, 2006.

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to Sections 33-105, 33-116, 33-118, and 33-1612, Idaho Code.

DESCRIPTIVE SUMMARY: The following is the required finding and concise statement of the supporting reasons for adopting a temporary rule:

In 1996, the State Board of Education rewrote all of its rules. At that time, and after discussions with legislative leadership and the Legislative Services Office, it was determined that the Achievement Standards should be placed in the rule rather than being incorporated by reference. That decision was made in part because the standards were new. It was also agreed that once the standards were adopted and understood by all school districts, the standards could then be removed from the rule and put into a manual that would be incorporated by reference. The State Board of Education feels that the standards are accepted and understood by school districts, teachers, students, and parents.

The cost to the State Board of Education for maintenance and publication of the standards as part of the rule by the Office of Administrative Rules is approximately \$10,000 per year. By incorporating the document by reference, the State Board of Education will be able to use those funds for other educational purposes. All of the achievement standards will be stricken from the text of the rule and put into a new manual entitled "Idaho Achievement Standards" that will then be adopted and incorporated by reference into the rule.

In an effort to save costs for publication, the Administrative Rules Coordinator has agreed to allow the State Board of Education to publish an abbreviated version of the actual text of the rule. The tables that include the Standards, Knowledge Content and Skills will not be published in this rulemaking but are being completely removed from the text of the rule. The text being removed from these tables will be included in the "Idaho Achievement Standards" manual that is proposed for incorporation by reference in this docket.

Curricular standards in the areas of Reading/Language Arts, Math, Science, Social Studies, Health, Physical Education, and Humanities are included in the Administrative Rules of the State Board of Education. Over the past few years more emphasis has been placed on standards and the alignment of standards to the state assessment in order to meet the intent of the No Child Left Behind Act (NCLB). One of the requirements of NCLB to verify alignment was to have an outside source evaluate the curricular standards to see if there was alignment between the standards and the assessment. HUMRRO was contracted by the Office of the State Board of Education (OSBE) to provide the outside evaluation of this alignment. Their report indicated that there was not a strong alignment between the standards and assessment.

Based on the outcomes of the studies and recommendations from OSBE consultants, it was necessary to reorganize and revise the standards in order to meet the federal requirements of NCLB. The policy standards demonstrate growth from year to year in each curricular area and the content standards more clearly define for teachers and administrators what students should know and be able to do.

The process included submitting the notice of intent to promulgate rules, development of a website to gather additional input, revisions to the standards documents based on input, and the submission of a temporary rule at the February State Board of Education meeting.

TEMPORARY RULE JUSTIFICATION: Pursuant to Section(s) 67-5226(1), Idaho Code, the Governor has found that temporary adoption of the rule is appropriate for the following reasons:

Compliance with deadline in amendments to governing law or federal programs.

FEE SUMMARY: Pursuant to Section 67-5226(2), the Governor has found that the fee or charge being imposed or

increased is justified and necessary to avoid immediate danger and the fee is described herein: N/A

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year: N/A

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was not conducted because the rulemaking is non-controversial in nature.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the temporary rule, contact Karen Echeverria at (208) 332-1567.

DATED this 9th day of March, 2006.

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Policy and Governmental Affairs Officer
State Board of Education
650 West State Street, Room 301
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(208) 334-2270, fax (208) 334-2632

THE FOLLOWING IS THE TEXT OF DOCKET NO. 08-0203-0602

004. INCORPORATION BY REFERENCE.

There are no documents incorporated by reference into this rule. The following documents are incorporated into this rule: ~~(3-15-02)~~(2-23-06)T

01. The Idaho Achievement Standards. The Idaho Achievement Standards as adopted by the State Board of Education on October 17, 2005. Copies of the document can be found on the State Board of Education website at www.idahoboardofed.org. ~~(2-23-06)T~~

(BREAK IN CONTINUITY OF SECTIONS)

217. -- ~~254999~~. (RESERVED).

~~255. MATHEMATICS STANDARDS.~~

~~The language of mathematics is a powerful tool for exploring, explaining, and understanding the universe. Proficiency in using mathematics is vital to citizens of an increasingly technological society. When students exit high school they will be able to use mathematics to solve problems in real world situations. Students will apply mathematics across disciplines, using appropriate technology in applying and communicating their strategies and solutions. Appropriate technology may include paper and pencil, graph paper, simple calculators, graphing calculators, computers and spreadsheets, or specialized software. A glossary of mathematical terms can be found in Section 216.~~ ~~(3-15-02)~~

~~256. MATHEMATICS STANDARDS — GRADE KINDERGARTEN, SECTIONS 257 THROUGH 263.~~

~~257. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.~~

~~Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~258. MATHEMATICAL REASONING AND PROBLEM SOLVING.~~

~~Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~259. CONCEPTS AND PRINCIPLES OF MEASUREMENT.~~

~~Rationale: The first step in scientific investigation is to understand the measurable attributes of objects.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~260. CONCEPTS AND LANGUAGE OF ALGEBRA.~~

~~Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~261. CONCEPTS AND PRINCIPLES OF GEOMETRY.~~

~~Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~262. DATA ANALYSIS, PROBABILITY, AND STATISTICS.~~

~~Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~263. FUNCTIONS AND MATHEMATICAL MODELS.~~

~~Rationale: One (1) of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~264.—265. (RESERVED).~~

~~266. MATHEMATICS STANDARDS—GRADE 1, SECTIONS 267 THROUGH 273.~~

~~267. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.~~

~~Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skill and procedures should be developed in context so the learner perceives them as tools for solving problems.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~268. MATHEMATICAL REASONING AND PROBLEM SOLVING.~~

~~Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(3-15-02)~~

~~269. CONCEPTS AND PRINCIPLES OF MEASUREMENT.~~

~~Rationale: The first step in scientific investigation is to understand the measurable attributes of objects.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(3-15-02)~~

~~270. CONCEPTS AND LANGUAGE OF ALGEBRA.~~

~~Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(3-15-02)~~

~~271. CONCEPTS AND PRINCIPLES OF GEOMETRY.~~

~~Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(3-15-02)~~

~~272. DATA ANALYSIS, PROBABILITY, AND STATISTICS.~~

~~Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(3-15-02)~~

~~273. FUNCTIONS AND MATHEMATICAL MODELS.~~

~~Rationale: One of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(3-15-02)~~

~~274.---275. (RESERVED).~~

~~276. MATHEMATICS STANDARDS—GRADE 2, SECTIONS 277 THROUGH 283.~~

~~277. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.~~

~~Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(3-15-02)~~

~~278. MATHEMATICAL REASONING AND PROBLEM SOLVING.~~

~~Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)

~~279. CONCEPTS AND PRINCIPLES OF MEASUREMENT.~~

~~Rationale: The first step in scientific investigation is to understand the measurable attributes of objects.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)

~~280. CONCEPTS AND LANGUAGE OF ALGEBRA.~~

~~Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)

~~281. CONCEPTS AND PRINCIPLES OF GEOMETRY.~~

~~Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)

~~282. DATA ANALYSIS, PROBABILITY, AND STATISTICS.~~

~~Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)

~~283. FUNCTIONS AND MATHEMATICAL MODELS.~~

~~Rationale: One (1) of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)

~~284. — 285. (RESERVED).~~

~~286. MATHEMATICS STANDARDS — GRADE 3, SECTIONS 287 THROUGH 293.~~

~~287. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.~~

~~Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)

~~288. MATHEMATICAL REASONING AND PROBLEM SOLVING.~~

~~Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)

~~289. CONCEPTS AND PRINCIPLES OF MEASUREMENT.~~

Rationale: The first step in scientific investigation is to understand the measurable attributes of objects.

(The Standards Table is being deleted in its entirety but is not being printed.)
(3-15-02)

~~290. CONCEPTS AND LANGUAGE OF ALGEBRA.~~

Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.

(The Standards Table is being deleted in its entirety but is not being printed.)
(3-15-02)

~~291. CONCEPTS AND PRINCIPLES OF GEOMETRY.~~

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.

(The Standards Table is being deleted in its entirety but is not being printed.)
(3-15-02)

~~292. DATA ANALYSIS, PROBABILITY, AND STATISTICS.~~

Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data.

(The Standards Table is being deleted in its entirety but is not being printed.)
(3-15-02)

~~293. FUNCTIONS AND MATHEMATICAL MODELS.~~

Rationale: One (1) of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.

(The Standards Table is being deleted in its entirety but is not being printed.)
(3-15-02)

294. -- 295. (RESERVED).

~~296. MATHEMATICS STANDARDS GRADE 4, SECTIONS 297 THROUGH 303.~~

~~297. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.~~

Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.

(The Standards Table is being deleted in its entirety but is not being printed.)
(3-15-02)

~~298. MATHEMATICAL REASONING AND PROBLEM SOLVING.~~

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.

(The Standards Table is being deleted in its entirety but is not being printed.)
(3-15-02)

~~299. CONCEPTS AND PRINCIPLES OF MEASUREMENT.~~

Rationale: The first step in scientific investigation is to understand the measurable attributes of objects.

(The Standards Table is being deleted in its entirety but is not being printed.)
(3-15-02)

~~300. CONCEPTS AND LANGUAGE OF ALGEBRA.~~

~~Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(3-15-02)~~

~~301. CONCEPTS AND PRINCIPLES OF GEOMETRY.~~

~~Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(3-15-02)~~

~~302. DATA ANALYSIS, PROBABILITY, AND STATISTICS.~~

~~Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(3-15-02)~~

~~303. FUNCTIONS AND MATHEMATICAL MODELS.~~

~~Rationale: One (1) of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(3-15-02)~~

~~304.—305. (RESERVED).~~

~~306. MATHEMATICS STANDARDS—GRADE 5, SECTIONS 307 THROUGH 313.~~

~~307. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.~~

~~Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(3-15-02)~~

~~308. MATHEMATICAL REASONING AND PROBLEM SOLVING.~~

~~Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(3-15-02)~~

~~309. CONCEPTS AND PRINCIPLES OF MEASUREMENT.~~

~~Rationale: The step in scientific investigation is understanding the measurable attributes of objects.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(3-15-02)~~

~~310. CONCEPTS AND LANGUAGE OF ALGEBRA.~~

~~Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~**311. CONCEPTS AND PRINCIPLES OF GEOMETRY.**~~

~~Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~**312. DATA ANALYSIS, PROBABILITY AND STATISTICS.**~~

~~Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~**313. FUNCTIONS AND MATHEMATICAL MODELS.**~~

~~Rationale: One of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~**314. -- 315. (RESERVED).**~~

~~**316. MATHEMATICS STANDARDS -- GRADE 6, SECTIONS 317 THROUGH 323.**~~

~~**317. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.**~~

~~Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~**318. MATHEMATICAL REASONING AND PROBLEM SOLVING.**~~

~~Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~**319. CONCEPTS AND PRINCIPLES OF MEASUREMENT.**~~

~~Rationale: The first step in scientific investigation is understanding the measurable attributes of objects.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~**320. CONCEPTS AND LANGUAGE OF ALGEBRA.**~~

~~Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~**321. CONCEPTS AND PRINCIPLES OF GEOMETRY.**~~

~~Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships~~

and developing spatial sense.

(The Standards Table is being deleted in its entirety but is not being printed.)
(3-15-02)

~~322. DATA ANALYSIS, PROBABILITY AND STATISTICS.~~

Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data.

(The Standards Table is being deleted in its entirety but is not being printed.)
(3-15-02)

~~323. FUNCTIONS AND MATHEMATICAL MODELS.~~

Rationale: One of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.

(The Standards Table is being deleted in its entirety but is not being printed.)
(3-15-02)

~~324. — 325. (RESERVED).~~

~~326. MATHEMATICS STANDARDS — GRADE 7, SECTIONS 327 THROUGH 333.~~

~~327. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.~~

Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.

(The Standards Table is being deleted in its entirety but is not being printed.)
(3-15-02)

~~328. MATHEMATICAL REASONING AND PROBLEM SOLVING.~~

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.

(The Standards Table is being deleted in its entirety but is not being printed.)
(3-15-02)

~~329. CONCEPTS AND PRINCIPLES OF MEASUREMENT.~~

Rationale: The first step in scientific investigation is understanding the measurable attributes of objects.

(The Standards Table is being deleted in its entirety but is not being printed.)
(3-15-02)

~~330. CONCEPTS AND LANGUAGE OF ALGEBRA.~~

Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.

(The Standards Table is being deleted in its entirety but is not being printed.)
(3-15-02)

~~331. CONCEPTS AND PRINCIPLES OF GEOMETRY.~~

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.

(The Standards Table is being deleted in its entirety but is not being printed.)
(3-15-02)

~~332. DATA ANALYSIS, PROBABILITY AND STATISTICS.~~

~~Rationale: With society's expanding use of data for prediction and decision-making, it is important that students develop an understanding of the concepts and processes used in analyzing data.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~333. FUNCTIONS AND MATHEMATICAL MODELS.~~

~~Rationale: One of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~334. 335. (RESERVED).~~

~~336. MATHEMATICS STANDARDS GRADE 8, SECTIONS 337 THROUGH 343.~~

~~337. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.~~

~~Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~338. MATHEMATICAL REASONING AND PROBLEM SOLVING.~~

~~Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~339. CONCEPTS AND PRINCIPLES OF MEASUREMENT.~~

~~Rationale: The first step in scientific investigation is understanding the measurable attributes of objects.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~340. CONCEPTS AND LANGUAGE OF ALGEBRA.~~

~~Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~341. CONCEPTS AND PRINCIPLES OF GEOMETRY.~~

~~Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~342. DATA ANALYSIS, PROBABILITY AND STATISTICS.~~

~~Rationale: With society's expanding use of data for prediction and decision-making, it is important that students develop an understanding of the concepts and processes used in analyzing data.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~343. FUNCTIONS AND MATHEMATICAL MODELS.~~

~~Rationale: One of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

(3-15-02)

~~344.---345. (RESERVED).~~

~~346. MATHEMATICS STANDARDS--GRADES 9 THROUGH 12, SECTIONS 347 THROUGH 353.~~

~~347. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

(3-15-02)

~~348. MATHEMATICAL REASONING AND PROBLEM SOLVING.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

(3-15-02)

~~349. CONCEPTS AND PRINCIPLES OF MEASUREMENT.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

(3-15-02)

~~350. CONCEPTS AND LANGUAGE OF ALGEBRA.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

(3-15-02)

~~351. CONCEPTS AND PRINCIPLES OF GEOMETRY.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

(3-15-02)

~~352. DATA ANALYSIS, PROBABILITY, AND STATISTICS.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

(3-15-02)

~~353. FUNCTIONS AND MATHEMATICAL MODELS.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

(4-5-00)

~~354.---363. (RESERVED).~~

~~364. SOCIAL STUDIES STANDARDS.~~

~~Standards for Critical Thinking and Analytical Skills as well as standards for Evolution of Democracy are listed separately and intended to apply to all social studies courses.~~

(3-15-02)

~~01. U.S. History. These United States History standards, organized thematically, are based on the assumption and expectation that knowledge of history is a precondition of political intelligence. Without historical literacy, our students have no understanding of the past as it relates to the present and shapes the future. The key skills and knowledge students must acquire and develop in U. S. History include: the understanding that history as a~~

discipline in a democratic society is based on the Jeffersonian principle that the most effective means to prevent the perversion of power into tyranny is to maintain an educated population; an understanding that history is an interaction between the events of the past and the perspectives of the present; an understanding that history requires the critical analysis of cause and effect and the organization of events both chronologically and thematically; and an understanding that history is created by people making decisions in the face of a variety of factors including, but not limited to, considerations of geography, politics, economics, and culture. (3-15-02)

02. Government/Civics. *The goal of education in government and civics is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles upon which American society is based. Ultimately, a free society must rely on the knowledge, skills, and virtue of its citizens and those elected to public office. Civic education, therefore, is essential to the preservation and improvement of American representative government.* (3-15-02)

"I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion." Thomas Jefferson (1820). (3-15-02)

03. Economics. *The elements of economics transcend several disciplines of study. The analytical study of the unique issues of economics will enable students to understand and appreciate the forces that affect them every day—at home, in the workplace, in the boardroom, and in the halls of government. The key skills students must develop in economics include: an ability to identify and analyze domestic and global economic problems and alternatives; collect, quantify and organize economic evidence; compare benefits and costs; recognize the essential structure of business; and investigate the consequences of change in economic conditions and public policies. The skills learned in economics will allow students to recognize their multiple roles as consumers, business people, and workers, enabling them to reason logically and to avoid the common errors made by individuals who do not understand sound economic principles and responsible personal financial management.* (3-15-02)

~~365. SOCIAL STUDIES STANDARDS—GRADE KINDERGARTEN, SECTIONS 366 THROUGH 378.~~

~~366. CRITICAL THINKING AND ANALYTICAL SKILLS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~367. EVOLUTION OF DEMOCRACY.~~

Evolution of Democracy standards do not apply at this grade level.

(3-15-02)

~~368. EXPLORATION AND EXPANSION.~~

Exploration and Expansion standards do not apply at this grade level.

(3-15-02)

~~369. MIGRATION AND IMMIGRATION.~~

Migration and Immigration standards do not apply at this grade level.

(3-15-02)

~~370. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~371. INTERNATIONAL RELATIONS AND CONFLICTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~372. CULTURAL AND SOCIAL DEVELOPMENT.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

- ~~373. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~374. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~375. CITIZEN RESPONSIBILITIES AND RIGHTS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~376. ECONOMIC FUNDAMENTALS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~377. ECONOMIC INFLUENCES.~~
Economic Influences standards do not apply at this grade level.
- ~~378. GEOGRAPHY.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~379.---380. (RESERVED).~~
- ~~381. SOCIAL STUDIES STANDARDS GRADE 1, SECTIONS 382 THROUGH 394.~~
- ~~382. CRITICAL THINKING AND ANALYTICAL SKILLS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~383. EVOLUTION OF DEMOCRACY.~~
Evolution of Democracy standards do not apply at this grade level. (3-15-02)
- ~~384. EXPLORATION AND EXPANSION.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~385. MIGRATION AND IMMIGRATION.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~386. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~387. INTERNATIONAL RELATIONS AND CONFLICTS.~~

- (The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~388. CULTURAL AND SOCIAL DEVELOPMENT.~~
- (The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~389. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.~~
- (The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~390. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.~~
- (The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~391. CITIZEN RESPONSIBILITIES AND RIGHTS.~~
- (The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~392. ECONOMIC FUNDAMENTALS.~~
- (The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~393. ECONOMIC INFLUENCES.~~
Economic Influences standards do not apply at this grade level. (3-15-02)
- ~~394. GEOGRAPHY.~~
- (The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~395.---396. (RESERVED).~~
- ~~397. SOCIAL STUDIES STANDARDS—GRADE 2, SECTIONS 398 THROUGH 410.~~
- ~~398. CRITICAL THINKING AND ANALYTICAL SKILLS.~~
- (The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~399. EVOLUTION OF DEMOCRACY.~~
Evolution of Democracy standards do not apply at this grade level. (3-15-02)
- ~~400. EXPLORATION AND EXPANSION.~~
- (The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~401. MIGRATION AND IMMIGRATION.~~
- (The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~402. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~403. INTERNATIONAL RELATIONS AND CONFLICTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~404. CULTURAL AND SOCIAL DEVELOPMENT.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~405. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~406. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~407. CITIZEN RESPONSIBILITIES AND RIGHTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~408. ECONOMIC FUNDAMENTALS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~409. ECONOMIC INFLUENCES.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~410. GEOGRAPHY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~411. 412. (RESERVED).~~

413. SOCIAL STUDIES STANDARDS - GRADE 3, SECTIONS 414 THROUGH 426.

~~414. CRITICAL THINKING AND ANALYTICAL SKILLS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

- ~~415. EVOLUTION OF DEMOCRACY.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~416. EXPLORATION AND EXPANSION.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~417. MIGRATION AND IMMIGRATION.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~418. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~419. INTERNATIONAL RELATIONS AND CONFLICTS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~420. CULTURAL AND SOCIAL DEVELOPMENT.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~421. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~422. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~423. CITIZEN RESPONSIBILITIES AND RIGHTS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~424. ECONOMIC FUNDAMENTALS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~425. ECONOMIC INFLUENCES.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~426. GEOGRAPHY.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)

~~427-428. (RESERVED).~~

~~429. SOCIAL STUDIES STANDARDS—GRADE 4, SECTIONS 430 THROUGH 442.~~

~~430. CRITICAL THINKING AND ANALYTICAL SKILLS.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)

~~431. EVOLUTION OF DEMOCRACY.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)

~~432. EXPLORATION AND EXPANSION.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)

~~433. MIGRATION AND IMMIGRATION.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)

~~434. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)

~~435. INTERNATIONAL RELATIONS AND CONFLICTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)

~~436. CULTURAL AND SOCIAL DEVELOPMENT.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)

~~437. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)

~~438. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)

~~439. CITIZEN RESPONSIBILITIES AND RIGHTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)

- ~~440. ECONOMIC FUNDAMENTALS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~441. ECONOMIC INFLUENCES.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~442. GEOGRAPHY.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~443.---444. (RESERVED).~~
- ~~445. SOCIAL STUDIES STANDARDS GRADE 5, SECTIONS 446 THROUGH 458.~~
- ~~446. CRITICAL THINKING AND ANALYTICAL SKILLS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~447. EVOLUTION OF DEMOCRACY.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~448. EXPLORATION AND EXPANSION.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~449. MIGRATION AND IMMIGRATION.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~450. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~451. INTERNATIONAL RELATIONS AND CONFLICTS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~452. CULTURAL AND SOCIAL DEVELOPMENT.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~453. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.~~

- (The Standards Table is being deleted in its entirety but is not being printed.)*
(3-15-02)
- ~~454. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
(3-15-02)
- ~~455. CITIZEN RESPONSIBILITIES AND RIGHTS.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
(3-15-02)
- ~~456. ECONOMIC FUNDAMENTALS.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
(3-15-02)
- ~~457. ECONOMIC INFLUENCES.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
(3-15-02)
- ~~458. GEOGRAPHY.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
(3-15-02)
- ~~459.—460. (RESERVED).~~
- ~~461. SOCIAL STUDIES STANDARDS—HISTORY OF HUMAN CIVILIZATION—MIDDLE GRADES (GRADES 6 THROUGH 8), SECTIONS 462 THROUGH 465.~~
- ~~462. HISTORY OF HUMAN CIVILIZATION.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
(3-15-02)
- ~~463. GEOGRAPHY.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
(3-15-02)
- ~~464. GOVERNMENT/CIVICS.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
(3-15-02)
- ~~465. ECONOMICS.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
(3-15-02)
- ~~466.—467. (RESERVED).~~
- ~~468. SOCIAL STUDIES STANDARDS—GEOGRAPHY—MIDDLE GRADES, SECTION 469.~~
- ~~469. GEOGRAPHY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~470.—471. (RESERVED).~~

~~472. SOCIAL STUDIES STANDARDS—U.S. HISTORY—MIDDLE GRADES, SECTIONS 473 THROUGH
485.~~

~~473. CRITICAL THINKING AND ANALYTICAL SKILLS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~474. EVOLUTION OF DEMOCRACY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~475. EXPLORATION AND EXPANSION.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~476. MIGRATION AND IMMIGRATION.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~477. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND
TECHNOLOGICAL INNOVATION.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~478. INTERNATIONAL RELATIONS AND CONFLICTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~479. CULTURAL AND SOCIAL DEVELOPMENT.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~480. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~481. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~482. CITIZEN RESPONSIBILITIES AND RIGHTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~483. ECONOMIC FUNDAMENTALS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~484. ECONOMIC INFLUENCES.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~485. GEOGRAPHY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~486.---487. (RESERVED).~~

~~488. SOCIAL STUDIES STANDARDS—GRADES 9 THROUGH 12, SECTIONS 489 THROUGH 490.~~
The social studies standards are organized around the three (3) social studies courses currently required by the state of Idaho for high school graduation. These fields of study are economics (one (1) credit), U.S. History (two (2) credits), and government (two (2) credits).

(3-15-02)

~~489. CRITICAL THINKING AND ANALYTICAL SKILLS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~490. EVOLUTION OF DEMOCRACY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~491.---492. (RESERVED).~~

~~493. UNITED STATES HISTORY, SECTIONS 494 THROUGH 498.~~

~~494. EXPLORATION AND EXPANSION.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~495. MIGRATION AND IMMIGRATION.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~496. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~497. INTERNATIONAL RELATIONS AND CONFLICTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

- ~~(3-15-02)~~
- ~~498. CULTURAL AND SOCIAL DEVELOPMENT.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
~~(3-15-02)~~
- ~~499.---500. (RESERVED):~~
- ~~501. GOVERNMENT/CIVICS, SECTIONS 502 THROUGH 506.~~
- ~~502. CIVIC LIFE, POLITICS AND GOVERNMENT.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
~~(3-15-02)~~
- ~~503. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
~~(3-15-02)~~
- ~~504. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
~~(3-15-02)~~
- ~~505. UNITED STATES FOREIGN AFFAIRS.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
~~(3-15-02)~~
- ~~506. CITIZEN RESPONSIBILITIES AND RIGHTS.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
~~(3-15-02)~~
- ~~507.---508. (RESERVED):~~
- ~~509. ECONOMICS, SECTIONS 510 THROUGH 514.~~
- ~~510. FUNDAMENTALS.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
~~(3-15-02)~~
- ~~511. CONCEPT OF MONEY.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
~~(3-15-02)~~
- ~~512. INFLUENCES.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
~~(3-15-02)~~
- ~~513. ECONOMIC INSTITUTIONS.~~
(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

514. PERSONAL FINANCE.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~515.-525. (RESERVED).~~

~~526. SCIENCE STANDARDS.~~

~~The members of the Idaho Science Achievement Standards Subcommittee reviewed a number of Achievement Standards including those developed at the national and state levels. The committee has chosen the National Science Education Standards developed by the National Research Council as a starting point for the Idaho Achievement Standards for science shown here. This approach ensures a common base for local development of strong science curriculums.~~

(3-15-02)

~~**01. Science.** Science is a human endeavor that seeks to understand the universe by observation, experimentation, and rational interpretation of observations. At its core, science is a method of asking questions, a method that may be extended to problem solving in many areas of life. An observation leads to a hypothesis. The hypothesis suggests experiments that might be done to further understand the phenomena. These observations and hypotheses are published in scientific literature whereupon they may be replicated, extended, or disproved by others. Hypotheses that prove capable of explaining observations and making predictions about additional phenomena are retained while those that fail this test are discarded. Only those hypotheses that have proven to be successful over considerable periods of time are referred to as "theories", and even these theories may be supplanted should they prove incapable of explaining new observations.~~

(3-15-02)

~~**02. Reviewing Science Achievement Standards.** It is essential to remember that while reviewing these Science Standards, all theories are subject to revision and that theories are not absolute fact.~~

(3-15-02)

~~527. SCIENCE STANDARDS—GRADE KINDERGARTEN, SECTIONS 528 THROUGH 538.~~

~~528. UNIFYING CONCEPTS OF SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~529. CONCEPTS OF SCIENTIFIC INQUIRY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~530. CONCEPTS OF PHYSICAL SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~531. CELLULAR AND MOLECULAR CONCEPTS.~~

~~Cellular and Molecular Concepts standards do not apply at this grade level.~~

(3-15-02)

~~532. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~533. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

- ~~534. EARTH AND SPACE SYSTEMS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~535. TECHNOLOGY.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~536. PERSONAL AND SOCIAL PERSPECTIVES.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~537. HISTORY OF SCIENCE.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~538. INTERDISCIPLINARY CONCEPTS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~539.—541. (RESERVED).~~
- ~~542. SCIENCE STANDARDS—GRADE 1, SECTIONS 543 THROUGH 553.~~
- ~~543. UNIFYING CONCEPTS OF SCIENCE.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~544. CONCEPTS OF SCIENTIFIC INQUIRY.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~545. CONCEPTS OF PHYSICAL SCIENCE.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~546. CELLULAR AND MOLECULAR CONCEPTS.~~
Cellular and Molecular Concepts standards do not apply at this grade level. (3-15-02)
- ~~547. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~548. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)

~~549. EARTH AND SPACE SYSTEMS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~550. TECHNOLOGY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~551. PERSONAL AND SOCIAL PERSPECTIVES.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~552. HISTORY OF SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~553. INTERDISCIPLINARY CONCEPTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~554.—556. (RESERVED).~~

~~557. SCIENCE STANDARDS—GRADE 2, SECTIONS 558 THROUGH 568.~~

~~558. UNIFYING CONCEPTS OF SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~559. CONCEPTS OF SCIENTIFIC INQUIRY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~560. CONCEPTS OF PHYSICAL SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~561. CELLULAR AND MOLECULAR CONCEPTS.~~

Cellular and Molecular Concepts standards do not apply at this grade level.

~~(3-15-02)~~

~~562. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~563. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~564. EARTH AND SPACE SYSTEMS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~565. TECHNOLOGY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~566. PERSONAL AND SOCIAL PERSPECTIVES.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~567. HISTORY OF SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~568. INTERDISCIPLINARY CONCEPTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~569.—571. (RESERVED).~~

~~572. SCIENCE STANDARDS—GRADE 3, SECTIONS 573 THROUGH 583.~~

~~573. UNIFYING CONCEPTS OF SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~574. CONCEPTS OF SCIENTIFIC INQUIRY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~575. CONCEPTS OF PHYSICAL SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~576. CELLULAR AND MOLECULAR CONCEPTS.~~

Cellular and Molecular Concepts standards do not apply at this grade level.

~~(3-15-02)~~

~~577. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~578. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

- ~~(3-15-02)~~
- ~~579. EARTH AND SPACE SYSTEMS.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
~~(3-15-02)~~
- ~~580. TECHNOLOGY.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
~~(3-15-02)~~
- ~~581. PERSONAL AND SOCIAL PERSPECTIVES.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
~~(3-15-02)~~
- ~~582. HISTORY OF SCIENCE.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
~~(3-15-02)~~
- ~~583. INTERDISCIPLINARY CONCEPTS.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
~~(3-15-02)~~
- ~~584.—586. (RESERVED).~~
- ~~587. SCIENCE STANDARDS—GRADE 4, SECTIONS 588 THROUGH 598.~~
- ~~588. UNIFYING CONCEPTS OF SCIENCE.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
~~(3-15-02)~~
- ~~589. CONCEPTS OF SCIENTIFIC INQUIRY.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
~~(3-15-02)~~
- ~~590. CONCEPTS OF PHYSICAL SCIENCE.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
~~(3-15-02)~~
- ~~591. CELLULAR AND MOLECULAR CONCEPTS.~~
Cellular and Molecular Concepts standards do not apply at this grade level.
~~(3-15-02)~~
- ~~592. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
~~(3-15-02)~~
- ~~593. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.~~
(The Standards Table is being deleted in its entirety but is not being printed.)

- ~~(3-15-02)~~
- ~~594. EARTH AND SPACE SYSTEMS.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
~~(3-15-02)~~
- ~~595. TECHNOLOGY.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
~~(3-15-02)~~
- ~~596. PERSONAL AND SOCIAL PERSPECTIVES.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
~~(3-15-02)~~
- ~~597. HISTORY OF SCIENCE.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
~~(3-15-02)~~
- ~~598. INTERDISCIPLINARY CONCEPTS.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
~~(3-15-02)~~
- ~~599.—601. (RESERVED).~~
- ~~602. SCIENCE STANDARDS—GRADE 5, SECTIONS 603 THROUGH 613.~~
- ~~603. UNIFYING CONCEPTS OF SCIENCE.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
~~(3-15-02)~~
- ~~604. CONCEPTS OF SCIENTIFIC INQUIRY.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
~~(3-15-02)~~
- ~~605. CONCEPTS OF PHYSICAL SCIENCE.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
~~(3-15-02)~~
- ~~606. CELLULAR AND MOLECULAR CONCEPTS.~~
(The Standards Table is being deleted in its entirety but is not being printed.)
~~(3-15-02)~~
- ~~607. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.~~
Interdependence of Organisms and Biological Change standards do not apply at this grade level. ~~(3-15-02)~~
- ~~608. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.~~

- (The Standards Table is being deleted in its entirety but is not being printed.)* (3-15-02)
- ~~609. EARTH AND SPACE SYSTEMS.~~
- (The Standards Table is being deleted in its entirety but is not being printed.)* (3-15-02)
- ~~610. TECHNOLOGY.~~
- (The Standards Table is being deleted in its entirety but is not being printed.)* (3-15-02)
- ~~611. PERSONAL AND SOCIAL PERSPECTIVES.~~
- (The Standards Table is being deleted in its entirety but is not being printed.)* (3-15-02)
- ~~612. HISTORY OF SCIENCE.~~
- (The Standards Table is being deleted in its entirety but is not being printed.)* (3-15-02)
- ~~613. INTERDISCIPLINARY CONCEPTS.~~
- (The Standards Table is being deleted in its entirety but is not being printed.)* (3-15-02)
- ~~614.—616. (RESERVED).~~
- ~~617. SCIENCE STANDARDS—GRADE 6, SECTIONS 618 THROUGH 628.~~
- ~~618. UNIFYING CONCEPTS OF SCIENCE.~~
- (The Standards Table is being deleted in its entirety but is not being printed.)* (3-15-02)
- ~~619. CONCEPTS OF SCIENTIFIC INQUIRY.~~
- (The Standards Table is being deleted in its entirety but is not being printed.)* (3-15-02)
- ~~620. CONCEPTS OF PHYSICAL SCIENCE.~~
- (The Standards Table is being deleted in its entirety but is not being printed.)* (3-15-02)
- ~~621. CELLULAR AND MOLECULAR CONCEPTS.~~
- (The Standards Table is being deleted in its entirety but is not being printed.)* (3-15-02)
- ~~622. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.~~
No standards of Interdependence of Organisms and Biological Change apply at this grade level. (3-15-02)
- ~~623. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.~~

- (The Standards Table is being deleted in its entirety but is not being printed.)* (3-15-02)
- ~~624. EARTH AND SPACE SYSTEMS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~625. TECHNOLOGY.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~626. PERSONAL AND SOCIAL PERSPECTIVES.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~627. HISTORY OF SCIENCE.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~628. INTERDISCIPLINARY CONCEPTS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~629.—631. (RESERVED).~~
- ~~632. SCIENCE STANDARDS—MIDDLE GRADES (GRADES 7-8), SECTIONS 633 THROUGH 643.~~
Based on the necessary math knowledge and skills, student maturation level, and the need for secondary level Physical Science exposure, it is recommended that Earth Science be scheduled at the middle school level. The standards reflect this recommendation. (3-15-02)
- ~~633. UNIFYING CONCEPTS OF SCIENCE.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~634. CONCEPTS OF SCIENTIFIC INQUIRY.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~635. CONCEPTS OF PHYSICAL SCIENCE.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~636. CELLULAR AND MOLECULAR CONCEPTS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~637. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.~~

- (The Standards Table is being deleted in its entirety but is not being printed.)* (3-15-02)
- ~~638. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~639. EARTH AND SPACE SYSTEMS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~640. TECHNOLOGY.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~641. PERSONAL AND SOCIAL PERSPECTIVES.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~642. HISTORY OF SCIENCE.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~643. INTERDISCIPLINARY CONCEPTS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~644.—646. (RESERVED).~~
- ~~647. SCIENCE STANDARDS—GRADES 9 THROUGH 12, SECTIONS 648 THROUGH 658.~~
- ~~648. UNIFYING CONCEPTS OF SCIENCE.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~649. CONCEPTS OF SCIENTIFIC INQUIRY.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~650. CONCEPTS OF PHYSICAL SCIENCE.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~651. CELLULAR AND MOLECULAR CONCEPTS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~652. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)

~~653. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)

~~654. EARTH AND SPACE SYSTEMS.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)

~~655. TECHNOLOGY.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)

~~656. PERSONAL AND SOCIAL PERSPECTIVES.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)

~~657. HISTORY OF SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)

~~658. INTERDISCIPLINARY CONCEPTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)

~~659-668. (RESERVED).~~

~~669. LANGUAGE ARTS/COMMUNICATIONS STANDARDS.~~

Language, the gateway to learning, provides our most powerful and readily available tool to represent the world to ourselves as well as ourselves to the world. Not only a means of communications, language serves as our primary instrument of thought, a defining feature of culture, and an unmistakable mark of personal identity. (5-3-03)

~~670. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - KINDERGARTEN, SECTIONS 671 THROUGH 675.~~

~~671. READING.~~

Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations.

(The Standards Table is being deleted in its entirety but is not being printed.) (4-6-05)

~~672. WRITING.~~

Rationale: Write to demonstrate skill and conventions according to purpose and audience. (3-15-02)

(The Standards Table is being deleted in its entirety but is not being printed.) (4-6-05)

~~673. LISTENING.~~

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

(The Standards Table is being deleted in its entirety but is not being printed.)
(4-6-05)

~~674. SPEAKING.~~

~~Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material.~~

(The Standards Table is being deleted in its entirety but is not being printed.)
(4-6-05)

~~675. VIEWING.~~

~~Rationale: Use skills of viewing to effectively understand and comprehend visually presented information and use visual elements to produce visual presentations.~~

(The Standards Table is being deleted in its entirety but is not being printed.)
(5-3-03)

~~676.--678. (RESERVED).~~

~~679. LANGUAGE ARTS/COMMUNICATIONS STANDARDS GRADE 1, SECTIONS 680 THROUGH 684.~~

~~680. READING.~~

~~Rationale: Read a variety of grade level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)
(4-6-05)

~~681. WRITING.~~

~~Rationale: Write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)
(4-6-05)

~~682. LISTENING.~~

~~Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)
(4-6-05)

~~683. SPEAKING.~~

~~Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)
(4-6-05)

~~684. VIEWING.~~

~~Rationale: Use skills of viewing to effectively understand and comprehend visually presented information and use visual elements to produce visual presentations.~~

(The Standards Table is being deleted in its entirety but is not being printed.)
(3-15-02)

~~685.—687. (RESERVED).~~

~~688. LANGUAGE ARTS/COMMUNICATIONS STANDARDS—GRADE 2, SECTIONS 689 THROUGH 693.~~

~~689. READING.~~

~~Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~690. WRITING.~~

~~Rationale: Write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~691. LISTENING.~~

~~Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~692. SPEAKING.~~

~~Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~693. VIEWING.~~

~~Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~694.—696. (RESERVED).~~

~~697. LANGUAGE ARTS/COMMUNICATIONS STANDARDS—GRADE 3, SECTIONS 698 THROUGH 702.~~

~~698. READING.~~

~~Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~699. WRITING.~~

~~Rationale: Write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~700. LISTENING.~~

~~Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(4-6-05)~~

~~701. SPEAKING.~~

~~Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(4-6-05)~~

~~702. VIEWING.~~

~~Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(5-3-03)~~

~~703.—705. (RESERVED).~~

~~706. LANGUAGE ARTS/COMMUNICATIONS STANDARDS—GRADE 4, SECTIONS 707 THROUGH 711.~~

~~707. READING.~~

~~Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(4-6-05)~~

~~708. WRITING.~~

~~Rationale: Students write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(4-6-05)~~

~~709. LISTENING.~~

~~Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(4-6-05)~~

~~710. SPEAKING.~~

~~Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(4-6-05)~~

~~711. VIEWING.~~

Rationale: Use skills of viewing to effectively understand and comprehend visually presented information and use visual elements to produce visual presentations.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~712. -- 714. (RESERVED).~~

~~715. LANGUAGE ARTS/COMMUNICATIONS STANDARDS -- GRADE 5, SECTIONS 716 THROUGH 720.~~

~~716. READING.~~

Rationale: Students read a variety of grade level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~717. WRITING.~~

Rationale: Students write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~718. LISTENING.~~

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~719. SPEAKING.~~

Rationale: Use skills of speaking to effectively present information and present analyses or critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~720. VIEWING.~~

Rationale: Use viewing skills to understand and comprehend visually presented information and use visual elements to produce visual presentations.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~721. -- 723. (RESERVED).~~

~~724. LANGUAGE ARTS/COMMUNICATIONS STANDARDS -- GRADE 6, SECTIONS 725 THROUGH 729.~~

~~725. READING.~~

Rationale: Students read a variety of grade level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

726. WRITING.

Rationale: Students write to demonstrate skills and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

727. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

728. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analyses or critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

729. VIEWING.

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~730. 732.~~ **(RESERVED).**

733. LANGUAGE ARTS/COMMUNICATIONS STANDARDS GRADE 7, SECTIONS 734 THROUGH 738.

734. READING.

Rationale: Students read a variety of grade-level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

735. WRITING.

Rationale: Students write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

736. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

737. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current

grade level.

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~738. VIEWING.~~

Rationale: Use skills of viewing to effectively understand and comprehend visually presented information and use visual elements to produce visual presentations.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~739.---741. (RESERVED).~~

~~742. LANGUAGE ARTS/COMMUNICATIONS STANDARDS--GRADE 8, SECTIONS 743 THROUGH 747.~~

~~743. READING.~~

Rationale: Students read a variety of grade level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~744. WRITING.~~

Rationale: Write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~745. LISTENING.~~

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~746. SPEAKING.~~

Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written and viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~747. VIEWING.~~

Rationale: Use skills of viewing to effectively understand and comprehend visually presented material and use visual elements to produce visual presentations.

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~748.---750. (RESERVED).~~

~~751. LANGUAGE ARTS/COMMUNICATIONS STANDARDS--GRADES 9 THROUGH 12, SECTIONS 752 THROUGH 756.~~

~~752. READING.~~

~~Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~ (4-6-05)

~~753. WRITING.~~

~~Rationale: Write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~ (4-6-05)

~~754. LISTENING.~~

~~Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~ (4-6-05)

~~755. SPEAKING.~~

~~Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~ (4-6-05)

~~756. VIEWING.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~ (3-15-02)

~~757.---766. (RESERVED).~~

~~767. HEALTH STANDARDS.~~

~~01. Health Education. Health education enables students to obtain, apply, and benefit from health information, services, and skills in ways that enhance the individual and society. Health knowledge and its applications enhance the ability to achieve life goals. Health is a dynamic process that includes emotional, mental, physical, social, environmental, and spiritual dimensions.~~ (3-15-02)

~~02. Instruction in Human Sexuality. Instruction in the areas of human sexuality are ultimately governed by Sections 33-1608 through 33-1611, Idaho Code:~~ (3-15-02)

~~a. Section 33-1608, Idaho Code—Family life and sex education—legislative policy.~~ (3-15-02)

~~b. Section 33-1609, Idaho Code—“Sex education” defined.~~ (3-15-02)

~~c. Section 33-1610, Idaho Code—Involvement of parents and community group.~~ (3-15-02)

~~d. Section 33-1611, Idaho Code—Excusing children from instruction in sex education.~~ (3-15-02)

~~e. Throughout the Health Standards section the term “STDs” (Sexually Transmitted Disease) includes HIV/AIDS (Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome).~~ (3-15-02)

~~768. HEALTH STANDARDS—KINDERGARTEN, SECTIONS 769 THROUGH 773.~~

- ~~769. HEALTHY LIFESTYLES.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~770. RISK-TAKING BEHAVIOR.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~771. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~772. CONSUMER HEALTH.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~773. MENTAL AND EMOTIONAL WELLNESS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~774.—776. (RESERVED).~~
- ~~777. HEALTH STANDARDS—GRADE 1, SECTIONS 778 THROUGH 782.~~
- ~~778. HEALTHY LIFESTYLES.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~779. RISK-TAKING BEHAVIOR.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~780. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~781. CONSUMER HEALTH.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~782. MENTAL AND EMOTIONAL WELLNESS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~783.—785. (RESERVED).~~

- ~~786. HEALTH STANDARDS—GRADE 2, SECTIONS 787 THROUGH 791.~~
- ~~787. HEALTHY LIFESTYLES.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~788. RISK-TAKING BEHAVIOR.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~789. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~790. CONSUMER HEALTH.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~791. MENTAL AND EMOTIONAL WELLNESS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~792.—794. (RESERVED).~~
- ~~795. HEALTH STANDARDS—GRADE 3, SECTIONS 796 THROUGH 800.~~
- ~~796. HEALTHY LIFESTYLES.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~797. RISK-TAKING BEHAVIOR.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~798. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~799. CONSUMER HEALTH.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~800. MENTAL AND EMOTIONAL WELLNESS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~801.—803. (RESERVED).~~

- ~~804. HEALTH STANDARDS—GRADE 4, SECTIONS 805 THROUGH 809.~~
- ~~805. HEALTHY LIFESTYLES.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~806. RISK-TAKING BEHAVIOR.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~807. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~808. CONSUMER HEALTH.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~809. MENTAL AND EMOTIONAL WELLNESS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~810.—812. (RESERVED).~~
- ~~813. HEALTH STANDARDS—GRADE 5, SECTIONS 814 THROUGH 818.~~
- ~~814. HEALTHY LIFESTYLES.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~815. RISK-TAKING BEHAVIOR.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~816. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~817. CONSUMER HEALTH.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~818. MENTAL AND EMOTIONAL WELLNESS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~819.—821. (RESERVED).~~

- ~~822. HEALTH STANDARDS—GRADE 6, SECTIONS 823 THROUGH 827.~~
- ~~823. HEALTHY LIFESTYLES.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~824. RISK-TAKING BEHAVIOR.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~825. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~826. CONSUMER HEALTH.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~827. MENTAL AND EMOTIONAL WELLNESS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~828.—830. (RESERVED).~~
- ~~831. HEALTH STANDARDS—MIDDLE GRADES (GRADES 7-8), SECTIONS 832 THROUGH 836.~~
- ~~832. HEALTHY LIFESTYLES.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~833. RISK-TAKING BEHAVIOR.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~834. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~835. CONSUMER HEALTH.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~836. MENTAL AND EMOTIONAL WELLNESS.~~
(The Standards Table is being deleted in its entirety but is not being printed.) (3-15-02)
- ~~837.—839. (RESERVED).~~

~~840. HEALTH STANDARDS—GRADES 9 THROUGH 12, SECTIONS 841 THROUGH 845.~~

~~841. HEALTHY LIFESTYLES.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~842. RISK-TAKING BEHAVIOR.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~843. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~844. CONSUMER HEALTH.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~845. MENTAL AND EMOTIONAL WELLNESS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~846.—855. (RESERVED).~~

~~856. GLOSSARY OF HUMANITIES TERMS.~~

The following definitions apply only to Sections 856 through 954 of these rules.

(3-15-02)

~~01. **Aesthetics.** A branch of philosophy that deals with issues of beauty. The questions and ideas of aesthetics define what society considers art: the creation and response to art, the role of art in society, and the standards for judging and interpreting the significance of art.~~

(3-15-02)

~~02. **Application.** The practice of using one's knowledge, techniques, and skills to produce a product.~~

(3-15-02)

~~03. **Appreciation.** A sensitive awareness; in the context of the arts, a recognition of aesthetic values.~~

(3-15-02)

~~04. **Artifact.** A product of civilization, such as a tool or ornament, that shows human workmanship or modification.~~

(3-15-02)

~~05. **Authentic Materials and Resources.** Materials created by people living in their culture (such as a country's newspapers, magazines, or menus) or native speakers themselves.~~

(5-3-03)

~~06. **Creative Expression.** An imaginative response that exhibits both feeling and core knowledge of an art form.~~

(3-15-02)

~~07. **Culture/Cultures.** A group that influences ways of perceiving, valuing, behaving, and believing.~~

(5-3-03)

~~08. **Disciplines.** Specific fields of study within the arts and humanities such as visual art, music, theatre, dance, literature, philosophy.~~

(5-3-03)

- ~~09. **Diversity.** The condition of being different, inclusive of wide ethnic representation, varied viewpoints, and range of abilities. (3-15-02)~~
- ~~10. **Ethical/Ethics.** Relating to moral action, motivation, conduct or character. The discipline dealing with what is good and bad and with moral duty and obligation. (5-3-03)~~
- ~~11. **Expository Writing.** Writing that is neither descriptive nor narrative and whose primary function is to explain and/or define. (3-15-02)~~
- ~~12. **Genre.** A category of artistic, musical, or literary composition characterized by a particular style, form, or content. (3-15-02)~~
- ~~13. **Historical/Culture/Living Culture.** A culture, civilization that has existed in the past/one that is current and/or evolving. (5-3-03)~~
- ~~14. **Integrate.** To incorporate into a larger unit. (3-15-02)~~
- ~~15. **Interdisciplinary Humanities.** A study of two (2) or more related disciplines within the state-adopted list of humanities subjects. (3-15-02)~~
- ~~16. **Interrelationships.** Mutual or reciprocal relationships of arts and humanities disciplines. (3-15-02)~~
- ~~17. **Literary Work.** An example of writing that possesses the qualities or characteristics of letters, human learning, or literature. (3-15-02)~~
- ~~18. **Nationalism.** A sense of national consciousness, placing primary emphasis on the culture and interests of a particular nation. (3-15-02)~~
- ~~19. **Reasoned Dialogue.** The process of presenting a calculated discussion of ideas through logical means. (5-3-03)~~
- ~~20. **Replicate.** To repeat or duplicate a product or process. (3-15-02)~~
- ~~21. **Speculate.** To examine an idea or process and determine a logical outcome. (3-15-02)~~
- ~~22. **Style.** An accustomed manner or method of creating or performing as sanctioned by an accepted standard. (3-15-02)~~
- ~~23. **Translate.** To turn into one's own or another language; to change an activity or idea from one (1) form into another. (3-15-02)~~

857. IDAHO HUMANITIES STANDARDS.

In order to achieve success, a student of the humanities must gain content knowledge, practice critical thinking skills, and experience personal expression. These standards offer a framework for student's achievement in the arts and humanities and are organized into the three (3) categories of Interdisciplinary Humanities, Visual and Performing Arts, and Foreign Language. (5-3-03)

- ~~01. **Interdisciplinary Humanities.** The interdisciplinary humanities standards are based on the assumption that connections exist between the arts and humanities disciplines chronicled through history. Through interdisciplinary study, the student acquires knowledge and skills that promote understanding of these connections as they exist among two (2) or more of the following areas: (5-3-03)~~
- ~~a. Literature; (5-3-03)~~
- ~~b. History; (5-3-03)~~
- ~~c. Philosophy; (5-3-03)~~

- ~~d. Architecture; (5-3-03)~~
- ~~e. Music; (5-3-03)~~
- ~~f. Art; (5-3-03)~~
- ~~g. Drama; (5-3-03)~~
- ~~h. Dance; (5-3-03)~~
- ~~i. Foreign language; and (5-3-03)~~
- ~~j. Comparative world religion. (5-3-03)~~
- ~~02. **Visual and Performing Arts.** The visual and performing arts standards address four (4) arts disciplines—music, visual art, theatre, and dance. Their scope is K-12, and they address both content and achievement. (5-3-03)~~
- ~~03. **Foreign Language.** The foreign language standards address basic language acquisition skills of speaking, listening, reading, writing, and observing. In addition, foreign language courses satisfying the humanities core requirement include instruction in cultural context, critical thinking, and performance. (5-3-03)~~
- ~~858. **INTERDISCIPLINARY HUMANITIES—KINDERGARTEN THROUGH GRADE 3.** Interdisciplinary Humanities standards do not apply at these grade levels. (3-15-02)~~
- ~~859.—865. (RESERVED);~~
- ~~866. **VISUAL AND PERFORMING ARTS—KINDERGARTEN THROUGH GRADE 3, SECTIONS 867 THROUGH 872.**~~
- ~~867. **HISTORICAL AND CULTURAL CONTEXTS OF VISUAL AND PERFORMING ARTS DISCIPLINES.**~~
- ~~868. **STANDARD ONE.** Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~
- ~~(The Standards Table is being deleted in its entirety but is not being printed.) (5-3-03)~~
- ~~869. **CRITICAL THINKING IN THE VISUAL AND PERFORMING ARTS.**~~
- ~~870. **STANDARD TWO.** Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.~~
- ~~(The Standards Table is being deleted in its entirety but is not being printed.) (5-3-03)~~
- ~~871. **ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE VISUAL AND PERFORMING ARTS.**~~
- ~~872. **STANDARD THREE.** Communicate in the humanities disciplines through acquisition, application, and creative expression.~~
- ~~(The Standards Table is being deleted in its entirety but is not being printed.) (5-3-03)~~

~~873.—882. (RESERVED).~~

~~883. FOREIGN LANGUAGE—KINDERGARTEN THROUGH GRADE 3, SECTIONS 884 THROUGH 889.~~

~~884. HISTORICAL AND CULTURAL CONTEXTS OF FOREIGN LANGUAGE STUDY.~~

~~885. STANDARD ONE.~~

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~886. CRITICAL THINKING IN FOREIGN LANGUAGE STUDY.~~

~~887. STANDARD TWO.~~

~~Conduct structural analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~888. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN FOREIGN LANGUAGE STUDY.~~

~~889. STANDARD THREE.~~

~~Communicate in the humanities disciplines through acquisition, application and creative expression.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~890.—891. (RESERVED).~~

~~892. INTERDISCIPLINARY HUMANITIES—GRADES 4 AND 5.~~

~~Interdisciplinary Humanities standards do not apply at these grade levels.~~

(3-15-02)

~~893.—899. (RESERVED).~~

~~900. VISUAL AND PERFORMING ARTS—GRADES 4 AND 5, SECTIONS 901 THROUGH 906.~~

~~901. HISTORICAL AND CULTURAL CONTEXTS OF VISUAL AND PERFORMING ARTS DISCIPLINES.~~

~~902. STANDARD ONE.~~

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~903. CRITICAL THINKING IN THE VISUAL AND PERFORMING ARTS.~~

~~904. STANDARD TWO.~~

~~Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~905. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE VISUAL AND PERFORMING ARTS.~~

~~906. STANDARD THREE.~~

~~Communicate in the humanities disciplines through acquisition, application, and creative expression.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~907.---916. (RESERVED).~~

~~917. FOREIGN LANGUAGE—GRADES 4 AND 5, SECTIONS 918 THROUGH 923.~~

~~918. HISTORICAL AND CULTURAL CONTEXTS OF FOREIGN LANGUAGE STUDY.~~

~~919. STANDARD ONE.~~

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~920. CRITICAL THINKING IN FOREIGN LANGUAGE STUDY.~~

~~921. STANDARD TWO.~~

~~Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~922. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN FOREIGN LANGUAGE STUDY.~~

~~923. STANDARD THREE.~~

~~Communicate in the humanities disciplines through acquisition, application, and creative expression.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~924.---925. (RESERVED).~~

~~926. INTERDISCIPLINARY HUMANITIES—GRADES 6 THROUGH 8.~~

~~Interdisciplinary Humanities standards do not apply at these grade levels.~~

(3-15-02)

~~927.---933. (RESERVED).~~

~~934. VISUAL AND PERFORMING ARTS—GRADES 6 THROUGH 8, SECTIONS 935 THROUGH 940.~~

~~935. HISTORICAL AND CULTURAL CONTEXTS OF VISUAL AND PERFORMING ARTS DISCIPLINES.~~

~~936. STANDARD ONE.~~

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~937. CRITICAL THINKING IN THE VISUAL AND PERFORMING ARTS.~~

~~938. STANDARD TWO.~~

~~Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~939. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE VISUAL AND PERFORMING ARTS.~~

~~940. STANDARD THREE.~~

~~Communicate in the humanities disciplines through acquisition, application, and creative expression.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~941.—950. (RESERVED).~~

~~951. FOREIGN LANGUAGE GRADES 6 THROUGH 8, SECTIONS 952 THROUGH 955.~~

~~952. HISTORICAL AND CULTURAL CONTEXTS OF FOREIGN LANGUAGE STUDY.~~

~~953. STANDARD ONE.~~

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~954. CRITICAL THINKING IN FOREIGN LANGUAGE STUDY.~~

~~955. STANDARD TWO.~~

~~Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~956. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN FOREIGN LANGUAGE STUDY.~~

~~957. STANDARD THREE.~~

~~Communicate in the humanities disciplines through acquisition, application, and creative expression.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~958.—959. (RESERVED).~~

~~960. INTERDISCIPLINARY HUMANITIES GRADES 9 THROUGH 12, SECTIONS 961 THROUGH 966.~~

~~961. HISTORICAL AND CULTURAL CONTEXTS OF INTERDISCIPLINARY HUMANITIES.~~

~~962. STANDARD ONE.~~

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (5-3-03)

~~963. CRITICAL THINKING IN INTERDISCIPLINARY HUMANITIES.~~

~~964. STANDARD TWO.~~

~~Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (5-3-03)

~~965. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE INTERDISCIPLINARY HUMANITIES.~~

~~966. STANDARD THREE.~~

~~Communicate in the humanities disciplines through acquisition, application, and creative expression.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (5-3-03)

~~967.---968. (RESERVED).~~

~~969. VISUAL AND PERFORMING ARTS GRADES 9 THROUGH 12, SECTIONS 970 THROUGH 975.~~

~~970. HISTORICAL AND CULTURAL CONTEXTS OF VISUAL AND PERFORMING ARTS DISCIPLINES.~~

~~971. STANDARD ONE.~~

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (5-3-03)

~~972. CRITICAL THINKING IN THE VISUAL AND PERFORMING ARTS.~~

~~973. STANDARD TWO.~~

~~Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (5-3-03)

~~974. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE VISUAL AND PERFORMING ARTS.~~

~~975. STANDARD THREE.~~

~~Communicate in the humanities disciplines through acquisition, application, and creative expression.~~

(The Standards Table is being deleted in its entirety but is not being printed.) (5-3-03)

~~976.---986. (RESERVED).~~

~~987. FOREIGN LANGUAGE GRADES 9 THROUGH 12, SECTIONS 988 THROUGH 993.~~

~~988. HISTORICAL AND CULTURAL CONTEXTS OF FOREIGN LANGUAGE STUDY.~~

~~989. STANDARD ONE.~~

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~990. CRITICAL THINKING IN FOREIGN LANGUAGE STUDY.~~

~~991. STANDARD TWO.~~

~~Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~992. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN FOREIGN LANGUAGE STUDY.~~

~~993. STANDARD THREE.~~

~~Communicate in the humanities disciplines through acquisition, application, and creative expression.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~994.—998. (RESERVED).~~

~~999. GIFTED AND TALENTED PROGRAMS.~~

~~01. Definitions. The following definitions apply only to Section 999 of these rules. (3-15-02)~~

~~a. Department. State Department of Education. (3-30-01)~~

~~b. District. Local school district. (3-30-01)~~

~~c. Gifted/talented children. Those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities Section 33-2001, Idaho Code. (3-30-01)~~

~~d. Governing gifted and talented educational requirements. Sections 33-201, 33-2001, 33-2003, Idaho Code. (3-30-01)~~

~~02. Legal Compliance. The State Department of Education and districts shall comply with all governing gifted and talented education requirements. (3-30-01)~~

~~03. District Plan. Each school district shall develop and write a plan for its gifted and talented program. The plan shall be submitted to the Department no later than October 15, 2001. The plan shall be updated and submitted every three (3) years thereafter and shall include: (3-30-01)~~

~~a. Philosophy statement. (3-30-01)~~

~~b. Definition of giftedness. (3-30-01)~~

~~c. Program goals. (3-30-01)~~

~~d. Program options. (3-30-01)~~

~~e. Identification procedures. (3-30-01)~~

- ~~f. Program evaluation. (3-30-01)~~
- ~~04. Screening. The district's process for identifying gifted and talented students shall include the following steps: (3-30-01)~~
- ~~a. The district shall screen all potentially gifted and talented students to ensure they have an opportunity to be considered; and (3-30-01)~~
- ~~b. The district shall assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs; and (3-30-01)~~
- ~~c. The district shall match student needs with appropriate program options. (3-30-01)~~
- ~~05. Assessment. Placement decisions shall not be determined by a single criterion (for instance, test scores, other measurement, teacher recommendation, or nomination). The district's identification process shall use multiple indicators of giftedness with information obtained through the following methods and sources: (3-30-01)~~
- ~~a. Procedures for obtaining information about students shall include formal assessment methods, such as group and individual tests of achievement, general ability, specific aptitudes and creativity. (3-30-01)~~
- ~~b. Procedures for obtaining information about students shall also include informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews and grades. (3-30-01)~~
- ~~c. Information about students shall be obtained from multiple sources, such as teachers, counselors, peers, parents, community members, subject area experts, and the students themselves. (3-30-01)~~
- ~~06. Administration. The district shall designate a certificated staff person to be responsible for development, supervision, and implementation of the gifted and talented program. (3-30-01)~~

IDAPA 16 - DEPARTMENT OF HEALTH AND WELFARE

16.03.09 - RULES GOVERNING THE MEDICAL ASSISTANCE PROGRAM

DOCKET NO. 16-0309-0505

NOTICE OF RULEMAKING - TEMPORARY RULE

EFFECTIVE DATE: The effective date of the temporary rule is July 1, 2006.

AUTHORITY: In compliance with Sections 67-5226, Idaho Code, notice is hereby given this agency has adopted a temporary rule. The action is authorized pursuant to Sections 56-202(b) and 56-203(g), Idaho Code, and House Concurrent Resolution 12 approved by the 2005 Legislature.

DESCRIPTIVE SUMMARY: The following is the required finding and concise statement of its supporting reasons for adopting a temporary rule:

This temporary rule offers a new way of providing services and allows qualified individuals, now receiving services under the Home and Community Based Waiver Services program, more choice and control over the supports and services they receive from providers. Those who choose to participate will assume responsibility and ownership for decisions regarding Medicaid resources allocated to them. This decision-making authority allows qualified individuals more independence and freedom to make program choices and as a result become more "self-directed".

This new model is a result of the 2005 Legislature's approval of House Concurrent Resolution 12, encouraging the Department to initiate a test program that will evaluate the effectiveness of a new service model referred to as self-directed community supports. The new self-directed community supports model will first be offered to individuals receiving services through Medicaid's Developmental Disabilities waiver upon approval of amendments by the Centers for Medicare and Medicaid. Rules are needed to identify the distinct characteristics of the model.

Two new provider categories are being established that describe the role and requirements of the Financial Management Service that processes non-traditional Medicaid payments and the Support Broker who assists consumers with negotiating rates and obtaining services. A new service category called "community supports" will be added to enhance service flexibility and responsiveness. These rules will also include a description of a quality assurance process that focuses on consumer protections and outcomes.

TEMPORARY RULE JUSTIFICATION: Pursuant to Section(s) 67-5226(1)(c), Idaho Code, the Governor has found that temporary adoption of the rule is appropriate for the following reason: These rules confer a benefit.

FEE SUMMARY: Pursuant to Section 67-5226(2), the Governor has found that the fee or charge being imposed or increased is justified and necessary to avoid immediate danger and the fee is described herein: There is no fee being imposed or increased in these rules.

FISCAL IMPACT: The following is a specific description, if applicable, of any fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year.

There is no fiscal impact to general fund monies. Test program implementation, evaluation, and start-up costs will be covered by the Independence Plus Grant awarded to the Department of Health and Welfare by the Centers for Medicare and Medicaid Services (CMS).

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was conducted on August 10, 2005, in Boise, ID. The meeting included providers, advocates and other stakeholders. The Notice of Negotiated Rulemaking was published in the Idaho Administrative Bulletin, July 6, 2005 - Vol. 05-7, page 20.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning the temporary rule, contact Leslie Clement at (208) 364-1804.

DATED this 1st day of March, 2006.

Sherri Kovach, Program Supervisor
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THE FOLLOWING IS THE TEXT FOR DOCKET NO. 16-0309-0505

~~141. — 142.~~ **(RESERVED).**

141. DEFINITIONS FOR SELF-DIRECTED COMMUNITY SUPPORTS (SDCS) OPTION.

- 01. Circle of Supports.** People who encourage and care about the participant and provide unpaid supports. (7-1-06)T
- 02. Community Support Worker (CSW).** An individual, agency, or vendor selected and paid by the participant to provide Community Support Worker Services. (7-1-06)T
- 03. Community Support Worker Services.** Community Support Worker Services are those identified supports listed in Subsection 142.02.c. of these rules. (7-1-06)T
- 04. Guiding Principles for the SDCS Option.** Self-Directed Community Supports is based upon the concept of self-determination and has the following guiding principles: (7-1-06)T
- a. Freedom for the participant to make choices and plan his own life;** (7-1-06)T
 - b. Authority for the participant to control resources allocated to him to acquire needed supports;** (7-1-06)T
 - c. Opportunity for the participant to choose his own supports;** (7-1-06)T
 - d. Responsibility for the participant to make choices and take responsibility for the result of those choices; and** (7-1-06)T
 - e. Shared responsibility between the participant and his community to help the participant become an involved and contributing member of that community.** (7-1-06)T
- 05. Financial Management Services (FMS).** Services provided by a Fiscal Employer Agent that include: (7-1-06)T
- a. Financial guidance and support to the participant by tracking individual expenditures and monitoring overall budgets;** (7-1-06)T
 - b. Performing payroll services; and** (7-1-06)T
 - c. Handling billing and employment related documentation responsibilities.** (7-1-06)T
- 06. Fiscal Employer Agent.** An agency that provides Financial Management Services (FMS) to participants who have chosen the SDCS option. (7-1-06)T
- 07. Supports.** Refers to services provided for a participant, or a person who provides a support service.

A support service may be a paid service provided by a Community Support Worker, or an unpaid service provided by a natural support, such as a family member, a friend, neighbor, or other volunteer. A person who provides a support service for pay is a paid support. A person who provides a volunteer support service is a natural support. (7-1-06)T

08. Support Broker. An individual who advocates on behalf of the participant and who is hired by the participant to provide Support Broker Services. (7-1-06)T

09. Support Broker Services. Services provided by a Support Broker to assist the participant with planning, negotiating, and budgeting. (7-1-06)T

142. SELF-DIRECTED COMMUNITY SUPPORTS (SDCS) OPTION.

Self-Directed Community Supports (SDCS) is a flexible program option for participants eligible for the Home and Community Based Services - Developmental Disabilities (HCBS-DD) waiver. The SDCS option allows the eligible participant to: choose the type and frequency of supports he wants, negotiate the rate of payment, and hire the person or agency he prefers to provide those supports. The SDCS option requires the participant to have a Support Broker to assist the participant to make informed choices, participate in a person-centered planning process, and become skilled at managing his own supports. The participant must use a Fiscal Employer Agent to provide Financial Management Services (FMS) for payroll and reporting functions. (7-1-06)T

01. Eligibility. (7-1-06)T

a. In order to choose the SDCS option, the participant must first be determined Medicaid-eligible and must be determined to meet existing (HCBS-DD) waiver program requirements as outlined in Section 143 of these rules. (7-1-06)T

b. The participant, and his legal representative, if one exists, must agree in writing using a Department-approved form to the following: (7-1-06)T

i. Accept the guiding principles for the SDCS option, as defined in Section 141 of these rules: (7-1-06)T

ii. Agree to meet the participant responsibilities outlined in Subsection 142.03 of these rules: (7-1-06)T

iii. Take responsibility for and accept potential risks and any resulting consequence for their support choices. (7-1-06)T

c. The participant's legal representative must agree in writing to honor the choices of the participant as required by the guiding principles for the SDCS option. (7-1-06)T

02. Paid Self-Directed Community Supports. The participant must purchase Financial Management Services and Support Broker Services to participate in the SDCS option. The participant must purchase goods and community supports through the Fiscal Employer Agent. (7-1-06)T

a. The Department will contract with a Fiscal Employer Agent, as defined in Section 141 of these rules, to provide Financial Management Services to a participant who chooses the self-directed option. (7-1-06)T

b. Support Broker Services are provided by a trained Support Broker. (7-1-06)T

c. The Community Support Worker provides identified supports to the participant. If the identified support requires specific licensing or certification within the state of Idaho, the identified Community Support Worker must meet the applicable licensing or certification requirements. Identified supports include activities that address the participant's preference for: (7-1-06)T

i. Job support to help the participant secure and maintain employment or attain job advancement; (7-1-06)T

- ii. Personal support to help the participant maintain health, safety, and basic quality of life; (7-1-06)T
 - iii. Relationship support to help the participant establish and maintain positive relationships with immediate family members, friends, spouse, or others in order to build a natural support network and community; (7-1-06)T
 - iv. Emotional support to help the participant learn and practice behaviors consistent with his goals and wishes while minimizing interfering behaviors; (7-1-06)T
 - v. Learning support to help the participant learn new skills or improve existing skills that relate to his identified goals; (7-1-06)T
 - vi. Transportation support to help the participant accomplish his identified goals; and (7-1-06)T
 - vii. Adaptive equipment identified in the participant's plan that meets a medical or accessibility need and promotes his increased independence. (7-1-06)T
- 03. Participant Responsibilities.** With the assistance of the Support Broker or the legal representative, if one exists, the participant is responsible for the following: (7-1-06)T
- a. Accepting and honoring the guiding principles for the SDCS option found in Section 141 of these rules; (7-1-06)T
 - b. Participating in the person-centered planning process in order to identify and document support and service needs, wants, and preferences; (7-1-06)T
 - c. Negotiating payment rates for all paid community supports he wants to purchase and including the details in the employment agreements; (7-1-06)T
 - d. Completing and implementing agreements for the Fiscal Employer Agent, the Support Broker and Community Support Workers and submitting the agreements to the Fiscal Employer Agent. These agreements must be submitted on Department-approved forms; (7-1-06)T
 - e. Ensuring that employment agreements specifically identify the type of support being purchased, the rate negotiated for the support, and the frequency and duration of the scheduled support or service. Ensuring each employment agreement: clearly identifies the qualifications needed to provide the support or service; includes a statement signed by the hired worker that he possesses the needed skills; and the signature of the participant that verifies the same. Additionally, each employment agreement will include statements that: the participant is the employer even though payment comes from a third party; employees are under the direction and control of the participant; and no employer-related claims will be filed against the Department; (7-1-06)T
 - f. Developing a comprehensive support and spending plan based on the information gathered during the person-centered planning; (7-1-06)T
 - g. Reviewing and verifying that supports being billed were provided and indicating that he approves of the bill by signing the timesheet or invoice; and (7-1-06)T
 - h. Providing feedback to the best of his ability regarding his satisfaction with the supports he receives and the performance of his workers; (7-1-06)T
- 04. Fiscal Employer Agent Requirements and Limitations.** (7-1-06)T
- a. The Fiscal Employer Agent must meet the requirements outlined in its contract with the Department. (7-1-06)T
 - b. The Fiscal Employer Agent must not: (7-1-06)T

- i. Provide any other direct services to the participant, to ensure there is no conflict of interest, and; (7-1-06)T
- ii. Employ the guardian, parent, spouse, payee or conservator of the participant or have direct control over the participant's choice. (7-1-06)T

05. Fiscal Employer Agent Duties and Responsibilities. The Fiscal Employer Agent performs Financial Management Services for each participant. Prior to providing Financial Management Services the participant and the Fiscal Employer Agent must enter into a written agreement. Financial Management Services services include: (7-1-06)T

- a. Providing payroll and accounting supports to participants that have chosen the Self-Directed Community Supports option; (7-1-06)T
- b. Performing financial reporting for employees of each participant; (7-1-06)T
- c. Preparing and distributing a packet of information, including Department-approved forms for agreements, for the participant hiring his own staff; (7-1-06)T
- d. Processing and paying time sheets for Community Support Workers and Support Brokers, as authorized by the participant, according to the participant's Department-authorized support and spending plan; (7-1-06)T
- e. Managing and processing payment of required state and federal employment taxes for the participant's Community Support Workers and Support Brokers; (7-1-06)T
- f. Processing and paying invoices for goods and services, as authorized by the participant, according to the participant's support and spending plan; (7-1-06)T
- g. Providing each participant with reporting information that will assist the participant with managing the individualized budget; and (7-1-06)T
- h. Participating in Department quality assurance activities. (7-1-06)T

06. Support Broker Requirements and Limitations. (7-1-06)T

- a. A Support Broker must complete the Department-approved Support Broker training and certification process prior to providing any paid services to the participant. To enroll in Support Broker training, the Support Broker must provide documentation to the Department that he: (7-1-06)T
 - i. Is eighteen (18) years of age or older; (7-1-06)T
 - ii. Has skills and knowledge typically gained by completing college courses or community classes or workshops that count toward a degree in the human services field; and (7-1-06)T
 - iii. Has at least two (2) years verifiable experience with the target population and knowledge of services and resources in the developmental disabilities field. (7-1-06)T
- b. The Support Broker must not: (7-1-06)T
 - i. Be employed by an agency that provides paid community supports under Subsection 142.02.c. of these rules to the same participant; and (7-1-06)T
 - ii. Be the guardian, parent, spouse, payee, or conservator of the participant, or have direct control over the participant's choices. Additionally, the Support Broker must not be in a position to both influence a participant's decision making and benefit financially from the participant's decisions. (7-1-06)T

07. Support Broker Duties and Responsibilities. (7-1-06)T

a. Prior to beginning employment for the participant, the Support Broker must complete the packet of information provided by the Fiscal Employer Agent and submit it to the Fiscal Employer Agent. This packet must include documentation of: (7-1-06)T

i. Successful completion of the required Support Broker training; (7-1-06)T

ii. A completed criminal history check, including clearance in accordance with IDAPA 16.05.06, "Rules Governing Mandatory Criminal History Checks"; and (7-1-06)T

iii. A completed employment agreement with the participant that identifies the specific tasks and services that are required of the Support Broker. The employment agreement must include the fixed hourly rate for the Support Broker, and the type, frequency, and duration of services. (7-1-06)T

b. Support Broker services may include only a few required tasks or may be provided as a comprehensive service package depending on the participant's needs and preferences. At a minimum, the Support Broker must: (7-1-06)T

i. Participate in the person-centered planning process; (7-1-06)T

ii. Develop a written support and spending plan with the participant that includes the supports that the participant needs and wants, related risks identified with the participant's wants and preferences, and a comprehensive risk plan for each potential risk that includes at least three (3) backup plans should a support fail. This plan must be authorized by the Department; (7-1-06)T

iii. Assist the participant to monitor and review his budget; (7-1-06)T

iv. Submit documentation regarding the participant's satisfaction with identified supports as requested by the Department; (7-1-06)T

v. Participate with Department quality assurance measures, as requested; and (7-1-06)T

vi. Assist the participant to complete the annual re-determination process as needed, including assisting the participant or his chosen representative to update the support and spending plan and submit it to the Department for authorization. (7-1-06)T

c. Depending on the requests and needs of each participant, the Support Broker may: (7-1-06)T

i. Assist the participant to develop and maintain a circle of support; (7-1-06)T

ii. Help the participant learn and implement the skills needed to recruit, hire, and monitor community supports; (7-1-06)T

iii. Assist the participant to negotiate rates for paid Community Support Workers; (7-1-06)T

iv. Maintain documentation of supports provided by each Community Support Worker and participant's satisfaction with these supports; (7-1-06)T

v. Assist the participant to monitor community supports; (7-1-06)T

vi. Assist the participant to resolve employment-related problems; and (7-1-06)T

vii. Assist the participant to identify and develop community resources to meet specific needs. (7-1-06)T

d. If a Support Broker decides to end services with a participant, he must give the participant at least

fifteen (15) days written notice prior to terminating services. The Support Broker must assist the participant with identifying a new support broker and provide the participant and new support broker with a written service transition plan by the date of termination. The transition plan must include an updated support and spending plan that reflects current supports being received, details about the existing community support workers, and unmet needs. (7-1-06)T

08. Community Support Worker Limitations. A paid Community Support Worker must not have direct control over the participant's choices, must avoid any conflict of interest, and cannot benefit financially from the participant's choices. (7-1-06)T

09. Paid Community Support Worker Duties and Responsibilities. (7-1-06)T

a. Prior to providing goods or services to the participant, the Community Support Worker must complete the packet of information provided by the Fiscal Employer Agent and submit it to the Fiscal Employer Agent. When the Community Support Worker will be providing services, this packet must include documentation of: (7-1-06)T

i. A completed criminal history check, including clearance in accordance with IDAPA 16.05.06, "Rules Governing Mandatory Criminal History Checks" or documentation that this requirement has been waived by the participant. This documentation will include the rationale for waiving the criminal history check and describe how health and safety will be assured in lieu of a completed criminal history check; (7-1-06)T

ii. A completed employment agreement with the participant that specifically defines the type of support being purchased, the negotiated rate, and the frequency and duration of the support to be provided. If the Community Support Worker is provided through an agency, the employment agreement must include the specific individual who will provide the support and the agency's responsibility, if any, for tax related obligations; (7-1-06)T

iii. Current state licensure or certification if identified support requires certification or licensure; and (7-1-06)T

iv. A statement of qualifications to provide supports identified in the employment agreement. (7-1-06)T

b. The Community Support Worker must deliver supports as defined in the employment agreement. (7-1-06)T

c. The Community Support Worker must track and document the time required to perform the identified supports and accurately report the time on the time sheets provided by the participant's Fiscal Employer Agent or complete an invoice that reflects the type of support provided, the date the support was provided, and the negotiated rate for the support provided, for submission to the participant's Fiscal Employer Agent. (7-1-06)T

d. The Community Support Worker must obtain the signature of the participant or his legal representative on each completed timesheet or invoice prior to submitting the document to the Fiscal Employer Agent for payment. Time sheets or invoices that are not signed by the Community Support Worker and the participant or his legal representative will not be paid. (7-1-06)T

10. Support and Spending Plan Development. (7-1-06)T

a. The participant, with the help of his Support Broker, must develop a comprehensive support and spending plan based on the information gathered during the person centered planning. The support and spending plan is not valid until authorized by the Department and must include the following: (7-1-06)T

i. The participant's preferences and interests by identifying all the supports and services, both paid and non-paid, the participant wants and needs to live successfully in his community; (7-1-06)T

ii. Paid or non-paid self-directed community supports that focus on the participant's wants, needs, and goals in the following areas: (7-1-06)T

- (1) Personal health and safety including quality of life preferences; (7-1-06)T
- (2) Securing and maintaining employment; (7-1-06)T
- (3) Establishing and maintaining relationships with family, friends and others to build the participant's circle of supports; (7-1-06)T
- (4) Learning and practicing ways to recognize and minimize interfering behaviors; and (7-1-06)T
- (5) Learning new skills or improving existing ones to accomplish set goals. (7-1-06)T
- iii. Support needs such as: (7-1-06)T
 - (1) Medical care and medicine. (7-1-06)T
 - (2) Skilled care including therapies or nursing needs. (7-1-06)T
 - (3) Community involvement. (7-1-06)T
 - (4) Preferred living arrangements including possible roommate(s), and (7-1-06)T
 - (5) Response to emergencies including access to emergency assistance and care. This plan should reflect the wants, preferences, and needs of the whole person, regardless of payment source, if any; (7-1-06)T
- iv. Risks or safety concerns in relation to the identified support needs on the participant's plan. The plan must specify the supports or services needed to address the risks for each issue listed, with at least three (3) backup plans for each identified risk to implement in case the need arises; (7-1-06)T
- v. Sources of payment for the listed supports and services, including the frequency, duration, and main task of the listed supports and services; and (7-1-06)T
- vi. The budgeted amounts planned in relation to the participant's needed supports. Community Support Worker employment agreements submitted to the Fiscal Employer Agent must identify the negotiated rates agreed upon with each Community Support Worker along with the specific support being purchased, the frequency and duration that the support will be provided, and the payment increment; that is, hourly or daily. The Fiscal Employer Agent will compare and match the employment agreements to the appropriate support categories identified on the initial spending plan prior to processing time sheets or invoices for payment. (7-1-06)T
- b. Support and spending plan limitations include: (7-1-06)T
 - i. Traditional Medicaid waiver and traditional rehabilitative or habilitative services must not be purchased under the SDCS option; (7-1-06)T
 - ii. Paid community supports must not be provided in a congregate setting with recipients of traditional Medicaid waiver, rehabilitative or habilitative services; (7-1-06)T
 - iii. All paid community supports must fit into one (1) or more types of community supports described in Subsection 142.02 of these rules. Community supports that are not medically necessary or that do not minimize the participant's need for institutionalization must only be listed as non-paid supports. Additionally, the support and spending plan must not include supports or services that are illegal, that adversely affect the health and safety of the participant or do harm, or that violate or infringe on the rights of others; (7-1-06)T
 - iv. Support and spending plans that exceed the approved budget amount will not be authorized; and (7-1-06)T
 - v. Time sheets or invoices that are submitted to the Fiscal Employer Agent for payment that exceed the authorized support and spending plan amount will not be paid by the Fiscal Employer Agent. (7-1-06)T

11. Person-Centered Planning. (7-1-06)T

a. The participant agrees to participate in the person-centered planning process in order to identify and document his support and service needs, wants, and preferences. (7-1-06)T

b. The participant decides who he wants to participate in the planning sessions in order to ensure the participant's choices are honored and promoted. (7-1-06)T

c. The participant may direct his person-centered planning meetings, or these meetings may be facilitated by the chosen support broker. (7-1-06)T

d. The person-centered planning should focus on identifying strengths, capacities, preferences, needs, and desired goals of the participant for all life areas. (7-1-06)T

e. The person-centered planning should be completed as timely as possible in order to provide the necessary information required to develop the participant's support and spending plan. Time limitations are not currently mandated in order to allow for extensive, comprehensive planning and thoughtful support and spending plan development. (7-1-06)T

12. Circle of Supports. The circle of support is a means of natural supports for the participant and consists of people who encourage and care about the participant. Work or duties the circle of supports perform on behalf of the participant are not paid. (7-1-06)T

a. The participant's circle of support should be built and operate with the primary goal of working in the interest of the participant. The group's role is to give and get support for the participant and to develop a plan of action, along with and on behalf of the participant, to help the participant accomplish his personal goals. (7-1-06)T

b. A circle of support may include family members, friends, neighbors, co-workers, and other community members. (7-1-06)T

c. Members of the circle of support are selected by the participant and commit to work within the group to: (7-1-06)T

i. Help promote and improve the life of the participant in accordance with the participant's choices and preferences; and (7-1-06)T

ii. Meet on a regular basis to assist the participant to accomplish his expressed goals. (7-1-06)T

d. A natural support may perform any duty of the Support Broker as long as the Support Broker still completes the required responsibilities listed in Subsection 142.07.b. of these rules. Additionally, any Community Support Worker task may be performed by a qualified natural support person. Supports provided by a natural support person must be identified on the participant's support plan, but time worked does not need to be recorded or reported to the Fiscal Employer Agent. (7-1-06)T

13. Individualized Budget. The Department sets an individualized budget for each participant according to an individualized measurement of the participant's functional abilities, behavioral limitations, medical needs, and other individual factors related to the participant's disability. Using these specific participant factors, the budget-setting methodology will correlate a participant's characteristics with the participant's individualized budget amount, so participants with higher needs will be assigned a higher individualized budget amount. The participant must work within the identified budget and acknowledge that he understands the budget figure is a fixed amount. Participants will not be required to accept an individualized budget that is less than the budget of their previous plan year in order to participate in the SDCS option. (7-1-06)T

a. The Department notifies each participant of his set budget amount. The notification will include how the participant may request reconsideration of the set budget amount. (7-1-06)T

b. Individualized budgets will be re-evaluated annually. At the request of the participant, the Department will also re-evaluate the set budget amount when there are documented changes in the participant's individualized needs and it is demonstrated that these additional needs cannot be supported by the current budget.

(7-1-06)T

14. Quality Assurance. The Department will implement quality assurance processes to assure: access to self-directed services, participant direction of plans and services, participant choice and direction of providers, safe and effective environments, and participant satisfaction with services and outcomes.

(7-1-06)T

a. Each participant will have the opportunity to provide feedback to the Department about his satisfaction with self-directed services utilizing the Participant Experience Survey (PES).

(7-1-06)T

b. Participant experience information will be gathered at least annually in an interview by the Department, and will address the following participant outcomes:

(7-1-06)T

i. Access to care;

(7-1-06)T

ii. Choice and control;

(7-1-06)T

iii. Respect and dignity;

(7-1-06)T

iv. Community integration; and

(7-1-06)T

v. Inclusion.

(7-1-06)T

c. The Fiscal Employer Agent must participate in quality assurance activities identified by the Department such as readiness reviews, periodic audits, and timely reporting of accounting and satisfaction data.

(7-1-06)T

d. Community Support Workers and Support Brokers must participate and comply with quality assurance activities identified by the Department including performance evaluations, satisfaction surveys, and spot audits of time sheets and billing records.

(7-1-06)T

e. Paid Community Support Workers must be selected by the participant, or his chosen representative, and must meet the qualifications identified in Section 142 of this rule.

(7-1-06)T

f. The Department will maintain a complaint reporting and tracking process to ensure participants, workers, and other supports have the opportunity to readily report instances of abuse, neglect, exploitation, or other complaints regarding the HCBS program.

(7-1-06)T

g. A Quality Oversight Committee consisting of participants, family members, community providers, and Department designees will review information and data collected from the quality assurance processes to formulate recommendations for program improvement.

(7-1-06)T

15. Continuation of the Self-Directed Community Supports (SDCS) Option. The Department may choose not to allow the participant to continue in the SDCS option if the following requirements are not met:

(7-1-06)T

a. The participant's willingness to work with a Support Broker and a Fiscal Employer Agent;

(7-1-06)T

b. The participant's support and spending plan is being followed;

(7-1-06)T

c. Back-up plans to manage risks and safety are being followed; and

(7-1-06)T

d. The participant's choices do not directly endanger his health, welfare and safety or endanger or harm others.

(7-1-06)T

IDAPA 17 - INDUSTRIAL COMMISSION

17.02.08 - MISCELLANEOUS PROVISIONS

DOCKET NO. 17-0208-0601

NOTICE OF RULEMAKING - RESCISSION OF TEMPORARY RULE

EFFECTIVE DATE: The effective date of the rescission of this temporary rule is March 23, 2006.

AUTHORITY: In compliance with Section 67-5226, Idaho Code, notice is hereby given that this agency has rescinded the temporary rule previously adopted under this docket. The action is authorized pursuant to Section(s) 72-508, 72-720, 72-721, 72-722, and 72-723, and Section 72-803 of the Idaho Code.

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons for rescinding the temporary rule:

The temporary rule adopted under Docket No. 17-0208-0601 is hereby rescinded and is being replaced by a new temporary rule that has been adopted by the Commission. The new temporary rule is being published in this Bulletin following this notice under Docket No. 17-0208-0602. The rescission of this temporary rule is necessary to allow for the adoption of the subsequent temporary rule that better meets the legislative intent of the statute that has necessitated these changes.

The new temporary rule incorporates recommendations submitted by an industry work group, including representatives from the Idaho Medical Association, using the Resource-Based Relative Value Scale (RBRVS) and the Relative Value Unit (RVU) assigned for all medical services with a Physicians' Current Procedural Terminology (CPT) code. A Conversion Factor for various categories of CPT coded services is proposed.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the rescission of this temporary rule, contact Thomas E. Limbaugh, Commissioner, 208-334-6000.

DATED this 23rd day of March, 2006.

Thomas E. Limbaugh, Commissioner
Idaho Industrial Commission
317 Main Street
P.O. Box 83720
Boise, ID 83720-0041

IDAPA 17 - INDUSTRIAL COMMISSION

17.02.08 - MISCELLANEOUS PROVISIONS

DOCKET NO. 17-0208-0602

NOTICE OF RULEMAKING - TEMPORARY RULE

EFFECTIVE DATE: The effective date of the temporary rule is April 1, 2006.

AUTHORITY: In compliance with Sections 67-5226, Idaho Code, notice is hereby given this agency has adopted a temporary rule. The action is authorized pursuant to Section(s) 72-508, 72-720, 72-721, 72-722, and 72-723, and Section 72-803 of the Idaho Code.

DESCRIPTIVE SUMMARY: The following is the required finding and concise statement of its supporting reasons for adopting a temporary rule: Incorporates recommendations submitted by an industry work group, including representatives from the Idaho Medical Association, using the Resource-Based Relative Value Scale (RBRVS) and the Relative Value Unit (RVU) assigned for all medical services with a Physicians' Current Procedural Terminology (CPT) code. A Conversion Factor for additional various categories of CPT coded services is proposed. Unnecessary language is proposed to be deleted from the rule.

TEMPORARY RULE JUSTIFICATION: Pursuant to Section(s) 67-5226(1)(b), Idaho Code, the Governor has found that temporary adoption of the rule is appropriate for the following reasons:

This temporary rule is needed to comply with the statutory directive to have conversion factors set prior to the effective date of April 1, 2006.

FEE SUMMARY: Pursuant to Section 67-5226(2), the Governor has found that the fee or charge being imposed or increased is justified and necessary to avoid immediate danger and the fee is described herein: N/A

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning the temporary rule, contact Thomas E. Limbaugh, Commissioner, 208-334-6000.

DATED this 23rd day of March, 2006.

Thomas E. Limbaugh, Commissioner
Idaho Industrial Commission
317 Main Street
P.O. Box 83720
Boise, ID 83720-0041

THE FOLLOWING IS THE TEXT OF DOCKET NO. 17-0208-0602

031. ACCEPTABLE CHARGES FOR MEDICAL SERVICES UNDER THE IDAHO WORKERS' COMPENSATION LAW.

Pursuant to Section 72-508 and Section 72-803, Idaho Code, the Industrial Commission (hereinafter "the Commission") hereby *substitutes* adopts the following *for the January 28, 1975 amendment to the "Rules and Regulations Governing Charges for Medical Services Provided under the Idaho Workers' Compensation Law," dated May 2, 1973* rule for determining acceptable charges for medical services provided under the Idaho Workers' Compensation Law: (6-1-92)(4-1-06)T

~~01. Acceptable Charges Under the Idaho Workers' Compensation Law. Payors shall pay a Provider's~~

~~reasonable charge for Medical Services furnished to industrially injured patients.~~ (6-1-92)

021. Definitions. Words and terms used in this rule are defined in the subsections which follow. (6-1-92)

a. “Provider” means any person, firm, corporation, partnership, association, agency, institution or other legal entity providing any kind of medical services related to the treatment of an industrially injured patient which are compensable under Idaho’s Workers’ Compensation Law. (6-1-92)(4-1-06)T

b. “Payor” means the legal entity responsible for paying medical benefits under Idaho’s Workers’ Compensation Law. (6-1-92)

c. “Medical Services” means medical, surgical, dental or other attendance or treatment, nurse and hospital service, medicines, apparatus, appliances, prostheses, and related services, facilities, equipment and supplies. (7-1-95)(4-1-06)T

d. “Reasonable,” ~~except as provided in Subsections 031.02.g. and 031.02.h.,~~ means a charge does not exceed the Provider’s “usual” charge and does not exceed the “customary” charge, as defined below. (7-1-95)(4-1-06)T

e. “Usual” means the most frequent charge made by an individual Provider for a given medical service to non-industrially injured patients. (7-1-95)(4-1-06)T

f. “Customary” means a charge which shall have an upper limit no higher than the 90th percentile, as determined by the Commission, of usual charges made by Idaho Providers for a given medical service. (7-1-95)(4-1-06)T

~~**g.** *Provided, however, that for medical services which are not represented by CPT codes, reasonableness of charges shall be determined based on all relevant evidence available, including industry standards, invoices and catalog prices.*~~ (7-1-95)

~~**h.** *Provided, further, that where a Medical Service is one that is exceptional, unusual, variable, rarely provided, or so new that a determination cannot be made as to whether the charge for the Medical Service meets the criteria of Subsections 031.02.d. through 031.02.f. above, or where the Industrial Commission staff determines that its database is statistically unreliable, reasonableness of charges shall be determined based on all relevant evidence available.*~~ (7-1-95)

02. Acceptable Charge. Payors shall pay providers the acceptable charge for medical services calculated in accordance with this rule or as billed by the provider, whichever is less. (4-1-06)T

a. Adoption of Standard. The Commission hereby adopts the Resource-Based Relative Value Scale (RBRVS), published by the Centers for Medicare & Medicaid Services of the U.S. Department of Health and Human Services, as amended, as the standard to be used for determining the acceptable charge for medical services provided under the Idaho Workers' Compensation Law. (4-1-06)T

b. Conversion Factors. The following conversion factors shall be applied to the Relative Value Unit (RVU) found in the latest RBRVS, as amended, that was published before December 31 of the previous calendar year for a medical service identified by a code assigned to that service in the latest edition of the Physicians' Current Procedural Terminology (CPT), published by the American Medical Association, as amended:

CPT CODE:	DESCRIPTION:	CONVERSION FACTOR:
00000 - 09999	Anesthesia	\$ 58.19
10000 - 69999	Surgery:	

CPT CODE:	DESCRIPTION:	CONVERSION FACTOR:
<u>10000 - 19999</u>	<u>Integumentary System</u>	<u>\$ 67.00</u>
<u>20000 - 21800</u>	<u>Musculoskeletal System</u>	<u>\$ 88.00</u>
<u>22100 - 22999</u>	<u>Spine</u>	<u>\$ 135.00</u>
<u>23000 - 23999</u>	<u>Shoulder</u>	<u>\$ 96.00</u>
<u>24000 - 24999</u>	<u>Upper arm and Elbow</u>	<u>\$ 105.00</u>
<u>25000 - 26989</u>	<u>Forearm and Hand</u>	<u>\$ 88.00</u>
<u>27000 - 27299</u>	<u>Pelvis and Hip</u>	<u>\$ 135.00</u>
<u>27300 - 27899</u>	<u>Leg</u>	<u>\$ 105.00</u>
<u>28000 - 28999</u>	<u>Foot and Toes</u>	<u>\$ 88.00</u>
<u>29000 - 29750</u>	<u>Casts and Strapping</u>	<u>\$ 60.00</u>
<u>29800 - 29999</u>	<u>Endoscopy and Arthroscopy</u>	<u>\$ 130.00</u>
<u>30000 - 37799</u>	<u>Respiratory and Cardiovascular</u>	<u>\$ 88.00</u>
<u>40000 - 49999</u>	<u>Digestive System</u>	<u>\$ 93.00</u>
<u>50000 - 59999</u>	<u>Urinary System</u>	<u>\$ 88.00</u>
<u>60000 - 60999</u>	<u>Endocrine System</u>	<u>\$ 88.00</u>
<u>61000 - 61999</u>	<u>Skull, Meninges and Brain</u>	<u>\$ 125.00</u>
<u>62000 - 62258</u>	<u>Repair, Neuroendoscopy and Shunts</u>	<u>\$ 135.00</u>
<u>62263 - 62368</u>	<u>Spine and Spinal Cord</u>	<u>\$ 88.00</u>
<u>63000 - 63999</u>	<u>Spine and Spinal Cord</u>	<u>\$ 155.00</u>
<u>64400 - 64530</u>	<u>Nerves and Nervous System</u>	<u>\$ 88.00</u>
<u>64550 - 64999</u>	<u>Nerves and Nervous System</u>	<u>\$ 125.00</u>
<u>65000 - 69990</u>	<u>Eye and Ear</u>	<u>\$ 88.00</u>
<u>70000 - 79999</u>	<u>Radiology</u>	<u>\$ 85.00</u>
<u>80000 - 89999</u>	<u>Pathology and Laboratory</u>	<u>No RVUs</u>
<u>90465 - 90749</u>	<u>Immunization</u>	<u>\$ 35.00</u>
<u>90780 - 90784</u>	<u>Infusions and Injections</u>	<u>\$ 59.00</u>
<u>90788 - 90799</u>	<u>Injections</u>	<u>\$ 35.00</u>
<u>90801 - 92998</u>	<u>Psychiatry and Medicine</u>	<u>\$ 59.00</u>
<u>93000 - 93999</u>	<u>Cardiography and Studies</u>	<u>\$ 70.00</u>
<u>94000 - 94750</u>	<u>Pulmonary</u>	<u>\$ 70.00</u>
<u>94760 - 94762</u>	<u>Pulse Oximetry</u>	<u>\$ 40.00</u>
<u>94770 - 95999</u>	<u>Allergies; Testing</u>	<u>\$ 70.00</u>
<u>96000 - 96999</u>	<u>Assessments and Special Procedures</u>	<u>\$ 59.00</u>
<u>97000 - 97799</u>	<u>Physical Medicine and Rehabilitation</u>	<u>\$ 45.00</u>

CPT CODE:	DESCRIPTION:	CONVERSION FACTOR:
97802 - 98999	Acupuncture, Osteopathy, Chiropractic	\$ 43.00
99000 - 99499	Miscellaneous Services	\$ 65.00

(4-1-06)T

c. The Conversion Factor for the Anesthesiology CPT Codes shall be multiplied by the Anesthesia Base Units assigned to that CPT Code by the Centers for Medicare & Medicaid Services of the U.S. Department of Health and Human Services as of December 31 of the previous calendar year, plus the allowable time units reported for the procedure. Time units are computed by dividing reported time by fifteen (15) minutes. Time units will not be used for CPT Codes 01995 and 01996. (4-1-06)T

d. Adjustment of Conversion Factors. The conversion factors set out in this rule shall be adjusted prior to the beginning of each state fiscal year (FY), starting with FY 2008. The Commission shall determine the adjustment, which shall equal the percent change in the all item consumer price index for the west urban area, as published by the U.S. Department of Labor, for the twelve-month (12) month period ending with December of the prior year. (4-1-06)T

e. Services Without CPT Code, RVU or Conversion Factor. The acceptable charge for medical services that do not have a CPT code, a currently assigned RVU or a conversion factor will be the reasonable charge for that service, based upon the usual and customary charge and other relevant factors, as determined by the Commission. Where a service with a CPT Code, RVU and conversion factor is, nonetheless, claimed to be exceptional or unusual, the Commission may, notwithstanding the conversion factor for that service set out in Subsection 031.02.b., determine the reasonable charge for that service, based on all relevant factors in accordance with the procedures set out in Subsection 032.11. (4-1-06)T

f. Coding. The Commission will generally follow the coding guidelines published by the Centers for Medicare & Medicaid Services and by the American Medical Association, including the use of modifiers. The Commission will not use place-of-service codes. The procedure with the largest RVU will be the primary procedure and will be listed first on the claim form. Modifiers will be reimbursed as follows: (4-1-06)T

- i.** Modifier 50: Additional 50% for bilateral procedure. (4-1-06)T
- ii.** Modifier 51: 50% of secondary procedure. This modifier will be applied to each medical or surgical procedure rendered during the same session as the primary procedure. (4-1-06)T
- iii.** Modifier 80: 25% of coded procedure. (4-1-06)T
- iv.** Modifier 81: 15% of coded procedure. This modifier applies to MD and non-MD assistants. (4-1-06)T

032. BILLING AND PAYMENT REQUIREMENTS FOR MEDICAL SERVICES AND PROCEDURES PRELIMINARY TO DISPUTE RESOLUTION.

01. Authority and Definitions. Pursuant to Section 72-508 and Section 72-803, Idaho Code, the Industrial Commission hereby promulgates this rule augmenting IDAPA 17.02.08.031 ~~(formerly 17.01.03.803.A, which became effective June 1, 1992)~~. The definitions set forth in IDAPA 17.02.08.031 are incorporated by reference as if fully set forth herein. ~~(1-1-93)~~(4-1-06)T

02. Time Periods. None of the periods herein shall begin to run before the Notice of Injury/Claim for Benefits has been filed with the Employer as required by law. (1-1-93)

03. Provider to Furnish Information. A Provider, when submitting a bill to a Payor, shall inform the Payor of the nature and extent of Medical Services furnished and for which the bill is submitted. This information

shall include, but is not limited to, the patient's name, the employer's name, the date the Medical Service was provided, the diagnosis, if any, and the amount of the charge or charges. Failure to submit a bill complying with Subsection 032.03 to the Payor within one hundred twenty (120) days of the date of service will result in the ineligibility of the Provider to utilize the dispute resolution procedures of the Commission set out in Subsection 032.11 for that service. ~~(1-1-93)(4-1-06)T~~

a. CPT and ICD Coding. A Provider's bill shall, whenever possible, describe the Medical Service provided, using the American Medical Association's appropriate Current Procedural Terminology (CPT) coding, including modifiers, for the year in which the service was performed and using current International Classification of Diseases (ICD) diagnostic coding, as well. (7-1-95)

b. Contact Person. The bill shall also contain the name, address and telephone number of the individual the Payor may contact in the event the Payor seeks additional information regarding the Provider's bill. (1-1-93)

c. Report to Accompany Bill. If required by the Payor, the bill shall be accompanied by a written report as defined by IDAPA 17.02.04.322.01.f. Where a bill is not accompanied by such Report, the periods expressed in Subsections 032.04 and 032.06, below, shall not begin to run until the Payor receives the Report. (7-1-95)

04. Prompt Payment. If the Payor acknowledges liability for the claim and does not send a Preliminary Objection to, or Request for Clarification of, any charge, as provided in Subsection 032.06, below, the Payor shall pay the charge within thirty (30) calendar days of receipt of the bill. ~~The Commission will strictly apply all time limits and deadlines established by this rule. However, a reasonable good faith effort to comply with the other provisions of this rule will generally be sufficient to protect a party's rights hereunder.~~ ~~(1-1-93)(4-1-06)T~~

05. Partial Payment. If the Payor acknowledges liability for the claim and, pursuant to Subsection 032.06 below, sends a Preliminary Objection, a Request for Clarification, or both, as to only part of a Provider's bill, the Payor must pay the charge or charges, or portion thereof, as to which no Preliminary Objection and/or Request for Clarification has been made, within thirty (30) calendar days of receipt of the bill. ~~The Commission will strictly apply all time limits and deadlines established by this rule. However, a reasonable good faith effort to comply with the other provisions of this rule will generally be sufficient to protect a party's rights hereunder.~~ ~~(7-1-95)(4-1-06)T~~

06. Preliminary Objections and Requests for Clarification. (1-1-93)

a. Preliminary Objection. Whenever a Payor objects to all or any part of a Provider's bill on the ground that such bill contains a charge or charges that do not comport with the applicable administrative rule, the Payor shall send a written Preliminary Objection to the Provider within thirty (30) calendar days of the Payor's receipt of the bill explaining the basis for each of the Payor's objections. (1-1-93)

b. Request for Clarification. Where the Payor requires additional information, the Payor shall send a written Request for Clarification to the Provider within thirty (30) calendar days of the Payor's receipt of the bill, and shall specifically describe the information sought. (1-1-93)

c. Provider Contact. Each Preliminary Objection and Request for Clarification shall contain the name, address and phone number of the individual located within the state of Idaho that the Provider may contact regarding the Preliminary Objection or Request for Clarification. ~~(1-1-93)(4-1-06)T~~

d. Failure of Payor to Object or Request or Provide Contact. Where a Payor does not send a Preliminary Objection to a charge set forth in a bill and/or a Request for Clarification within thirty (30) calendar days of receipt of the bill, or provide an in-state contact in accord with Subsection 032.06.c., it shall be precluded from objecting to such charge as failing to comport with the applicable administrative rule. ~~(1-1-93)(4-1-06)T~~

07. Provider Reply to Preliminary Objection and/or Request for Clarification. (1-1-93)

a. Where a Payor has timely sent a Preliminary Objection, Request for Clarification, or both, the Provider shall send to the Payor a written Reply, if any it has, within thirty (30) calendar days of the Provider's receipt

of each Preliminary Objection and/or Request for Clarification. (1-1-93)

b. Failure of Provider to Reply to Preliminary Objection. If a Provider fails to timely reply to a Preliminary Objection, the Provider shall be deemed to have acquiesced in the Payor's objection. (1-1-93)

c. Failure of Provider to Reply to Request for Clarification. If a Provider fails to timely reply to a Request for Clarification, the period in which the Payor shall pay or issue a Final Objection shall not begin to run until such clarification is received. (1-1-93)

08. Payor Shall Pay or Issue Final Objection. The Payor shall pay the Provider's bill in whole or in part and/or shall send to the Provider a written Final Objection, if any it has, to all or part of the bill within thirty (30) calendar days of the Payor's receipt of the Reply. (1-1-93)

09. Failure of Payor to Finally Object. Where the Payor does not timely send a Final Objection to any charge or portion thereof to which it continues to have an objection, it shall be precluded from further objecting to such charge as unacceptable. (1-1-93)

10. Investigation of Claim Compensability. Where a Payor is investigating the compensability of a claim as to which a Provider has submitted a bill, the Payor must send a Notice of Investigation of Claim Compensability to the Provider and the Patient within fifteen (15) calendar days of receipt of the Provider's bill. The Payor shall complete its investigation of claim compensability and notify the Commission, the Provider and the Patient of its determination within thirty (30) calendar days of the date the Notice of Investigation of Claim Compensability is sent. Where a Payor does not timely notify the Commission, the Provider and the Patient of its determination, the Payor shall be precluded from objecting to such charge as failing to comport with the applicable administrative rule. (1-1-93)

a. Single Objection Sufficient. A single objection stating that liability has been denied shall be sufficient for each Provider from whom a bill is received. (1-1-93)

b. Effect of Commission Determination of Claim Compensability. The thirty (30) day period in which the Payor must pay the bill or send a Preliminary Objection and/or Request for Clarification shall recommence running on the date of entry of a final Commission order determining that the claim is compensable. (1-1-93)

c. Effect of Determination of Compensability. If the Payor, absent a Commission determination of claim compensability, concludes that it is liable for a claim, the thirty (30) day period in which the Payor must pay the bill or send a Preliminary Objection and/or Request for Clarification shall begin running on the date the Payor notifies the Commission, Provider and Patient that it accepts liability for the claim. (1-1-93)

11. Dispute Resolution Process. If, after completing the applicable steps set forth above, a Payor and Provider are unable to agree on the appropriate charge for any Medical Service, a Provider which has complied with the applicable requirements of this rule may move the Commission to resolve the dispute as provided in the Judicial Rule Re: Disputes Between Providers and Payors as Referenced in ~~IDAPA 17.02.08: Sections 031 and 032~~ of this rule (~~formerly 17.01.03.803.a. and 803.b.~~). (1-1-93)(4-1-06)T

~~**12. Requirements Regarding Disputes Arising Before the Effective Date of This Rule.** (1-1-93)~~

~~**a.** Written Demand Required. If, prior to January 1, 1993, a Payor notifies or has notified a Provider that it does not intend to fully pay any charge for Medical Services incurred prior to January 1, 1993, the Provider seeking payment for such charge must send a written Demand for Payment to the Payor no later than January 31, 1993. (Note: Should the matter ultimately proceed to the dispute resolution phase set forth in the Judicial Rule, the Commission will resolve the dispute by applying the administrative rule which was in effect at the time the charge was incurred. Hence, if the charge in dispute was incurred prior to June 1, 1992, the Commission will use this dispute resolution process to determine whether the Provider's charge is acceptable pursuant to the provisions of IDAPA 17.01.03.803, then in effect. However, if the charge in dispute was incurred on or after June 1, 1992, the Commission will use this dispute resolution process to determine whether the Provider's charge is acceptable pursuant to the provisions of IDAPA 17.02.08.031, now in effect.) (1-1-93)~~

~~**b.** All Provisions of this Rule Will Apply. Such a Demand shall substitute for the bill and Report referenced in Subsection 032.03 above, and must contain all the information required by that section. Service of a timely Demand for Payment will bring the other provisions of this rule into operation. (1-1-93)~~

~~**e.** Failure of Provider to Make Written Demand. Providers failing to make a written Demand for Payment within thirty (30) calendar days of the effective date of this rule shall be forever barred from invoking the Dispute Resolution Process set forth in the applicable Judicial Rule. Demands and/or billings submitted previously either to the Payor or to the Commission will not suffice. (1-1-93)~~

IDAPA 58 - DEPARTMENT OF ENVIRONMENTAL QUALITY

58.01.01 - RULES FOR THE CONTROL OF AIR POLLUTION IN IDAHO

DOCKET NO. 58-0101-0502

NOTICE OF RULEMAKING - TEMPORARY RULE

EFFECTIVE DATE: The temporary rule will become effective on July 1, 2006.

AUTHORITY: In compliance with Section 67-5226, Idaho Code, notice is hereby given that the Board of Environmental Quality has adopted a temporary rule. This action is authorized by Sections 39-105 and 39-107, Idaho Code.

DESCRIPTIVE SUMMARY: The Independent Dairy Environmental Action League (IDEAL) and the Idaho Conservation League (ICL) asked the Department of Environmental Quality (DEQ) to initiate a negotiated rulemaking to consider air quality permit rules to control ammonia from dairy farms.

DEQ proposes in this temporary rule that dairy farms above the specified threshold numbers of cows or animal units be required to implement industry best management practices to control ammonia emissions through a permit by rule. The text of this temporary rule was developed by DEQ in conjunction with a negotiating committee made up of representatives from the dairy industry, the environmental community, other state agencies, and other persons having an interest in the development of this rule.

The Legislative Services Office has imposed a moratorium which prohibits agencies from initiating proposed rulemaking during the legislative session. DEQ intends to initiate proposed rulemaking by publishing this rule in the June 2006 issue of the Idaho Administrative Bulletin.

TEMPORARY RULE JUSTIFICATION: Pursuant to Sections 67-5226(1)(c), Idaho Code, the Governor has found that temporary adoption of the rule is necessary in order to confer a benefit. The rule developed through these negotiations will confer a benefit to the regulated industry, the public and the environment by requiring the implementation of dairy best management practices (BMPs). Industry will benefit from protection from lawsuits by being regulated under this rule. The public and environment will benefit by the application of BMPs.

IDAHO CODE SECTION 39-107D STATEMENT: This rule is broader in scope than federal law as the federal government has not yet indicated that these particular size and type of dairy farms must obtain air quality permits. The federal government is in the emissions information gathering stage of regulating emissions from dairy farms. This rule may be revised upon completion of additional state and federal scientific research. The negotiated rule group reached consensus that the ammonia control point value associated with the various BMPs is based on the best available peer reviewed science and supporting studies conducted in accordance with sound and objective scientific practices.

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year: NA

NEGOTIATED RULEMAKING: The text of the temporary rule has been drafted based on discussions held and concerns raised during negotiations conducted pursuant to Idaho Code Section 67-5220 and IDAPA 04.11.01.812 through 815. The Notice of Negotiated Rulemaking was published in the Idaho Administrative Bulletin, April 6, 2005, Vol. 05-4, page 18.

GENERAL INFORMATION: For more information about DEQ's programs and activities, visit DEQ's web site at www.deq.idaho.gov.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on questions concerning this rulemaking, contact Martin Bauer at martin.bauer@deq.idaho.gov or (208)373-0440.

DATED this 23rd day of February, 2006.

Paula J. Wilson
 Hearing Coordinator
 Department of Environmental Quality
 1410 N. Hilton/Boise, Idaho 83706-1255
 (208)373-0418/Fax No. (208)373-0481
 paula.wilson@deq.idaho.gov

THE FOLLOWING IS THE TEXT OF DOCKET NO. 58-0101-0502

752. -- 7459. (RESERVED).

760. RULES FOR THE CONTROL OF AMMONIA FROM DAIRY FARMS.

The purpose of Sections 760 through 764 is to set forth the requirements for the control of ammonia through best management practices (BMPs) for certain size dairy farms licensed by the Idaho State Department of Agriculture to sell raw milk for human consumption. Compliance with these sections does not relieve the owner or operator of a dairy farm from the responsibility of complying with all other federal, state and local applicable laws, regulations, and requirements, including, but not limited to, Sections 161, 650 and 651 of these rules. Registration forms and guidance documents relating to these rules are located at www.deq.idaho.gov. (7-1-06)T

761. GENERAL APPLICABILITY.

The requirements of Sections 760 through 764 apply to the following size dairy farms:

SUMMARY: Animal Unit (AU) or mature cow threshold to produce 100 ton NH₃/year

Animal Unit (AU) Basis	Drylot	Free Stall/Scrape	Free Stall/Flush
<u>AU (100 t NH₃) Threshold</u>			
No land app	<u>7089</u>	<u>3893</u>	<u>2293</u>
27% volatilization ¹	<u>6842</u>	<u>3827</u>	
80% volatilization ²	<u>6397</u>	<u>3700</u>	
<u>Total Cows (100 t NH₃) Threshold</u>			
Cow Basis (1400 lbs)	Drylot	Free Stall/Scrape	Free Stall/Flush
No land app	<u>5063</u>	<u>2781</u>	<u>1638</u>
27% volatilization ¹	<u>4887</u>	<u>2733</u>	
80% volatilization ²	<u>4569</u>	<u>2643</u>	
¹ Assumes: Expected level of N->NH ₃ volatilization for: drop-hose or ground level liquid manure application ² Assumes: Expected level of N->NH ₃ volatilization for: center pivot or other conventional sprinkler irrigation liquid manure application			

(7-1-06)T

762. PERMIT BY RULE.

01. General Requirement. Owners and operators of dairy farms shall be deemed to have a permit by rule if they comply with all of the applicable provisions of Sections 760 through 764. Owners and operators of dairy farms subject to Sections 760 through 764 shall not operate without obtaining the applicable permit by rule within the time frame specified. (7-1-06)T

02. Optional Permit by Rule. Nothing in Sections 760 through 764 shall preclude any owner or operator of a dairy farm from requesting and obtaining an air quality permit pursuant to Section 200, nor shall Sections 760 through 764 preclude an owner or operator of a dairy farm below the threshold size in Section 761 from complying with Sections 760 through 764 and thereby obtaining a permit by rule. (7-1-06)T

03. Exemption. If a dairy farm not subject to Sections 760 through 764 otherwise would become subject to those sections as a result of an emergency, the dairy farm shall notify the Director in writing within fourteen (14) days of the emergency. The notification shall include an explanation of the emergency circumstances. The dairy farm shall be exempt from the requirements of Sections 760 through 764 as long as the consequences of the emergency continue (but in no case for more than one (1) year) unless for good cause the Director determines it is appropriate to limit, condition or revoke the exemption. For the purpose of this rule "emergency" shall be defined as a serious situation or occurrence that happens unexpectedly and demands immediate action. (7-1-06)T

763. REGISTRATION FOR PERMIT BY RULE.

01. Registration Process. Any owner or operator of a new dairy farm subject to Sections 760 through 764, or an existing dairy farm that becomes subject to these sections due to change in size or type of operation, shall register prior to fifteen (15) days of triggering the threshold for which a permit is required. (7-1-06)T

02. Registration Due Date. Any owner or operator of an existing dairy farm subject to Sections 760 through 764 shall register within fifteen (15) days of the effective date of Sections 760 through 764. (7-1-06)T

03. Registration Information. The following information shall be provided by the registrant to the Department of Environmental Quality and the Department of Agriculture: (7-1-06)T

a. Name, address, location of dairy farm, and telephone number. (7-1-06)T

b. Information sufficient to establish that the dairy farm is of the size and type described in Section 761. (7-1-06)T

c. Information describing what BMPs, as described in Section 764, are employed to total twenty-seven (27) points. (7-1-06)T

04. Inspection. Within thirty (30) days of receipt of the registration information, the state of Idaho shall conduct a qualifying inspection to ensure the requisite point total of BMPs are employed. (7-1-06)T

764. DAIRY FARM BEST MANAGEMENT PRACTICES.

01. BMPs. Each dairy farm subject to Sections 760 through 764, or that otherwise obtains a permit by rule under these sections, shall employ BMPs for the control of ammonia to total twenty-seven (27) points. Points may be obtained through third party export with sufficient documentation. The table located at Subsection 764.02, lists available BMPs and the associated point value. As new information becomes available or upon request, the Director may determine a practice not listed in the table constitutes a BMP and assign a point value. (7-1-06)T

02. Table - Ammonia Control Practices for Idaho Dairies.

		<u>Ammonia Control Effectiveness</u> ¹			
<u>System</u>	<u>Component</u>	<u>Open Lot</u>	<u>Freestall Scrape</u>	<u>Freestall Flush</u>	<u>Compliance Method</u> ³
<u>Waste Storage and Treatment Systems</u>	<u>Synthetic Lagoon Cover</u>	<u>15</u>	<u>20</u>	<u>20</u>	<u>1</u>
	<u>GeoteXtile Covers</u>	<u>10</u>	<u>13</u>	<u>13</u>	<u>1</u>
	<u>Solids Separation</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>3, 4</u>
	<u>Composting</u>	<u>4</u>	<u>4</u>	<u>4</u>	<u>1</u>
	<u>Separate Slurry and Liquid Manure Basins</u>	<u>6</u>	<u>10</u>	<u>-</u>	<u>1</u>
	<u>In-House Separation</u>	<u>0</u>	<u>12</u>	<u>0</u>	<u>1</u>
	<u>Direct Utilization of Collected Slurry</u>	<u>6</u>	<u>10</u>	<u>-</u>	<u>1, 3, 4</u>
	<u>Direct Utilization of Parlor Wastewater</u>	<u>10</u>	<u>10</u>	<u>10</u>	<u>1</u>
	<u>Direct Utilization of Flush Water</u>	<u>8</u>	<u>0</u>	<u>13</u>	<u>3, 4</u>
	<u>Anaerobic Digester</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
	<u>Anaerobic Lagoon</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
	<u>Aerated Lagoon</u>	<u>10</u>	<u>12</u>	<u>15</u>	<u>2</u>
	<u>Sequencing-Batch Reactor</u>	<u>15</u>	<u>20</u>	<u>20</u>	<u>2</u>
	<u>Lagoon Nitrification/Denitrification Systems</u>	<u>15</u>	<u>20</u>	<u>20</u>	<u>2</u>
<u>Fixed-Media Aeration Systems</u>	<u>15</u>	<u>20</u>	<u>20</u>	<u>2</u>	
<u>General Practices</u>	<u>Vegetative or Wooded Buffers (established)</u>	<u>7</u>	<u>7</u>	<u>7</u>	<u>1</u>
	<u>Vegetative or Wooded Buffers (establishing)</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>1</u>
	<u>Alternatives to Copper Sulfate</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<u>Freestall Barns</u>	<u>Scrape Built Up Manure</u>	<u>-</u>	<u>3</u>	<u>3</u>	<u>1</u>
	<u>Frequent Manure Removal</u>	<u>UD</u>	<u>UD</u>	<u>UD</u>	<u>-</u>
	<u>Tunnel Ventilation</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
	<u>Tunnel Ventilation w/Biofilters</u>	<u>-</u>	<u>10</u>	<u>10</u>	<u>1</u>
	<u>Tunnel Ventilation w/Washing Wall</u>	<u>-</u>	<u>10</u>	<u>10</u>	<u>3, 4</u>

		Ammonia Control Effectiveness¹			
System	Component	Open Lot	Freestall Scrape	Freestall Flush	Compliance Method³
Open Lots and Corrals	Rapid Manure Removal	4	2	2	1, 2
	Corral Harrowing	4	2	2	1
	Surface Ammendments	10	5	5	2
	In-Corral Composting / Stockpiling	4	2	2	1
	Summertime Deep Bedding	10	5	5	1
Animal Nutrition					
Animal Nutrition	Manage Dietary Protein	2	2	2	2
Composting Practices					
Composting Practices	Alum Incorporation	12	8	6	2
	Carbon:Nitrogen Ratio (C:N) Ratio Manipulation	10	7.5	5	2
	Composting with Windrows	-	-	-	-
	Composting Static Pile	6	4.5	3	1
	Forced Aeration Composting	10	7.5	5	1
	Forced Aeration Composting with Biofilter	12	8	6	1
Land Application²					
Land Application²	Soil Injection - Slurry	10	15	7.5	2
	Incorporation of Manure within 24 hrs	10	10	10	2
	Incorporation of Manure within 48 hrs	5	5	5	2
	Nitrification of Lagoon Effluent	10	10	15	3, 4
	Low Energy/Pressure Application Systems	7	7	10	1
	Freshwater Dilution	5	8	8	1, 2
	Pivot Drag Hoses	8	8	10	1
	Subsurface Drip Irrigation	10	10	12	1

<u>System</u>	<u>Component</u>	<u>Ammonia Control Effectiveness</u> ¹			<u>Compliance Method</u> ³
		<u>Open Lot</u>	<u>Freestall Scrape</u>	<u>Freestall Flush</u>	
Notes:					
<p>1. The ammonia emission reduction effectiveness of each practice is rated numerically based on practical year-round implementation. Variations due to seasonal practices and expected weather conditions have been factored into these ratings. Not implementing a BMP when it is not practicable to do so, does not reduce the point value assigned to the BMP, nor does it constitute failure to perform the BMP. UD indicates that the practice is still under development.</p> <p>2. Land application practices assume practice is conducted on all manure; points will be pro-rated to reflect actual waste treatment; points can be obtained on exported material with sufficient documentation.</p> <p>3. Method used by inspector to determine compliance <u>1=Observation by Inspector</u> <u>2=On-Site Recordkeeping Required</u> <u>3, 4=Deviation Reporting Required. Equipment upsets and/or breakdowns shall be recorded in a deviation log and if repaired in a reasonable timeframe does not constitute non-compliance with this rule.</u></p>					

(7-1-06)T

761. -- 774. (RESERVED).

**OFFICE OF THE ADMINISTRATIVE RULES COORDINATOR
IDAHO DEPARTMENT OF ADMINISTRATION**

IDAPA 58 - DEPARTMENT OF ENVIRONMENTAL QUALITY

58.01.05 - RULES AND STANDARDS FOR HAZARDOUS WASTE

DOCKET NO. 58-0105-0501

NOTICE OF RULEMAKING - CORRECTION TO PENDING RULE

CORRECTION SUMMARY: This notice corrects an error that occurred during the publication of the 2005 Administrative Code that resulted in the publication of incorrect text during the promulgation of the proposed rule that published in the Idaho Administrative Bulletin, August 3, 2005, Volume 05-8, under Docket No. 58-0105-0501. A transcription error occurred in one section of the rule that resulted in the same rule text appearing in two separate sections of the rule. Both of these sections were amended in this rulemaking. This notice corrects this error and has been reviewed by the Chairmen of the Germane Legislative Committees that approved the original submissions pursuant to Section 67-5291, Idaho Code.

EFFECTIVE DATE: This rule has been adopted by the Board of Environmental Quality (Board) and was submitted for review by the 2006 Idaho State Legislature for final approval. The pending rule becomes final and effective immediately upon the adjournment, sine die, of the Second Regular Session of the Fifty-eighth Idaho Legislature and was not rejected, amended or modified by concurrent resolution as required by Sections 67-5224 and 67-5291, Idaho Code.

AUTHORITY: In compliance with Sections 67-5224 and 67-5228, Idaho Code, notice is hereby given that the Office of the Administrative Rules Coordinator, in conjunction with the Board of Environmental Quality, is correcting the pending rule. The Board action is authorized by Chapters 44 and 58, Title 39, Idaho Code. In addition, 40 CFR 271.21(e) and Section 39-4404, Idaho Code, require DEQ to adopt amendments to federal law as proposed under this docket.

DESCRIPTIVE SUMMARY: During the publication of the 2005 Idaho Administrative Code the text from IDAPA 58.01.05, "Rules and Standards for Hazardous Waste," Section 002, Incorporation by Reference, was inadvertently transcribed into Section 004, Hazardous Waste Management System. The incorrect, uncodified text of Section 004 was then incorrectly included in the proposed rulemaking and was not corrected in the pending rule prior to the original submission of Docket No. 58-0105-0501 for legislative review. The corrected text, as it should have appeared in the pending rule, is being republished here as it was originally codified in the 2004 Administrative Code and with the amendment that was intended to be submitted with the proposed rule and adopted as pending by the Board. A detailed summary of the reason for adopting the rule is set forth in the initial proposal published in the Idaho Administrative Bulletin, August 3, 2005, Volume 05-8, pages 362 through 368.

PENDING RULE: The pending rule was published in the December 7, 2005 Idaho Administrative Bulletin, Volume 05-12, page 109 and was submitted for legislative review for final approval. This correction notice has also been reviewed by the germane committee chairs who have approved it.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning this correction to pending rule, contact Dennis Stevenson, Administrative Rules Coordinator, Office of the Administrative Rules Coordinator, (208) 332-1820.

DATED this 3rd day of March, 2006.

Dennis Stevenson
Administrative Rules Coordinator
Office of the Administrative Rules Coordinator
650 W. State St., Boise, Idaho 83720-0306
Telephone: (208) 332-1820 / Facsimile: (208) 332-1896

The Following Section Is Being Printed in Legislative Format to Show the Correction That Was Intended to Be Made During the Promulgation of the Pending Rule Prior to Submission for Legislative Review by the 2006 Legislature. It Also Includes the Amendment That Was Proposed and Submitted Under Docket No. 58-0105-0501 as Both a Proposed and Pending Rule.

004. HAZARDOUS WASTE MANAGEMENT SYSTEM.

Any reference in these rules to requirements, procedures, or specific forms contained in the Code of Federal Regulations (CFR), Title 40, Parts 124, 260-266, 268, 270, 273, and 279 shall constitute the full adoption by reference of that part and Subparts as they appear in 40 CFR, revised as of July 1, 2004, including any notes and appendices therein, unless expressly provided otherwise in these rules. 40 CFR Part 260 and all Subparts, except 40 CFR 260.2, are herein incorporated by reference as provided in 40 CFR, revised as of July 1, 2005. For purposes of 40 CFR 260.10, in the definition of hazardous waste constituent, "Administrator" shall be defined as the U.S. Environmental Protection Agency Administrator. For purposes of 40 CFR 260.20, "Federal Register" shall be defined as the Idaho Administrative Bulletin.

(4-6-05)()

IDAPA 58 - DEPARTMENT OF ENVIRONMENTAL QUALITY

58.01.05 - RULES AND STANDARDS FOR HAZARDOUS WASTE

DOCKET NO. 58-0105-0601

NOTICE OF RULEMAKING - TEMPORARY RULE

EFFECTIVE DATE: The temporary rule is effective April 5, 2006.

AUTHORITY: In compliance with Section 67-5226, Idaho Code, notice is hereby given that the Board of Environmental Quality has adopted a temporary rule. The action is authorized by Chapters 44 and 58, Title 39, Idaho Code. In addition, 40 CFR 271.21(e) and Section 39-4404, Idaho Code, require the Department of Environmental Quality (DEQ) to promulgate rules which are consistent with the Resource Conservation and Recovery Act (RCRA) and the U.S. Environmental Protection Agency's (EPA) RCRA regulations.

DESCRIPTIVE SUMMARY: Idaho's Rules and Standards for Hazardous Waste are updated annually to maintain consistency with EPA's federal regulations implementing RCRA as directed by the Idaho Hazardous Waste Management Act. In October 2005, the Board of Environmental Quality (Board) adopted Pending Rule Docket No. 58-0105-0501, updating the federal regulations incorporated by reference to include those revised as of July 1, 2005. Pending Rule Docket No. 58-0105-0501 will become final and effective upon adjournment of the 2006 legislative session.

On August 5, 2005, EPA promulgated a final rule which adds mercury containing equipment (MCE) to the federal list of universal wastes regulated under the RCRA hazardous waste regulations. Adding MCE to the universal waste rule simplifies handling and disposal of the equipment for generators, while ensuring that spent MCE is sent to the appropriate destination facilities. In order to make this rule immediately available to Idaho facilities, the Board adopted a temporary rule incorporating by reference the EPA final rule into Idaho's Rules and Standards for Hazardous Waste. The August 5, 2005 EPA rule will be codified in the CFR by June 30, 2006 and, therefore, will be included in DEQ's 2006 proposed rule docket updating the federal regulations incorporated by reference. If adopted by the Board, and approved by the Idaho Legislature, the 2006 rule docket will become final and effective upon adjournment of the 2007 legislative session. This temporary rule will expire at that time.

TEMPORARY RULE JUSTIFICATION: Pursuant to Sections 67-5226(1)(c), Idaho Code, the Governor has found that temporary adoption of the rule is necessary in order to confer a benefit. This rule provides more flexibility and reduces hazardous waste disposal costs by allowing Idaho facilities to manage mercury containing equipment as universal waste rather than managing as hazardous waste. Under the regular rulemaking schedule for incorporation by reference of federal regulations, this rule would not become effective until the spring of 2007.

IDAHO CODE SECTION 39-107D STATEMENT: This rule does not regulate an activity not regulated by the federal government, nor is it broader in scope or more stringent than federal regulations.

FISCAL IMPACT: The following is a specific description, if applicable, of any fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year.

NEGOTIATED RULEMAKING: Due to the nature of this rulemaking, negotiations were not held.

GENERAL INFORMATION: For more information about DEQ's programs and activities, visit DEQ's web site at www.deq.idaho.gov.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on questions concerning this rulemaking, contact John Brueck at john.brueck@deq.idaho.gov or (208)373-0458.

DATED this 23rd day of February, 2006.

Paula J. Wilson
Hearing Coordinator
Department of Environmental Quality
1410 N. Hilton/Boise, Idaho 83706-1255
(208)373-0418/Fax No. (208)373-0481
paula.wilson@deq.idaho.gov

THE FOLLOWING IS THE TEXT OF DOCKET NO. 58-0105-0601

017. MERCURY CONTAINING EQUIPMENT.

The final rule for Hazardous Waste Management System; Modification of the Hazardous Waste Program; Mercury Containing Equipment, 70 Fed. Reg. 45,508 (August 5, 2005) is herein incorporated by reference. (4-5-06)T

0178. -- 354. (RESERVED).

IDAPA 58 - DEPARTMENT OF ENVIRONMENTAL QUALITY

58.01.08 - IDAHO RULES FOR PUBLIC DRINKING WATER SYSTEMS

DOCKET NO. 58-0108-0601

NOTICE OF RULEMAKING - ADOPTION OF PENDING RULE

EFFECTIVE DATE: This rule has been adopted by the Board of Environmental Quality (Board) and is now pending review by the 2007 Idaho State Legislature for final approval. The pending rule will become final and effective immediately upon the adjournment sine die of the First Regular Session of the Fifty-ninth Idaho Legislature unless prior to that date the rule is rejected, amended or modified by concurrent resolution in accordance with Idaho Code Sections 67-5224 and 67-5291. This rule was adopted as a temporary rule by the Board in November 2005 and is currently effective.

AUTHORITY: In compliance with Section 67-5224, Idaho Code, notice is hereby given that the Board has adopted a pending rule. This action is authorized by Chapter 1, Title 39, Idaho Code, and Chapter 21, Title 37, Idaho Code.

DESCRIPTIVE SUMMARY: A detailed summary of the reason for adopting the rule is set forth in the initial proposal published in the Idaho Administrative Bulletin, January 4, 2006, Vol. 06-1, pages 305 through 312. The agency received no public comments, and the rule has been adopted as initially proposed. The Rulemaking and Public Comment Summary can be obtained at www.deq.idaho.gov or by contacting the undersigned.

IDAHO CODE SECTION 39-107D STATEMENT: Previous federal regulation prohibited use of POU treatment devices for compliance with National Primary Drinking Water Regulations. In 1996, the United States Congress removed this prohibition through language in the Safe Drinking Water Act, 42 U.S.C. § 300g-1(b)(4)(E)(ii).

The revised arsenic standard of 10 parts per billion for drinking water will become effective on January 23, 2006. See National Primary Drinking Water Regulations; Arsenic and Clarifications to Compliance and New Source Contaminants Monitoring, 66 Fed. Reg. 6975-7066, incorporated by reference into Idaho Rules for Public Drinking Water Systems, IDAPA 58.01.08. In order to assist communities with complying with the revised arsenic standard, the Board adopted this rule allowing for use of POU treatment devices as allowed per federal law.

Idaho Code Section 39-107D provides that the Department of Environmental Quality (DEQ) must meet certain requirements when it formulates and recommends rules which are broader in scope or more stringent than federal law or regulations, or which propose to regulate an activity not regulated by the federal government. This rule incorporates language from the Safe Drinking Water Act (42 U.S.C. § 300g-1(b)(4)(E)(ii)). The Safe Drinking Water Act states that POU treatment devices "shall be owned, controlled and maintained by the public water system or by a person under contract with the public water system to ensure proper operation and maintenance and compliance with the maximum contaminant level or treatment technique." Id. To that end, this rule includes language DEQ deems necessary in order to ensure that POU treatment devices are operated and maintained pursuant to federal law.

Although the federal Safe Drinking Water Act does not specifically prohibit use of POU treatment devices for compliance with the nitrate maximum contaminant level (MCL), this rule is more restrictive in that it does not allow POU for the nitrate MCL in community water systems because of the risk of acute illness for infants. POU treatment systems may still be used for compliance with nitrate standards for non-community water systems under certain conditions where the risk of acute illness is low. The nitrate MCL was promulgated in 1975 by the Public Health Service and re-promulgated in 1991 by EPA (56 CFR 3526).

POU treatment devices may be covered under the definition of "material modification" outlined in Idaho Code § 39-118 and be subject to plan and specification review. However, because the POU treatment devices are ANSI/NSF certified pre-engineered units and are not being constructed individually onsite, DEQ has determined that these devices will not produce a significant impact on the environment or on public health, and therefore waives plan and specification review for certain small public water systems as specified in the rule. The main public health and environmental concern associated with POU treatment devices pertains to the proper operation and maintenance of the units.

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year: N/A

GENERAL INFORMATION: For more information about DEQ's programs and activities, visit DEQ's web site at www.deq.idaho.gov.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on questions concerning this rulemaking, contact Jerri Henry at jerri.henry@deq.idaho.gov, (208)373-0471.

Dated this 23rd day of February, 2006.

Paula J. Wilson
Hearing Coordinator
Department of Environmental Quality
1410 N. Hilton
Boise, Idaho 83706-1255
(208)373-0418
Fax No. (208)373-0481
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DOCKET NO. 58-0105-0601 - PENDING RULE

There are no substantive changes from the proposed rule text.

The complete text of the proposed rule was published in the Idaho Administrative Bulletin, [Volume 06-10, January 4, 2006, pages 305 through 312.](#)

This rule has been adopted as a pending rule by the Agency and is now pending review and approval by the 2007 Idaho State Legislature as a final rule.

IDAPA 58 - DEPARTMENT OF ENVIRONMENTAL QUALITY

58.01.11 - GROUND WATER QUALITY RULE

DOCKET NO. 58-0111-0601

NOTICE OF INTENT TO PROMULGATE RULES - NEGOTIATED RULEMAKING

AUTHORITY: In compliance with Section 67-5220, Idaho Code, and IDAPA 58.01.23, "Rules of Administrative Procedure Before the Board of Environmental Quality," Sections 810 through 815, notice is hereby given that this agency intends to promulgate a rule and desires public participation before publishing a proposed rule. This rulemaking action is authorized by Sections 39-105, 39-107, 39-120 and 39-126, Idaho Code.

DESCRIPTIVE SUMMARY: The purpose of this rulemaking is to make revisions that would allow the Department of Environmental Quality (DEQ) to use improvements in analytical technology implemented since the Ground Water Quality Rule was promulgated in 1997 to identify the subset of coliform bacteria more likely to be harmful to human health. The current total coliform standard is primarily a screening test used to detect a broad range of bacteria, many of which are not harmful to human health. The proposed revisions include: 1) Removing the standard for total coliform bacteria; 2) Adding a standard for fecal coliform bacteria of zero; and 3) Adding a standard for *Escherichia coli* (*E. coli*) bacteria of zero.

In addition, DEQ proposes to remove the reference to Subsection 200.01.c. from Subsection 400.02.a.iii. The reference to Subsection 200.01.c. is no longer correct due to revisions made to Section 200 in 2003. Domestic well owners and the public at large may be interested in this rulemaking.

Upon conclusion of negotiations, DEQ intends to publish a proposed rule for public comment in June or July 2006 and then present the final proposal to the Board of Environmental Quality for adoption of a pending rule in October 2006.

PRELIMINARY DRAFT: A preliminary draft of the rule can be obtained at http://www.deq.idaho.gov/rules/groundwater/58_0111_0601_negotiated.cfm or by contacting Paula Wilson at paula.wilson@deq.idaho.gov, (208)373-0418.

MEETING SCHEDULE: Those interested in participating in the negotiated rulemaking process are encouraged to attend the following meeting. Additional meetings may be scheduled if necessary. For information regarding additional meetings, contact Edward Hagan at ed.hagan@deq.idaho.gov, (208)373-0356.

April 19, 2006, 9 a.m. to 12 noon
Department of Environmental Quality, Conference Room B
1410 N. Hilton, Boise, Idaho

GENERAL INFORMATION: For more information about DEQ's programs and activities, visit DEQ's web site at www.deq.idaho.gov.

ASSISTANCE ON TECHNICAL QUESTIONS AND SUBMISSION OF WRITTEN COMMENTS: For assistance on questions concerning the negotiated rulemaking, contact Edward Hagan at ed.hagan@deq.idaho.gov, (208) 373-0356.

Anyone may submit written comments during this negotiated rulemaking by mail, fax or e-mail at the address below. Written comments on the preliminary draft must be received by April 26, 2006. For information regarding submission of written comments on subsequent drafts of the negotiated rule, and to receive the most recent version of the draft negotiated rule, contact the undersigned.

Dated this 3rd day of March, 2006.

Paula J. Wilson, Hearing Coordinator
Department of Environmental Quality
1410 N. Hilton, Boise, Idaho 83706-1255
(208)373-0418/Fax No. (208)373-0481
paula.wilson@deq.idaho.gov

IDAPA 58 - DEPARTMENT OF ENVIRONMENTAL QUALITY

58.01.12 - RULES FOR ADMINISTRATION OF WATER POLLUTION CONTROL LOANS

DOCKET NO. 58-0112-0501 (FEE RULE)

NOTICE OF RULEMAKING

ADOPTION OF PENDING FEE RULE AND AMENDMENT TO TEMPORARY RULE

EFFECTIVE DATE: The amendment to the temporary rule was effective February 24, 2006. This rule has been adopted by the Board of Environmental Quality (Board) and is now pending review by the 2007 Idaho State Legislature for final approval. The pending rule will become final and effective immediately upon the adjournment sine die of the First Regular Session of the Fifty-ninth Idaho Legislature unless prior to that date the rule is rejected, amended or modified by concurrent resolution in accordance with Idaho Code Sections 67-5224 and 67-5291

AUTHORITY: In compliance with Sections 67-5224 and 67-5226, Idaho Code, notice is hereby given that the Board has adopted a pending rule and amended a temporary rule. This action is authorized by Title 39, Chapters 1 and 36, Idaho Code.

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons for adopting the pending rule and amending the temporary rule and a statement of any change between the text of the proposed rule and the text of the pending rule with an explanation of the reasons for the change.

In November 2005 the Board adopted a temporary rule allowing DEQ to collect a fee in the form of a percentage of each loan. The fees collected will be used to provide funds for loan program administration. The actual interest rate charged on State Revolving Fund (SRF) loans will be reduced by the corresponding percentage of the fee charged so that there is no cost to the communities using the SRF loans. In January 2006, DEQ published the temporary/proposed rule, inviting the public to comment on the rule. Idaho Administrative Bulletin, January 4, 2006, Vol. 06-1, pages 315 through 321. No public comments were received. Prior to adoption of the pending rule, the Board made a minor revision to Subsection 032.03 for clarification purposes, and the temporary rule has been amended accordingly. The remaining sections have been adopted as initially proposed. The Rulemaking and Public Comment Summary can be obtained at www.deq.idaho.gov or by contacting the undersigned.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased. This fee or charge is being imposed pursuant to Section Title 39, Chapters 1 and 36, Idaho Code.

Unless this fee is implemented in FY 2006, the Department of Environmental Quality (DEQ) anticipates running out of funds necessary to administer the State Revolving Fund (SRF) by the end of FY 2006 and not being able to make loans for improvements to wastewater treatment facilities. In 2004 the Idaho Legislature added a provision for funding administration to Section 39-3626, Idaho Code; however, EPA has determined that the provision conflicts with the Clean Water Act's restrictions on fund interest earnings specified in 33 Section U.S.C. 1383(d)(1)(D) and the authorized types of assistance in 33 Section U.S.C. 1383(d)(7). Therefore DEQ cannot use interest earned on loans to fund administration of the SRF loan program beyond the amount specified in the Clean Water Act. The agency is left with either requesting additional state general funds or adopting a loan balance fee to maintain the loan program. Imposition of the fee is authorized by Sections 39-119 and 39-3627(4), Idaho Code.

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year: N/A

IDAHO CODE SECTION 39-107D STATEMENT: This rule does not regulate an activity not regulated by the federal government, nor is it broader in scope or more stringent than federal regulations.

GENERAL INFORMATION: For more information about DEQ's programs and activities, visit DEQ's web site at www.deq.idaho.gov.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on questions concerning this rulemaking, contact Bill Jerrel at william.jerrel@deq.idaho.gov, (208)373-0400.

Dated this 23rd day of February, 2006.

Paula J. Wilson
Hearing Coordinator
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paula.wilson@deq.idaho.gov

DOCKET NO. 58-0112-0501 - PENDING FEE RULE

There are substantive changes from the proposed rule text.

Only those sections that have changed from the original proposed text are printed in this Bulletin following this notice.

The text of the proposed rule was published in the Idaho Administrative Bulletin, [Volume 06-1, January 4, 2006, pages 315 through 321.](#)

This rule has been adopted as a pending rule by the Agency and is now pending review and approval by the 2007 Idaho State Legislature as a final rule.

THE FOLLOWING IS THE AMENDED TEXT OF DOCKET NO. 58-0112-0501

Subsection 032.03

032. LOAN FEE.

03. Effect on Loan Interest Rate. The loan interest rate, as described in Subsection 050.05, will be reduced by the ~~amount~~ corresponding percentage of the loan fee. ~~(1-4-06)F(2-24-06)T~~

IDAPA 58 - DEPARTMENT OF ENVIRONMENTAL QUALITY

58.01.17 - RULES FOR THE RECLAMATION AND REUSE OF MUNICIPAL AND INDUSTRIAL WASTEWATER

DOCKET NO. 58-0117-0601

NOTICE OF INTENT TO PROMULGATE RULES - NEGOTIATED RULEMAKING

AUTHORITY: In compliance with Section 67-5220, Idaho Code, and IDAPA 58.01.23, "Rules of Administrative Procedure Before the Board of Environmental Quality," Sections 810 through 815, notice is hereby given that this agency intends to promulgate a rule and desires public participation before publishing a proposed rule. This rulemaking action is authorized by Title 39, Chapter 1, Idaho Code.

DESCRIPTIVE SUMMARY: The Department of Environmental Quality (DEQ) has initiated this rulemaking to address the following issues:

1. Add the ability for DEQ to issue some permits for up to 5 years without a complete application package or staff analysis. This would be for permits where little change is needed in the existing permit and application content from the previous permit application is already available. Summary information for the last permit cycle and anticipated impacts would still be necessary.
2. Add more extensive disinfection requirements for Class A effluent, including concentration/contact time (CT) requirements for chlorine disinfection and other requirements for Class A UV disinfection. This is to control virus levels in the effluent.
3. Add other uses for Class A effluent including fire suppression, dust suppression, and commercial toilet flushing. Use only for commercial toilet flushing could allow for lower levels of treatment if the engineering report showed proof of protection of public health.
4. Add requirements for mixing Class A effluent with other irrigation waters. No pipe to pipe mixing without similar disinfection of other waters. Can mix in unlined or lined ponds depending on the use of effluent and limits in the reuse permit.
5. Change the effluent turbidity limit for membrane filters from 2 NTU to 0.2 NTU. The current limit is the same as for sand filters; however, DEQ realized that 2 NTU for membranes meant that the membrane had already failed.
6. Add Class A granular media filter loading limits up to 5 gpm/ft².

Idaho Association of Commerce and Industry, Idaho Association of Cities, consulting engineers, existing and potential permittees, and the development community may be interested in this rulemaking.

Upon conclusion of negotiations, DEQ intends to publish a proposed rule for public comment in the summer of 2007 and then present the final proposal to the Board of Environmental Quality for adoption of a temporary/pending rule in the fall of 2007. If adopted, the temporary/pending rule will be reviewed by the 2007 Idaho Legislature.

PRELIMINARY DRAFT: By April 12, 2006, the preliminary draft rule can be obtained at http://www.deq.idaho.gov/rules/waste_water/58_0117_0601_negotiated.cfm or by contacting Paula Wilson at paula.wilson@deq.idaho.gov, (208) 373-0418.

MEETING SCHEDULE: Those interested in participating in the negotiated rulemaking process are encouraged to attend one of the following meetings. The meetings will take place simultaneously and will be connected by telephone. Additional meetings may be scheduled if necessary. For information regarding additional meetings, contact Mark Mason at mark.mason@deq.idaho.gov, (208)373-0266.

**April 26, 2006, 9 a.m. to 5 p.m. Mountain Time
Department of Environmental Quality, Conference Room C
1410 N. Hilton, Boise, Idaho**

**Department of Environmental Quality
900 N. Skyline, Suite B, Idaho Falls, Idaho**

**Department of Environmental Quality
2110 Ironwood Parkway, Coeur d'Alene, Idaho**

GENERAL INFORMATION: For more information about DEQ's programs and activities, visit DEQ's web site at www.deq.idaho.gov.

ASSISTANCE ON TECHNICAL QUESTIONS AND SUBMISSION OF WRITTEN COMMENTS: For assistance on questions concerning the negotiated rulemaking, contact Mark Mason at (208) 373-0266 or mark.mason@deq.idaho.gov.

Anyone may submit written comments during this negotiated rulemaking by mail, fax or e-mail at the address below. Written comments on the preliminary draft must be received by May 5, 2006. For information regarding submission of written comments on subsequent drafts of the negotiated rule, and to receive the most recent version of the draft negotiated rule, contact the undersigned.

Dated this 14th day of March 2006.

Paula J. Wilson
Environmental Quality Section
Attorney General's Office
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LEGAL NOTICE

Summary of Proposed Rulemakings

PUBLIC NOTICE OF INTENT TO PROPOSE OR PROMULGATE NEW OR CHANGED AGENCY RULES

The following agencies of the state of Idaho have published the complete text and all related, pertinent information concerning their intent to change or make the following rules in the new issue of the state Administrative Bulletin.

Because of the moratorium on proposed rulemaking during the legislative session, there are no proposed rules being promulgated or published in this month's Bulletin.

Please refer to the Idaho Administrative Bulletin, **April 5, 2006, Volume 06-4** for notices and text of all rulemakings, public hearing schedules, Governor's executive orders, and agency contact names.

Citizens of your county can view all issues of the Idaho Administrative Bulletin at the county law libraries.

Copies of the Administrative Bulletin and other rules publications are available for purchase. For subscription information and ordering call (208) 332-1820 or write the Office of the Administrative Rules Coordinator, Department of Administration, 650 W. State St., Room 100, Boise, Idaho 83720. Visa and Mastercard accepted on purchases over \$50.

The Idaho Administrative Bulletin and Administrative Code are available on the Internet at the following address:
<http://adm.idaho.gov/adminrules/>

CUMULATIVE RULEMAKING INDEX OF IDAHO ADMINISTRATIVE RULES

**FOR THE ABOVE LINK TO WORK YOU HAVE
TO BE CONNECTED TO THE INTERNET**

**This index tracks the history of all agency rulemakings from 1993 to the present.
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