

New Hampshire Department of Education

Current Administrative Rule	Proposed Administrative Rule	Commentary
Ed 306.01 Applicability. In order to be an approved school, public schools, and public academies shall meet the applicable criteria established in these standards:	Ed 306.01 Applicability. In order to be an approved school, public schools, and public academies shall meet the applicable criteria established in these standards:	No Change
(a) Except as provided in (b) below, a public school shall be approved as an elementary school if it contains any of the grades kindergarten through 8 and meets the rules applicable to all schools and to each elementary school;	(a) Except as provided in (b) below, a public school shall be approved as an elementary school if it contains any of the grades kindergarten through 8 and meets the rules applicable to all schools and to each elementary school;	No Change
(b) As determined by vote of the local school board, any combination of the grades 4 through 8 may be organized as a public middle school, and so approved if it meets the rules applicable to all middle schools; and	(b) As determined by vote of the school board, any combination of the grades 4 through 8 may be organized as a public middle school, and so approved if it meets the rules applicable to all middle schools; and	Removed the word local in this instance (and others) as the word local is already used in the definition of school board in Ed 306.04
(c) A public school or a public academy shall be approved as a high school if it contains any of the grades 9 through 12 and meets the rules applicable to all schools and to each high school.	(c) A public school or a public academy shall be approved as a high school if it contains any of the grades 9 through 12 and meets the rules applicable to all schools and to each high school.	No Change
Ed 306.02 <u>Definitions</u> . Except where the context makes another meaning manifest, the following words have the meanings indicated when used in this chapter:	Ed 306.02 <u>Definitions</u> . Except where the context makes another meaning manifest, the following words have the meanings indicated when used in this chapter:	No Change
(a) “Acknowledgement of achievement” means when a student has demonstrated achievement of district competencies and or graduation competencies consistent with RSA 193-C:3;	(a) “Acknowledgement of achievement” means when a student has demonstrated achievement of competencies <i>at a proficient level associated with a program or course of study;</i>	Revised language
(b) “Career and technical education” means organized educational activities that:	(b) “Career and technical education” means organized educational activities that <i>offer a sequence of learning opportunities that:</i>	Revised language
(1) Offer a sequence of courses that: a. Provides individuals with coherent and rigorous content aligned with challenging academic	(1) Provide individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and	Revised language

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<p>standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;</p> <p>b. Provides technical skill proficiency, an industry-recognized credential, a certificate, or an associates degree; and</p> <p>c. Might include prerequisite courses, other than a remedial course; and</p>	<p>careers in current or emerging <i>vocational fields</i>; and</p> <p>(2) Provides technical skill proficiency, an industry-recognized credential, a certificate, or an associates degree;</p>	<p>Removed paragraph (c) and renumbered</p>
<p>(2) Include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual;</p>		<p>Removed paragraph (2)</p>
<p>(c) “College and career readiness” means alignment with the knowledge, skills, and work-study practices students will need to enter and succeed in postsecondary opportunities – whether college or career;</p>		<p>Removed paragraph (c)</p>
<p>(d) “Competencies” means student learning targets that represent key content-specific concepts, skills, and knowledge applied within or across content domains. Specific and required types of competencies include district competencies and graduation competencies;</p>	<p>(c) “Competencies” <i>are statements of the knowledge and skills that define what a student will be able to do as a result of a specific set of learning opportunities;</i></p>	<p>Renumbered</p> <p>Revised language</p>
	<p>(d) “<i>Competency based assessment</i>” means an <i>assessment of student proficiency with regard to one or more competencies;</i></p>	<p>New definition added</p>
<p>(e) “Credit” means the record keeping structure that is awarded to a student who demonstrated achievement of graduation competencies organized around the specific credit;</p>	<p>(e) “Credit” means the <i>official record that a student has demonstrated the competencies associated with a program or course of study;</i></p>	<p>Revised language</p>

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<p>(f) “Department” means the New Hampshire department of education;</p>	<p>(f) “Department” means the New Hampshire department of education;</p>	<p>No change</p>
<p>(g) “District competencies” mean specific types of competencies that are common across the district and organized in developmental progressions that lead to achievement of graduation competencies;</p>		<p>Removed paragraph (g)</p>
<p>(h) “Educator” means any professional employee of any school district whose position requires certification by the state board pursuant to RSA 189:39. The term includes administrators, specialists, and teachers;</p>	<p>(g) “Educator” means <i>administrators, educational specialists, instructional specialists, teachers, paraeducators, educational interpreter/translators, school nurses, and any other individuals credentialed by the state board of education;</i></p>	<p>Revised language to ensure consistency with educator credential definitions in other state regulations</p> <p>Renumbered</p>
<p>(i) “Extended learning” means the primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom methodology, including, but not limited, to:</p> <ul style="list-style-type: none"> (1) Independent study; (2) Private instruction; (3) Performing groups; (4) Internships; (5) Community service; (6) Apprenticeships; and (7) Online courses; 	<p>(h) “Extended learning” means <i>the personalized learning process that allows for demonstration of competencies through means</i> outside of the traditional classroom;</p>	<p>Revised language</p> <p>Renumbered</p>
<p>(j) “Graduation competencies” means specific types of competencies that are common across the district and define learning expectations for each student for graduation from high school;</p>		<p>Removed paragraph (j)</p>

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(k) “Instructional time” means the period of time during which pupils are actively working toward achieving educational objectives under the supervision of an educator or other staff member;	(i) “Instructional time” means the period of time <i>in the school day during which a school is offering instruction</i> ;	Revised language Renumbered
(l) “Mastery” means a high level of demonstrated proficiency with regard to a competency;		Moved to paragraph (o) below
(m) “Nutrient dense foods” means those foods that provide substantial amounts of vitamins and minerals and relatively fewer calories as identified and defined by 7 CFR Part 210.10;	(j) “Nutrient dense foods” means those foods defined by 7 CFR Part 210.10;	Streamlined language for consistency with federal statute Renumbered
(n) “Nutrient density of foods” means the amount of a specific nutrient in a food per 100 calories of that food as defined in 7 CFR Part 210.11;	(k) “Nutrient density of foods” means the amount of a specific nutrient in a food as defined in 7 CFR Part 210.11;	Streamlined language for consistency with federal statute Renumbered
(o) “Nutrient targets” means the specific number and types of food that a student selects. The targets are the scientific bases of the standards for menu planning. Targets provide the foundation for setting meal requirements which encompass meal patterns and other specifications for school menu planning purposes;	(l) “ <i>Nutrition</i> targets” means the specific number and types of food that a student selects. The targets are the scientific <i>basis</i> of the standards for menu planning. Targets provide the foundation for setting meal requirements which encompass meal patterns and other specifications for school menu planning purposes;	Corrected inaccurate language Renumbered
(p) “Personalized learning” means a process which connects learning with learner’s interests, talents, passions, and aspirations including actively participating in the design and implementation of their learning;	(m) “Personalized learning” means a process which <i>encourages student curiosity by connecting</i> learning with learner’s interests, talents, passions, and aspirations including actively participating in the design and implementation of their learning;	Revised language Renumbered
	(n) “ <i>Proficiency</i> ” means the minimum student performance required to satisfy the acknowledgement of a competency, and is distinguished from mastery, which is a level of performance that exceeds proficiency;	New definition added
(q) “Portion size” means the amount of food that will ensure each serving will be the appropriate size and that a recipe will produce the expected number of servings; and	(o) “Portion size” means the amount of food that will ensure each serving will be the appropriate size and that a recipe will produce the expected number of servings;	Renumbered

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	<i>(p) “School board” means the local school board of a district established in RSA 189:1-a;</i>	New definition added
	<i>(q) “State board” means the state board of education established in RSA 21-N:10; and</i>	New definition added
(r) “Work study practices” means those behaviors that enhance learning achievement and promote a positive work ethic such as, but not limited to, listening and following directions, accepting responsibility, staying on task, completing work accurately, managing time wisely, showing initiative, and being cooperative.	<i>(r) “Work study practices” means those behaviors that enhance learning achievement and promote a positive work ethic such as, but not limited to, listening and following directions, accepting responsibility, staying on task, completing work accurately, managing time wisely, showing initiative, and being cooperative.</i>	renumbered
Ed 306.03 <u>Statutory and Policy Requirements.</u> (a) The local school board shall be responsible for obtaining an up-to-date copy of state education laws, one copy of which shall be distributed free of charge to each school administrative unit by the department, and maintaining an up-to-date copy of the rules of the board in the New Hampshire Code of Administrative Rules.	Ed 306.03 <u>Statutory and Policy Requirements.</u>	Removed paragraph (a)
(b) In order for a school to be an approved school under these rules, the school board shall comply with all applicable laws and rules set forth in the publications enumerated in (a) above.	In order for a school to be an approved school under these rules, the school board shall comply with all applicable <i>state</i> laws and rules;	Revised language
Ed 306.04 <u>Policy Development.</u>	Ed 306.04 <u>Policy Development.</u> <i>(a) The superintendent, chief administering officer, or designee shall keep students, parents, educators, and all other personnel informed about school policy. Such information shall be readily available.</i>	Moved up from Ed 306.04 (g)
(a) In accordance with Ed 303.01, the local school board shall adopt and implement written policies and procedures relative to:	<i>(b)</i> In accordance with Ed 303.01, the school board shall adopt and implement written policies and procedures relative to:	Renumbered

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<p>(1) Absenteeism and attendance;</p>	<p>(1) Absenteeism and attendance, which shall:</p> <p><i>a. Include procedures for the accountability and supervision of students;</i></p> <p><i>b. Not penalize students who miss class or a required school event because of a school scheduling conflict;</i></p> <p><i>c. Implement a cooperative approach which places responsibility for notification when a student is tardy, absent, or dismissed on both the parents/guardians and the school;</i></p>	<p>Paragraph a. – c. was moved from Ed 306.04(c)</p>
<p>(2) Promoting school safety;</p>	<p>(2) Promoting school safety, <i>to include procedures relative to:</i></p> <p><i>a. On school buses and on the school grounds, including playgrounds;</i></p> <p><i>b. During authorized school activities, such as field trips;</i></p> <p><i>c. Within the school building, including classrooms and laboratories;</i></p> <p><i>d. Off school grounds during school sanctioned activities, including but not limited to extended learning opportunities, work-based learning opportunities, and other learning activities that involve engagement with businesses and the community at large;</i></p> <p><i>e. In online and hybrid learning;</i></p> <p><i>f. In managing the behavior of children including describing how and under what circumstances restraint shall be used pursuant to RSA 126-U; and</i></p> <p><i>g. Providing for the immediate and adequate emergency care for students and school personnel</i></p>	<p>Paragraphs a. – f. were moved to this section from Ed 306.04 (g).</p> <p>Paragraph g. was moved to this section from Ed 306.04 (a)(21)</p> <p>Paragraph h. was moved to this section from Ed 306.04 (e)</p>

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	<p><i>who sustain injury or illness during school hours or during scheduled school activities;</i></p> <p><i>h. Requiring educators to know and implement safety practices and procedures applicable to their assigned areas of responsibility and to include safety instruction in all applicable programs offered by the school;</i></p>	
(3) Discipline;	<p>(3) Discipline, <i>including behavior management and intervention for students. Such policy shall:</i></p> <p><i>a. Include provisions regarding student rights and responsibilities, rules of conduct, and penalties for misbehavior;</i></p> <p><i>b. Be written in age-appropriate language;</i></p> <p><i>c. Be disseminated to parents and guardians; and</i></p> <p><i>d. Be available in written or oral form for students, parents, and guardians for whom English is a second language, whenever necessary;</i></p>	Paragraphs a. – d. were moved to this section from Ed 306.04(f).
(4) Records retention, including electronic files;	<p>(4) Records retention, including electronic files, <i>which shall require that:</i></p> <p><i>a. Complete and accurate records of students' attendance and scholarship be permanently kept and safely stored in a fire-resistant file, vault, or safe;</i></p> <p><i>b. A schedule for the retention and disposition of original records and information be established in accordance with RSA 189:29-a;</i></p> <p><i>c. Access to all student records and information be controlled by written procedures designed to protect individual rights and to preserve the confidential nature of the various types of records in compliance with the federal "Family Educational Rights and Privacy Act," U.S.C.</i></p>	Paragraphs a. – d. were moved from Ed 306.04(g)

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	<i>1232g and RSA 91-A, Access to Public Records; and d. Adequate school staff are provided to maintain all school records in accordance with local policy, state laws and rules, and federal laws and regulations;</i>	
(5) Character and citizenship;	(5) Character and citizenship, <i>developed in consultation with school staff, administration, parents, and other representatives of the community, which shall incorporate in courses of study or instill in a caring educational environment, the following elements:</i> <i>a. Self-discipline, self-respect, and self-control; b. Pursuant to Part 2, Article 83 of the New Hampshire Constitution, humanity, benevolence, and truth and honesty with self and others; c. Fairness, integrity, and justice; d. Respect, courtesy, and human worth; e. Responsibility to oneself and others; f. Community service; and g. The rights and responsibilities of citizenship, pursuant to RSA 186:13, which shall be developed in consultation with school staff, administration, parents, and other representatives of the community;</i>	Paragraphs a. – g. were moved from Ed 306.04 (i)(1) and (2)
(6) Meeting the instructional needs of each individual student;		Removed
(7) Student hazing;	(6) Student hazing;	Renumbered
(8) Student harassment, including bullying, as required by RSA 193-F	(7) Student harassment, including bullying, as required by RSA 193-F	Renumbered
(9) Sexual harassment, as detailed in Ed 303.01(j) and (k);	(8) Sexual harassment, as detailed in Ed 303.01(j) and (k);	Renumbered
(10) Reporting of suspected abuse or neglect;	(9) Reporting of suspected abuse or neglect;	Renumbered

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<p>(11) Promotion of a school environment that is conducive to learning and supports strong family and community partnerships;</p>	<p>(10) Promotion of a school environment that is conducive to learning and supports strong family and community partnerships. <i>Such policy shall include:</i></p> <p><i>a. Engagement opportunities for parents and family members of students of all ages and learning levels;</i></p> <p><i>b. Parent educational activities throughout the school year to help parents support their children’s learning;</i></p> <p><i>c. Curricular and learning materials made available to parents, consistent with copyright licensure of such materials;</i></p> <p><i>d. Frequent communication of school performance, student progress, and personalized learning plans, using both print and online formats;</i></p> <p><i>e. Working with agencies and businesses to support community-based developmental activities that prepare young children for school and promote ongoing achievement;</i></p> <p><i>f. Promote collaboration among parents, schools, and community on school improvement and student achievement projects;</i></p> <p>g. Development of a sustained plan to harness community resources, including but not limited to organizations, businesses, talented individuals, natural resources, and technology, to engage each</p>	<p>Paragraphs a. – f. were moved from Ed 306.04(k) with some revisions to the original language.</p> <p>Renumbered</p>
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	<p>student in achieving necessary skills and knowledge; and</p> <p>h. Encouragement of business partnerships to assist students in the successful transition to employment or further education;</p>	
(12) Distance education, if the district chooses to offer distance education as provided in Ed 306.22;	(11) Distance education, if the district chooses to offer distance education as provided in Ed 306.22;	Renumbered
(13) Providing alternative means of earning credit toward a high school diploma or equivalent such as extended learning opportunities, and distance education to meet the requirements of RSA 193:1, (h) until July 1, 2015;		Removed paragraph (13) as it is outdated
(14) Providing alternative means of demonstrating achievement of identified graduation competencies toward the awarding of a credit for a high school diploma or equivalent such as extended learning opportunities, career and technical education courses, and distance education no later than July 1, 2015 to meet the requirements of RSA 193:1, (h);	(12) Providing alternative means of demonstrating achievement of competencies toward the awarding of a credit for a high school diploma or equivalent;	Renumbered and revised language and removed outdated language.
(15) How a credit can be earned, as provided in Ed 306.27(e) until July 1, 2015;		Removed paragraph (15) as it is outdated
(16) How a credit used to track achievement of graduation competencies can be earned no later than July 1, 2015, as provided in Ed 306.27(e);		Revised language and added to the new Ed 306.04 (18)
(17) Recommending developmentally appropriate daily physical activity and exercise;		Removed paragraph (17)
(18) Behavior management and intervention for students;		Moved to Ed 306.04(3)
(19) Homeless students;	(13) Homeless students;	Renumbered
(20) Wellness as required by Section 204 of the federal Child Nutrition and WIC 42 USC 1751;		Removed as this is already required by federal statute and does not need to be restated in state regulation

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<p>(21) Providing immediate and adequate emergency care for students and school personnel who sustain injury or illness during school hours or during scheduled school activities;</p>		<p>Moved paragraph (21) to Ed 306.04(a)(2)</p>
<p>(22) Meeting the special physical health needs of students;</p>	<p>(14) Meeting the special physical <i>and emotional</i> health needs of students;</p>	<p>Renumbered</p> <p>Added emotional health</p>
<p>(23) Supporting the availability and distribution of healthy foods and beverages that create a healthy environment in all schools throughout all school buildings during the school day;</p>	<p>(15) Supporting <i>healthy foods and beverages in all schools, which shall include:</i></p> <p><i>a. Standards for nutrient dense foods and beverages for learning level needs of elementary, middle and high school;</i></p> <p><i>b. Portion size for nutrient dense foods and beverages in schools which support the framework for healthier food choices in all school environments;</i></p> <p><i>c. Nutrition targets for foods and beverages made available outside the federally regulated schools meals program. The targets shall follow those developed by a nationally recognized research-based organization, such as but not limited to USDA, or as determined by the department to have standards equivalent to the USDA;</i></p> <p><i>d. Developmentally appropriate opportunities to learn food preparation skills that support nationally recognized research-based nutrition standards</i></p> <p><i>e. Annual communication information about the policy and procedure and related curricula to the school community, including, but not limited to school staff, school board, parents, and students;</i></p>	<p>Revised language</p> <p>Paragraphs a. – e. were moved from Ed 306.11(g)(1-5)</p> <p>Renumbered</p>

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<p>(24) Air quality in school buildings as required by RSA 200:48;</p>	<p>(16) Air quality in school buildings as required by RSA 200:48;</p>	<p>Renumbered</p>
<p>(25) Graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation in content areas as follows;</p> <ul style="list-style-type: none"> a. Arts education; b. Digital literacy; c. English; d. Mathematics that encompasses algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics and data analysis; e. Physical sciences; f. Biological sciences; g. US and NH History; h. US and NH government/civics; i. Economics, including personal finance; j. World history, global studies, or geography; k. Health education; and l. Physical education; and 	<p></p>	<p>Removed and replaced with graduation competencies in the new Ed 306.27</p>
<p>(26) Graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation no later than July 1, 2015, that encompass multiple content areas outlining the knowledge, skills and work-study practices necessary for success in colleges and careers.</p>	<p></p>	<p>Removed and replaced with graduation competencies in the new Ed 306.27</p>

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	<p>(17) How students will demonstrate, through multiple measures, academic and social readiness to advance to subsequent learning levels;</p>	<p>New paragraph</p>
	<p>(18) How credit is granted to students based upon demonstrated acknowledgement of competencies, including:</p> <p>a. Acknowledgement of achievement to students taking coursework in the seventh or eighth learning level toward high school graduation, if the course demonstrates competencies consistent with related high school course(s) and the student demonstrates proficiency;</p> <p>b. How a student demonstrates acknowledgment of competencies, including what would constitute defensible evidence collected towards acknowledgment of competencies;</p> <p>c. A statement that learn everywhere credits will be awarded to students who have earned them as outlined in Ed 1407.02;</p>	<p>Moved from Ed 306.04 (16) and revised.</p> <p>Paragraph a. was moved from Ed 306.26 (f)</p> <p>Paragraph b. – c. is new</p>
	<p>(19) How students can graduate early, which shall outline:</p> <p>a. The requirement of parental involvement for students under the age of 18.</p> <p>b. The approval process by the high school principal if it is determined that all state and local graduation requirements will be met and that early graduation is related to the career or educational plans of the student making the request; and</p>	<p>Paragraph (20) was moved from Ed 306.27 (ae) and revised</p>

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	<p>c. How, upon demonstration of proficiency in all required competencies, awarding of appropriate credits and approval by the high school principal, the student shall be awarded a high school diploma; and</p>	
	<p>(20) Basic Learning Standards policy to include:</p> <p>a. A policy on homework, including its relationship to formative assessment;</p> <p>b. A policy for promoting students from one learning level to another based on achievement of competencies;</p> <p>c. A policy that outlines how digital literacy will be integrated in a developmentally appropriate manner across all learning levels;</p> <p>d. A policy for informing students of how to pursue advanced learning opportunities, including advanced placement courses in high school, career related credentials and certifications, and dual enrollment in college courses;</p> <p>e. A policy for informing students and families about ways to pursue extended learning opportunities, and career readiness activities. The policy shall address:</p> <ol style="list-style-type: none"> 1. The administration and supervision of the program 2. How certified school personnel oversee an individual student’s program; 	<p>Paragraph a. was moved from Ed 306.14(a)(1)</p> <p>Paragraph b. was moved from Ed 306.14(a)(3)</p> <p>Paragraph c. was moved from Ed 306.14(a)(5)</p> <p>Paragraph d. was moved from Ed 306.14(a)(7)</p> <p>Paragraph e. was moved from Ed 306.26(g)</p> <p>Paragraph f. is new</p>

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	<p>3. Requires that each extended learning proposal meets rigorous measurable standards and be approved by the school; and</p> <p>4. Access to the program by middle school students;</p> <p>f. A policy for informing students of how to include summer activities in their personalized learning plan;</p>	
	<p>(21) A policy on career pathway awareness and exploration, which shall require that career education provides for the infusion of developmentally appropriate knowledge and skill development throughout all areas of K-12 curriculum.</p>	<p>New paragraph</p>
<p>(b) The policies and procedures required by (a) above shall apply to each school except that (13)-(16), (25) and (26) shall not apply to elementary or middle schools.</p>		<p>Removed this section</p>
<p>(c) The policy relative to absenteeism and attendance shall specify procedures for the accountability and supervision of students. The policy relative to absenteeism shall not penalize students who miss class or a required school event because of a school scheduling conflict. Districts shall implement a cooperative approach which places responsibility for notification when a student is tardy, absent, or dismissed on both the parents/guardians and the school.</p>		<p>Moved this section to Ed 306.04(a)(1)</p>
<p>(d) The policy relative to promoting school safety shall require school administrators to implement procedures which relate to safe practices:</p> <p>(1) On school buses and on the school grounds, including playgrounds;</p>		<p>Moved this section to Ed 306.04(a)(2)</p>

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<p>(2) During authorized school activities, such as field trips;</p> <p>(3) Within the school building, including classrooms and laboratories;</p> <p>(4) Off school grounds during school-sanctioned activities, including, but not limited to, work-based learning and internships;</p> <p>(5) In the use of online resources; and</p> <p>(6) In managing the behavior of children including, describing how and under what circumstances restraint shall be used pursuant to RSA 126-U.</p>		
<p>(e) Educators shall be required to know and implement the appropriate safety practices and procedures applicable to their assigned areas of responsibility and to include safety instruction in all applicable programs offered by the school.</p>		<p>Moved to Ed 306.04(b)(2)h.</p>
<p>(f) The policy relative to student discipline shall:</p> <p>(1) Include provisions regarding:</p> <ul style="list-style-type: none"> a. Student rights and responsibilities; b. Rules of conduct; and c. Penalties for misbehavior; <p>(2) Be written in age-appropriate language;</p> <p>(3) Be disseminated to parents and guardians; and</p>		<p>Moved to Ed 306.04(a)(3)</p>

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<p>(4) Be available in written or oral form for students, parents, and guardians for whom English is a second language, whenever practical.</p>		
<p>(g) The local school board shall review with the superintendent or chief administering officer the conditions and methods for suspension and expulsion of students developed and implemented by the superintendent or chief administering officer and the local school board in accordance with RSA 193:13. The superintendent, chief administering officer, or designee shall keep students, parents, educators, and all other school personnel informed about school rules. Such information shall be readily available.</p>		<p>Removed. Already required by statute, so does not need to be re-stated in regulation.</p>
<p>(h) The policy relative to records retention, including electronic files, disposition, and access shall require that complete and accurate records of students' attendance and scholarship be permanently kept and safely stored in a fire-resistant file, vault, or safe. A schedule for the retention and disposition of original records and information shall be established in accordance with RSA 189:29-a. Access to all student records and information shall be controlled by written procedures designed to protect individual rights and to preserve the confidential nature of the various types of records in compliance with the federal "Family Educational Rights and Privacy Act," 20 U.S.C.§1232g, and RSA 91-A, Access to Public Records.</p>		<p>Moved to Ed 306.04(a)(4)</p>
<p>(i) The policy relative to character and citizenship development shall:</p> <p>(1) Include those elements of character and citizenship to be incorporated in courses of study or instilled, by example, in a caring educational environment, including but not limited to:</p>		<p>Moved to Ed 306.04(a)(5)</p>

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<p>a. Self-discipline, self-respect, and self-control;</p> <p>b. Pursuant to Part 2, Article 83 of the New Hampshire Constitution, humanity, benevolence, and truth and honesty with self and others;</p> <p>c. Fairness, integrity, and justice;</p> <p>d. Respect, courtesy, and human worth;</p> <p>e. Responsibility to oneself and others;</p> <p>f. Community service; and</p> <p>g. Pursuant to RSA 186:13, the rights and responsibilities of citizenship; and</p> <p>(2) Be developed in consultation with school staff, administration, parents, and other representatives of the community.</p>		
<p>(j) The policy relative to meeting the instructional needs of each student shall require administrators and educators to consider students' differing talents, interests, and development when planning the educational programs specified in Ed 306.</p>		Removed
<p>(k) The policy relative to partnerships among schools, families, and communities shall comply with the following standards:</p> <p>(1) Schools shall strive to involve parents and family members of students of all ages and learning levels;</p>		Moved to Ed 306.04(a)(10)

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<p>(2) Schools shall provide parent educational activities throughout the school year to help parents support their children’s learning;</p> <p>(3) Schools shall frequently communicate school performance, student progress, personalized learning strategies as adopted by the local school board and in accordance with district and graduation competencies, and academic opportunities, using both print and online formats;</p> <p>(4) Schools shall work with agencies and businesses to support community-based developmental activities that prepare young children for school and promote ongoing achievement;</p> <p>(5) Schools shall promote collaboration among parents, schools, and community on school improvement and student achievement projects;</p> <p>(6) Schools shall strive to harness all available community resources, including but not limited to organizations, businesses, talented individuals, natural resources, and technology, to engage each student in achieving necessary skills and knowledge; and</p> <p>(7) Schools shall encourage business partnerships to assist students in the successful transition to employment or further education.</p>		
<p>(1) The policy relative to developmentally appropriate daily physical activity pursuant to Ed 310 shall recommend that all pupils participate in developmentally appropriate daily physical activity, exercise, or physical education as a way to minimize the health risks created by chronic inactivity,</p>		<p>Removed, redundant based upon Ed 310</p>

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<p>childhood obesity, and other related health problems. The developmentally appropriate daily physical activity policy shall be in addition to and shall not replace the physical education program requirement in Ed 306.41.</p>		
<p>Ed 306.05 <u>School Philosophy, Goals, and Objectives.</u> The local school board shall direct each school in its district to adopt a written philosophy and a statement of goals and objectives consistent with the rules of the state board of education. Provisions shall be made for the review of the philosophy, goals, and objectives at least every 5 years.</p>	<p>Ed 306.05 <u>School Philosophy, Goals, and Objectives.</u> The school board shall direct each school in its district to adopt a written philosophy and a statement of goals and objectives consistent with the rules of the state board. <i>The aforementioned shall be visible to students, staff, and parents.</i> Provisions shall be made for the review of the philosophy, goals, and objectives at least every 5 years.</p>	Revised language
<p>Ed 306.06 Culture and Climate.</p> <p>(a) The school policies adopted by the local school board shall reflect:</p> <p>(1) The acknowledgement of diversity and respect for differences;</p> <p>(2) Shared ownership and responsibility for the success of the school among students, their families, and the community;</p> <p>(3) Student leadership through involvement in decision-making; and</p> <p>(4) Respectful use of language and behavior by all school members that is void of ethnic, racial, and sexual stereotypes and biases.</p>	<p>Ed 306.06 Culture and Climate.</p> <p>(a) The school policies adopted by the school board shall reflect:</p> <p>(1) The acknowledgement of diversity and respect for differences, <i>affording all students equitable opportunities</i>;</p> <p>(2) Shared ownership and responsibility for the success of the school among students, their families, and the community;</p> <p>(3) Student leadership through involvement in decision-making; and</p> <p>(4) Respectful use of language and behavior by all school members that is void of <i>any and all</i> stereotypes and biases.</p>	Revised language
<p>(b) The school administration and staff shall:</p>	<p>(b) The school administration and staff shall <i>develop a plan to address academic under-</i></p>	Revised language

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<p>(1) Review ways in which equity gaps in achievement can be reduced and barriers to learning can be eliminated; and</p> <p>(2) Work together to establish a fair and equitable code of discipline that is fairly and consistently implemented which supports students' understanding of the importance of norms, rules, and expectations for behavior.</p>	<p><i>performance of individual students and the elimination of barriers to learning</i></p>	
<p>(c) The school administration shall provide professional development opportunities directed at understanding the policies and reporting requirements that support a safe and healthy school environment.</p>		<p>Removed</p>
<p>Ed 306.07 <u>School Facilities</u>. The local school board shall:</p> <p>(a) Require that the facilities for each school provide the following:</p>	<p>Ed 306.07 <u>School Facilities</u>. <i>The school board shall require that the facilities operated by the school district for K-12 educational purposes are approved to operate or are conditionally approved to operate in accordance with Ed 320.</i></p>	<p>Revised language; facilities requirements, and custodial and maintenance requirements from Ed 306.09 were moved to a new section of rules, Ed 320 Facility Approval Requirements</p>
<p>(1) Consistent with RSA 189:24, a clean, healthy, and safe learning environment for all areas of the school building, grounds, and school-related activities;</p>		
<p>(2) Lighting in compliance with the state building code as provided in RSA 155-A;</p> <p>(3) Exhaust and outdoor air ventilation, proper temperature and humidity conditions in compliance with the state building code as provided in RSA 155-A; and</p>		
<p>(b) With regard to school facilities:</p> <p>(1) Customize classrooms and other school-related environments to the needs of different content areas. Any lack of specialized spaces for arts, science,</p>		

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<p>technology education and similar requirements shall be addressed as part of the next construction project at the school that receives school building aid under RSA 198:15-a;</p> <p>(2) Provide for accessibility for students with disabilities;</p> <p>(3) Demonstrate compliance with Saf-C 6000 through completion of a life safety inspection by the local fire department or other authority having jurisdiction as required by RSA 153:14;</p> <p>(4) Document compliance with regulations relating to school building, sanitation, sewage disposal, water supply, and other matter affecting public health through inspection by the local health officer, other authority having jurisdiction, or an individual, if no municipal officer is available who has received a master’s degree in public health; and</p> <p>(5) Demonstrate compliance for all furniture and electrical appliances approved by the school administration and comply with requirements of the state fire code, Saf-C 6000.</p>		
<p>Ed 306.08 <u>Instructional Resources.</u></p> <p>(a) The local school board shall require that each school:</p>	<p>Ed 306.08 <i>Learning</i> Resources</p> <p>(a) The school board shall require that each school:</p>	<p>Changed the title of the section</p>
<p>(1) Provides a developmentally appropriate collection of instructional resources, including online and print materials, equipment, and instructional technologies, that shall be current, comprehensive, and necessary to support the curriculum as well as the instructional needs of the total school population;</p>	<p>(1) Provides a developmentally appropriate collection of <i>learning</i> resources, including online and print materials, equipment, and <i>learning</i> technologies, that shall be current, comprehensive, and necessary to support the curriculum as well as the <i>learning</i> needs of <i>all students</i>;</p>	<p>Revised the language</p>

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<p>(2) Provides that instructional resources are, as appropriate:</p>	<p>(2) Provides that the <i>learning</i> resources are, as appropriate:</p>	<p>Revised the language</p>
<p>a. Catalogued and classified according to practices accepted by the American Library Association as specified in the Anglo-American Cataloguing Rules, Second Edition (AACR2), 2005 update as referenced in Appendix II;</p> <p>b. Organized to make them accessible to students and staff;</p> <p>c. Managed through circulation policies and procedures that are designed to maximize the use of the resources; and</p> <p>d. Utilize community resources;</p>	<p><i>a. Organized and accessible to students, staff, and parents;</i></p> <p>b. Managed through circulation policies and procedures that are designed to maximize the use of the resources; and</p> <p>c. Utilize community resources;</p>	<p>Removed paragraph a.</p> <p>Revised the language</p>
<p>(3) Provides instructional resources to all students and staff from designated space(s) in each school, including:</p> <p>a. Ready access to instructional resources, including those available online or through interlibrary loan;</p>	<p>(3) Provides <i>opportunities for instruction in:</i></p>	<p>Revised the language</p>
<p>1. Accessing information efficiently and effectively;</p> <p>2. Evaluating information and sources critically and competently;</p> <p>3. Citing sources and not plagiarizing;</p> <p>4. Using information accurately and creatively;</p> <p>5. Pursuing information related to personal interests;</p> <p>6. Appreciating literature and other creative expressions of information;</p>	<p>a. Accessing information efficiently and effectively;</p> <p>b. Evaluating information and sources critically and competently;</p> <p>c. Citing sources and not plagiarizing;</p> <p>d. Using information accurately and creatively;</p> <p>e. Pursuing information related to personal interests;</p> <p>f. Appreciating literature and other creative expressions of information;</p>	<p>Renumbered</p>

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<p>7. Striving for excellence in information-seeking and knowledge generation;</p> <p>8. Recognizing the importance of information to a democratic society;</p> <p>9. Practicing ethical behavior in regard to information and information technology; and</p> <p>10. Participating effectively in groups to pursue and generate information; and</p> <p>c. Activities to promote the development of reading, viewing, and listening skills; and</p>	<p>g. Striving for excellence in information-seeking and knowledge generation;</p> <p>h. Recognizing the importance of information to a democratic society;</p> <p>i. Practicing ethical behavior in regard to information and information technology;</p> <p>j. Participating effectively in groups to pursue and generate information; and</p> <p>k. Activities to promote the development of reading, viewing, and listening skills</p>	
<p>(4) Implements a written plan for the ongoing development, organization, acquisition, maintenance, replacement, and updating of instructional resources necessary to support the needs of the user population and the curriculum.</p>	<p>(4) Implements a <i>district specific</i> plan for ongoing development, organization, acquisition, maintenance, replacement, and updating of <i>curriculum and learning</i> resources necessary to support the needs of <i>students</i>.</p>	Revised the language
<p>(b) At a minimum, the plan implemented under (a)(4) above shall:</p> <p>(1) Provide an analysis and assessment of the present instructional resources based on:</p> <p>a. The needs of the user population and the curriculum;</p> <p>b. Accessibility of instructional resources to all students and staff;</p> <p>c. Strengths and weaknesses of the present instructional resources; and</p> <p>d. Resources available within the district, the local community, and beyond;</p>		Removed

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<p>(2) Reflect developing instructional technologies; and</p> <p>(3) Establish priorities, criteria, timelines, and procedures for the selection, acquisition, maintenance, and replacement of instructional resources which shall include but not be limited to:</p> <ul style="list-style-type: none"> a. Online materials; b. Print materials; c. Equipment; and d. Instructional technologies. 		
<p>Ed 306.09 <u>Custodial and Maintenance Services.</u></p> <p>(a) The local school board shall provide for each school such custodial services as are necessary to ensure a clean, sanitary, and safe physical plant and grounds. The school plant shall be cleaned on a daily basis when school is in session. School repairs and maintenance shall be performed on a regular basis.</p> <p>(b) All school staff, including custodians, maintenance workers, food service workers, educators, support staff, and administrators shall receive training on their roles in maintaining clean, healthy school facilities and the importance of quality indoor air; and</p> <p>(c) Schools shall minimize the use of toxic chemicals for cleaning and pest control. Staff shall not be permitted to bring cleaning products or pesticides into a school without approval from the school administration.</p>		<p>Moved to Ed 320, Facility Approval Requirements</p>

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<p>Ed 306.10 <u>Administrative Support Services</u>. The local school board shall provide for each school staff to maintain all school records in accordance with local policy, state laws and rules, and federal laws and regulations.</p>	<p>Ed 306.10 <u>Administrative Support Services</u>. The school board shall provide for each school staff to maintain all school records in accordance with local policy, state laws and rules, and federal laws and regulations.</p>	<p>Removed local to align with definition</p>
<p>Ed 306.11 <u>Food and Nutrition Services</u>.</p> <p>(a) The local school board shall:</p> <p>(1) Require that each school makes a meal available during school hours to every student under its jurisdiction, in accordance with RSA 189:11-a, I-II;</p> <p>(2) Provide a qualified individual, such as, but not limited to, a school nutrition/food service director, to oversee the operation of school meals, to maintain proper resources that meet state and federal regulations, and maintain state health requirements for each school site within the district; and</p> <p>(3) Require that each newly-constructed school or renovated kitchen or cafeteria provide space for the preparation and consumption of meals in compliance with Ed 321.12(d).</p>	<p>Ed 306.11 <u>Food and Nutrition Services</u>.</p> <p>(a) The school board shall:</p> <p>(1) Require that each school makes a meal available during school hours to every student under its jurisdiction, in accordance with RSA 189:11-a, I-II;</p> <p>(2) Provide a qualified individual, such as, but not limited to, a school nutrition/food service director, to oversee the operation of school meals, to maintain proper resources that meet state and federal regulations, and maintain state health requirements for each school site within the district; and</p> <p>(3) Require that each newly-constructed school or renovated kitchen or cafeteria provide space for the preparation and consumption of meals in compliance with Ed 321.12(d).</p>	<p>Removed local to align with definition</p>
<p>(b) All food service employees shall, within their first year of employment, obtain a certificate of completion for an approved sanitation course.</p> <p>(c) If a school nutrition/food service director is employed, each food service director shall, whenever feasible, obtain certification or credentials from an approved program, including but not limited to School Nutrition Association (SNA) certification, within the first 5 years of employment.</p> <p>(d) Students shall be provided with an adequate time to consume meals in each elementary school in accordance with the federal Child Nutrition and</p>	<p>(b) All food service employees shall, within their first year of employment, obtain a certificate of completion for an approved sanitation course.</p> <p>(c) If a school nutrition/food service director is employed, each food service director shall, whenever feasible, obtain certification or credentials from an approved program, including but not limited to School Nutrition Association (SNA) certification, within the first 5 years of employment.</p> <p>(d) Students shall be provided with an adequate time to consume meals in each elementary school in accordance with the federal Child Nutrition and</p>	<p>No change</p>

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<p>WIC Reauthorization Act of 2004 (Public Law 108-265).</p> <p>(e) Students shall be provided with an adequate time to consume meals in each middle and high school in accordance with the federal Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265).</p> <p>(f) If a waiver is granted pursuant to (a)(1) above due to inadequate space, the school district shall make provisions in the next school physical plant expansion provisions to house a food service preparation and consumption area that is in compliance with Ed 321.12(d).</p>	<p>WIC Reauthorization Act of 2004 (Public Law 108-265).</p> <p>(e) Students shall be provided with an adequate time to consume meals in each middle and high school in accordance with the federal Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265).</p> <p>(f) If a waiver is granted pursuant to (a)(1) above due to inadequate space, the school district shall make provisions in the next school physical plant expansion provisions to house a food service preparation and consumption area that is in compliance with Ed 321.12(d).</p>	
<p>(g) The policy relative to distribution of healthy foods and beverages that create a healthy environment required by Ed 306.04(a)(21) shall include:</p> <p>(1) Standards for nutrient dense foods and beverages for learning level needs of elementary, middle and high school as identified and defined by 7CFR Part 210.10;</p> <p>(2) Portion size for nutrient dense foods and beverages in schools which support the framework for healthier food choices in all school environments;</p> <p>(3) Nutrition targets for foods and beverages made available outside the federally regulated school meals program. The targets shall follow those developed by a nationally recognized research-based organization, such as but not limited to USDA, or as determined by the department to have standards equivalent to the USDA;</p>		<p>Moved to Ed 306.04</p>

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<p>(4) Developmentally appropriate opportunities to learn food preparation skills that support nationally recognized research-based nutrition standards; and</p> <p>(5) Annual communication information about the policy and procedure and related curricula to the school community, including, but not limited to school staff, school board, parents and students.</p>		
<p>(h) Any school in (g)(3) choosing a standard for foods available at school which is not consistent with the USDA standard for Child Nutrition Programs, shall request a waiver from the bureau of nutrition programs and services. The bureau shall evaluate the alternative standards and shall grant the waiver if the alternative standards are determined to be equivalent to the nutrition standards of 7 CFR Part 210.</p>	<p>(g) Any school choosing a standard for foods available at school which is not consistent with the USDA standard for Child Nutrition Programs, shall request a waiver from the bureau of nutrition programs and services. The bureau shall evaluate the alternative standards and shall grant the waiver if the alternative standards are determined to be equivalent to the nutrition standards of 7 CFR Part 210.</p>	<p>Revised and renumbered</p>
<p>Ed 306.12 <u>School Health Services.</u></p> <p>(a) In accordance with federal and state law, including, but not limited to, the Family Educational Rights and Privacy Act (FERPA), Section 504 of the Rehabilitation Act of 1973, RSA 141-C, RSA 169-C, RSA 200:26-41, and RSA 326-B, the local school board shall require that each school provides qualified personnel to carry out appropriate school health-related activities.</p> <p>(b) Each school nurse employed by a school district shall hold a current license as a registered nurse under RSA 326-B and a current school nurse certificate under Ed 504.07, Ed 504.08 or Ed 504.09. Each registered nurse, licensed practical nurse or licensed nursing assistant employed by a school district shall hold such current license under RSA 326-B. If a school nurse or licensed practical nurse is not available to a school for any reason, at</p>	<p>Ed 306.12 <u>School Health Services.</u></p> <p>(a) In accordance with federal and state law, including, but not limited to, the Family Educational Rights and Privacy Act (FERPA), Section 504 of the Rehabilitation Act of 1973, RSA 141-C, RSA 169-C, RSA 200:26-41, and RSA 326-B, the school board shall require that each school provides qualified personnel to carry out appropriate school health-related activities.</p> <p>(b) Each school nurse employed by a school district shall hold a current license as a registered nurse under RSA 326-B and a current <i>license</i> under Ed 504.08, Ed 504.09 or Ed 504.10. Each registered nurse, licensed practical nurse or licensed nursing assistant employed by a school district shall hold such current license under RSA 326-B. If a school nurse or licensed practical nurse is not available to a school for any reason, at least one other person who</p>	<p>Revised to reflect current statutory references and practice</p>

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<p>least one other person who has a current first aid and cardiopulmonary resuscitation certification (CPR) certification shall be available.</p>	<p>has a current first aid and cardiopulmonary resuscitation certification (CPR) certification shall be available.</p>	
<p>Ed 306.14 <u>Basic Instructional Standards</u>.</p> <p>(a) The local school board shall require that each school has an instructional program which includes the following:</p>	<p>Ed 306.14 <u>Basic <i>Learning</i> Standards</u>.</p> <p>(a) The school board shall require that each school has a <i>learning</i> program which includes <i>curriculum and learning materials and resources matched to the appropriate skill levels of students and an organized plan for recording student progress in meeting competencies</i>;</p>	<p>Revised language</p>
<p>(1) A policy on homework, including its relationship to the grading system;</p> <p>(2) An organized plan for recording student progress in meeting district and graduation competencies in alignment with RSA 193-C:3;</p> <p>(3) A policy for promoting students from one learning level to another based on achievement of district competencies in alignment with RSA 193-C:3;</p> <p>(4) Instructional materials and resources matched to the appropriate skill levels of students;</p> <p>(5) A policy that outlines how digital literacy will be integrated in a developmentally appropriate manner across grades 1-12 instruction, and how the district or graduation competencies associated with digital literacy will be assessed either alone or in combination with other district or graduation competencies and assessments;</p> <p>(6) A policy outlining how students will demonstrate achievement of district and graduation</p>		<p>Moved to Ed 306.04</p>

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<p>competencies including the awarding of credit for required subjects and open electives;</p> <p>(7) A policy encouraging students to pursue and demonstrate advanced course work, including advanced placement courses in high school, dual enrollment in college courses; and</p> <p>(8) A policy encouraging students to have a plan for summer activities that support student learning.</p>		
<p>(b) The instructional program shall enable students to demonstrate achievement of graduation competencies in alignment with RSA 193-C:3.</p>		Removed
<p><u>Ed 306.15 Provision of Staff and Staff Qualifications.</u></p> <p>(a) To carry out the educational program established by these rules and local school board policy, the local school board shall require that each school provides:</p>	<p><u>Ed 306.15 Provision of Staff and Staff Qualifications.</u></p> <p>(a) To carry out the educational program established by these rules and school board policy, the school board shall require that each school provides:</p>	Removed the word local to conform with definition
<p>(1) The services of a certified principal, a certified library media specialist, and a certified guidance counselor(s);</p> <p>(2) For the hiring and training of educators certified under Ed 500 to teach classes and or courses in their certified content area;</p> <p>(3) In each elementary school, the services of a reading specialist and library media specialist to facilitate the delivery of the language arts and reading program established in Ed 306.37(a);</p> <p>(4) In each middle and high school, a library media specialist to support the instructional resources program and facility requirements of Ed 306.08; and</p>	<p>(1) The services of a certified principal, a certified library media specialist, and a certified <i>school</i> counselor(s);</p> <p>(2) For the hiring and training of educators certified under Ed 500 to <i>facilitate learning</i> in their certified content area;</p> <p>(3) In each elementary school, the services of a reading specialist and library media specialist to facilitate the delivery of the language arts and reading program established in Ed 306.37(a);</p> <p>(4) In each middle and high school, a library media specialist to support the <i>learning</i> resources program and facility requirements of Ed 306.08; and</p>	Revised the language

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<p>(5) Educators, including art, music, health, and physical education teachers, in accordance with class size requirements in Ed 306.17.</p>	<p>(5) Educators in accordance with class size requirements in Ed 306.17.</p>	
<p>(b) The local school board shall require that in carrying out the school counseling program established by Ed 306.39:</p> <p>(1) The counseling load in each elementary school shall not exceed the equivalent of one full-time certified school counselor per 500 students enrolled;</p> <p>(2) The counseling load in each middle school and each high school shall not exceed the equivalent of one full-time certified school counselor per 300 students enrolled;</p> <p>(3) High schools with more than 4 school counselors shall provide a high school level certified director of school counseling to coordinate the implementation of the school counseling program plan and policy, unless (4) below applies; and</p> <p>(4) District level certified directors of school counseling to coordinate K-12 implementation of the school counseling program plan and policy shall be provided in districts where the number of school counselors across all schools exceeds 10.</p>	<p>(b) The school board shall require that in carrying out the school counseling program established by Ed 306.39:</p> <p>(1) The counseling load in each elementary school shall not exceed the equivalent of one full-time certified school counselor per 500 students enrolled;</p> <p>(2) The counseling load in each middle school and each high school shall not exceed the equivalent of one full-time certified school counselor per 300 students enrolled;</p> <p>(3) High schools with more than 4 school counselors shall provide a high school level certified director of school counseling to coordinate the implementation of the school counseling program plan and policy, unless (4) below applies; and</p> <p>(4) District level certified directors of school counseling to coordinate K-12 implementation of the school counseling program plan and policy shall be provided in districts where the number of school counselors across all schools exceeds 10.</p>	<p>Removed the word local to conform with definition</p>
<p>(c) The local school board shall require that each school with an enrollment of 500 or more students provides the services of an associate principal or 2 or more persons with administrative certification under Ed 506 who together act as a full-time equivalent to carry out administrative duties assigned by the superintendent in accordance with local school board policy.</p>	<p>(c) The school board shall require that each school with an enrollment of 500 or more students provides the services of an associate principal or 2 or more persons with administrative certification under Ed 506 who together act as a full-time equivalent to carry out administrative duties assigned by the superintendent in accordance with school board policy.</p>	<p>Removed the word local to conform with definition</p>
<p>(d) The local school board may provide for each school the services of additional staff to facilitate the</p>	<p>(d) The school board may provide for each school the services of additional staff to facilitate the use of</p>	<p>Revised language</p>

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<p>use of the instructional resources described in Ed 306.08 and the technological resources needed to facilitate the digital literacy program described in Ed 306.42.</p>	<p>the <i>learning</i> resources described in Ed 306.08 and the technological resources needed to facilitate the digital literacy program described in Ed 306.42.</p>	
<p>(e) Pursuant to RSA 189:24, and in accordance with Ed 500 and Ed 600, the local school board shall require that each professional staff member is certified for assignment by the department.</p> <p>(f) In accordance with Ed 509, the local school board shall require that each professional staff member shall improve the content knowledge and teaching skills through participation in a local professional development plan.</p> <p>(g) An educator with sufficient content knowledge as determined by the school principal may be given a minor assignment to teach in a program area in which he or she is not certified. A minor assignment shall be less than fifty percent of the individual’s weekly work time and be reviewed on an annual basis to insure that the individual has the appropriate level of content knowledge.</p>	<p>(e) Pursuant to RSA 189:24, and in accordance with Ed 500 and Ed 600, the school board shall require that each professional staff member is certified for assignment by the department.</p> <p>(f) An educator with sufficient content knowledge as determined by the school principal may be given a minor assignment to teach in a program area in which he or she is not certified. A minor assignment shall be less than fifty percent of the individual’s weekly work time and be reviewed on an annual basis to ensure that the individual has the appropriate level of content knowledge.</p>	<p>Removed paragraph (f) as it is already required under the Ed 500 rules and in Ed 306.16.</p>
<p>Ed 306.16 <u>Professional Development</u>. In accordance with Ed 512:</p> <p>(a) The local school board shall require:</p> <p>(1) That each professional and paraeducator staff member improves the content knowledge and teaching skills through participation in professional development activities as described in the district professional development master plan;</p> <p>(2) That the goals in the professional development master plan align with the district/school improvement goals;</p>	<p>Ed 306.16 <u>Professional Development</u>. In accordance with Ed 513:</p> <p>(a) The school board shall require:</p> <p>(1) That each professional and paraeducator staff member improves the content knowledge and teaching skills through participation in professional development activities as described in the district professional development master plan;</p> <p>(2) That the goals in the professional development master plan align with the district/school improvement goals;</p>	<p>Fixed incorrect regulatory reference</p>

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<p>(3) That the professional development master plan guides each professional staff member’s individual professional development plan in its design, implementation, and evaluation; and</p> <p>(4) The regular assessment and evaluation of the needs, design, implementation, and impact on student learning of professional development activities and programs; and</p>	<p>(3) That the professional development master plan guides each professional staff member’s individual professional development plan in its design, implementation, and evaluation; and</p> <p>(4) The regular assessment and evaluation of the needs, design, implementation, and impact on student learning of professional development activities and programs; and</p>	
<p>(b) The school administration shall require that:</p> <p>(1) Each certified educator’s individual professional development plan required under Ed 512.03 is aligned with the professional development master plan;</p> <p>(2) The professional development activities included in the professional development master plan are designed to improve professional knowledge, as measured in its success in meeting students’ needs and improving students’ learning; and</p> <p>(3) The professional development activities included in the local professional development master plan under Ed 512.02(c)(7):</p>	<p>(b) The school administration shall require that:</p> <p>(1) Each certified educator’s individual professional development plan required under Ed 513.03 is aligned with the professional development master plan;</p> <p>(2) The professional development activities included in the professional development master plan are designed to improve professional knowledge, as measured in its success in meeting students’ needs and improving students’ learning; and</p> <p>(3) The professional development activities included in the local professional development master plan under Ed 513.02(c)(7):</p>	<p>Fixed incorrect regulatory reference</p>
<p>a. Are:</p> <ol style="list-style-type: none"> 1. Student focused; 2. Data driven; 3. Research based; 4. Intensive; and 5. Sustained; and <p>b. Include:</p>	<p>a. Are:</p> <ol style="list-style-type: none"> 1. Student focused; 2. Data driven; 3. Research based; 4. Intensive; and 5. Sustained; and <p>b. Include:</p>	<p>No change</p>

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<p>1. Job-embedded activities;</p> <p>2. Research;</p> <p>3. Collaboration;</p> <p>4. Practice; and</p> <p>5. Reflection.</p>	<p>1. Job-embedded activities;</p> <p>2. Research;</p> <p>3. Collaboration;</p> <p>4. Practice; and</p> <p>5. Reflection.</p>	
<p>Ed 306.17 <u>Class Size</u>.</p> <p>(a) Class size for instructional purposes, in each school shall be:</p> <p>(1) Kindergarten – grade 2, 25 students or fewer per educator, provided that each school shall strive to achieve the class size of 20 students or fewer per educator;</p> <p>(2) Grades 3 – 5, 30 students or fewer per educator, provided that each school shall strive to achieve the class size of 25 students or fewer per educator; and</p> <p>(3) Middle and senior high school, 30 students or fewer per educator.</p>	<p>Ed 306.17 <u>Class Size</u>.</p> <p>(a) Class size for instructional purposes, in each school shall be:</p> <p>(1) Kindergarten – grade 2, 25 students or fewer per educator, provided that each school shall strive to achieve the class size of 20 students or fewer per educator;</p> <p>(2) Grades 3 – 5, 30 students or fewer per educator, provided that each school shall strive to achieve the class size of 25 students or fewer per educator; and</p> <p>(3) Middle and senior high school, 30 students or fewer per educator.</p>	No change
<p>(b) These class size requirements may be exceeded for study halls, band and chorus, and other types of large group instruction, including but not limited to, lectures, combined group instruction, and showing of educational television and films.</p>	<p>(b) These class size requirements may be exceeded for study halls, band and chorus, and other types of large group instruction, including but not limited to, lectures, combined group instruction, and showing of educational <i>videos</i>.</p>	Revised language
<p>(c) In the interest of safety, the maximum number of students in laboratory classes in such areas as science and career and technical education shall be determined by the number of work stations and the size and design of the area. In no case shall the number of students in laboratory classes exceed 24</p>	<p>(c) In the interest of safety, the maximum number of students in laboratory classes in such areas as science and career and technical education shall be determined by the number of work stations and the size and design of the area. In no case shall the number of students in laboratory classes exceed 24</p>	No change
<p>Ed 306.18 <u>School Year</u>.</p>	<p>Ed 306.18 <u>School Year</u>.</p>	Revised language

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<p>(a) Pursuant to RSA 189:1 and RSA 189:24, each school district shall maintain a school year as provided below:</p>	<p>(a) Pursuant to RSA 189:1 and RSA 189:24, each school district shall maintain a school year as provided below, <i>which shall identify the total instructional hours offered, and recognize that students advance upon demonstrated acknowledgment of competencies, not based on seat time, pursuant to Ed 306.27(h)</i>:</p>	
<p>(1) The school district shall maintain in each elementary school, a school year of at least 945 hours of instructional time and in each kindergarten at least 450 hours of instructional time;</p> <p>(2) The school district shall maintain in each middle and high school, a school year of at least 990 hours of instructional time. Districts shall provide at least 990 hours of instructional time for grades 7 and 8 in elementary schools that include grades 7, or 8, or both;</p> <p>(3) The instructional school day of an individual student shall not exceed 5.75 hours of instructional time in elementary schools and 6 hours of instructional time in middle and high schools;</p>	<p>(1) The school district shall maintain in each elementary school, a school year of at least 945 hours of instructional time and in each kindergarten at least 450 hours of instructional time;</p> <p>(2) The school district shall maintain in each middle and high school, a school year of at least 990 hours of instructional time. Districts shall provide at least 990 hours of instructional time for grades 7 and 8 in elementary schools that include grades 7, or 8, or both;</p> <p>(3) The instructional school day of an individual student shall not exceed 5.75 hours of instructional time in elementary schools and 6 hours of instructional time in middle and high schools;</p>	<p>No change</p>
<p>(4) The school shall have in its school year an additional 60 hours in duration to provide for instructional time lost due to inclement weather or unexpected circumstances, staff development, and parent-teacher conferences. At least 30 of the 60 additional hours shall be available for rescheduling hours lost due to inclement weather or other emergencies. Schools shall use these additional hours to reschedule lost instructional time before requesting a waiver of the amount of instructional time under RSA 189:2, unless extraordinary circumstances exist that would place an unreasonable burden on the school or students such as, but not limited to, substantial building damage;</p>	<p>(4) Schools shall use additional hours to reschedule lost instructional time before requesting a waiver of the amount of instructional time under RSA 189:2, unless extraordinary circumstances exist that would place an unreasonable burden on the school or students such as, but not limited to, substantial building damage;</p>	<p>Revised language</p>

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<p>(5) A school may have a shortened day when an emergency condition exists which might adversely affect the health and safety of students, provided that the number of hours of instructional time originally planned for the day shall be credited to the number of hours of instructional time in the school year, if:</p> <p>a. On that day, the school would normally have had at least 5.25 hours of instructional time; and</p> <p>b. The school remained open for at least 3.5 hours of instructional time;</p>		Removed paragraphs
<p>(6) There shall be no requirement to reschedule instructional time for kindergarten if morning or afternoon kindergarten sessions are cancelled due to delayed opening or early release for students in grade 1 or higher; and</p>	<p>(6) There shall be no requirement to reschedule instructional time for kindergarten if morning or afternoon kindergarten sessions are cancelled due to delayed opening or early release for students in grade 1 or higher; and</p>	No change
<p>(b) Lunch time, home room periods, passing time, and breaks shall not be counted toward the required amount of instructional time. Elementary schools may count up to 30 minutes of recess per day as instructional time for pupils in kindergarten through grade 6. Advisory periods in middle and high schools shall be counted as instructional time.</p> <p>(c) The high school graduation date shall be set no more than 5 school days or 30 instructional hours before the end of the scheduled school year without consideration of making up lost time pursuant to Ed 306.18 (a)(4).</p>		Removed
<p>Ed 306.19 <u>School Calendar</u>. Each school shall maintain a school calendar.</p>	<p>Ed 306.19 <u>School Calendar</u>. Each school shall maintain a school calendar, <i>which provides for 180 days of instruction or the required number of instructional hours in Ed 306.18, which may result in fewer than 180 days.</i></p>	Revised language

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<p><u>Ed 306.20 Career and Technical Education Programs.</u></p> <p>(a) Career and technical education programs (CTE), as defined in Ed 306.02(b), shall be available to meet specific educational, district and graduation requirements, as outlined below:</p> <p>(1) Every public high school shall be identified within a CTE region as established in accordance with RSA 188-E and Ed 1402, and shall be included in the regional agreement established pursuant to Ed 1402.01; and</p> <p>(2) Every public high school shall make students aware of programs available at the regional CTE center.</p>	<p><u>Ed 306.20 Career and Technical Education Programs.</u></p> <p>(a) Career and technical education programs (CTE), as defined in Ed 306.02(b), shall be available to meet specific educational, district and graduation requirements, as outlined below:</p> <p>(1) Every public high school shall be identified within a CTE region as established in accordance with RSA 188-E and Ed 1402, and shall be included in the regional agreement established pursuant to Ed 1402.01; and</p> <p>(2) Every public high school shall make <i>all</i> students aware of programs available at the regional CTE center.</p>	<p>Added the word “all” to paragraph 2</p>
<p>(b) Receiving districts shall strive to make space available to every qualified student in the region who desires to participate in a program at the CTE center, in accordance with the formula for participation prescribed in, or as a result of, the respective regional agreement.</p>	<p>(b) Receiving districts shall make <i>every effort to offer opportunities</i> to every qualified student in the region who desires to participate in a program at the CTE center, in accordance with the formula for participation prescribed in, or as a result of, the respective regional agreement.</p>	<p>Revised language</p>
	<p><i>(c) CTE cooperative agreements shall require sending and receiving school districts to coordinate calendars and schedules to maximize student access to CTE programming;</i></p>	<p>New paragraph</p>
<p>(c) Every public high school student shall have access to programs at the regional CTE center subject to attainment of prerequisites and space availability within the program in a CTE center, and sending school budget restrictions.</p> <p>(d) Prerequisites shall include requirements to ensure:</p>	<p>(d) Every public high school student shall have access to programs at the regional CTE center subject to attainment of prerequisites and space availability within the program in a CTE center, and sending school budget restrictions.</p> <p>(e) Prerequisites shall include requirements to ensure:</p>	<p>Renumbered</p>

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<p>(1) Successful completion of the program of core technical competencies vetted by business and industry and postsecondary institutions;</p> <p>(2) Seamless transition into postsecondary institutions; and</p> <p>(3) Employment preparedness;</p> <p>(e) Prerequisites shall have a direct and necessary relationship to the CTE program.</p>	<p>(1) Successful completion of the program of core technical competencies vetted by business and industry and postsecondary institutions;</p> <p>(2) Seamless transition into postsecondary institutions; and</p> <p>(3) Employment preparedness;</p> <p>(f) Prerequisites shall have a direct and necessary relationship to the CTE program.</p>	
<p>Ed 306.21 <u>Alternative Programs.</u></p> <p>(a) “Alternative program” means the regular delivery of the majority of a student’s instruction through classroom or other methods designed to address the needs of individual students or particular groups of students that might be different from the methods of instruction used by the standard schools of the district.</p> <p>(b) An alternative program may be housed in the same facility as a standard school or at a different location.</p> <p>(c) An alternative program shall be:</p>	<p>Ed 306.21 <u>Alternative Programs.</u></p> <p>(a) “Alternative program” means the regular delivery of the majority of a student’s instruction through classroom or other methods designed to address the needs of individual students or particular groups of students that might be different from the methods of instruction used by the standard schools of the district.</p> <p>(b) An alternative program may be housed in the same facility as a standard school or at a different location.</p> <p>(c) An alternative program shall be:</p>	<p>No change</p>
<p>(1) Designed to address the personalized needs of students, including, but not limited to, dropout prevention; and</p>	<p>(1) Designed to address the personalized needs of students, including, but not limited to, dropout prevention, <i>soft skills, and career pathways</i>; and</p>	<p>Added language</p>
<p>(2) Approved by the local school board in a plan that:</p> <p>a. States the goals of the program and curriculum to be provided;</p> <p>b. Specifies the procedures for assessing and implementing its program plan consistent with RSA 193-C:3, III;</p>	<p>(2) Approved by the school board in a plan that:</p> <p>a. States the goals of the program and curriculum to be provided;</p> <p><i>b. Enables students to opt into the program at the request of the family;</i></p>	<p>Added paragraph b</p> <p>Renumbered</p>

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<p>c. Specifies when the program would be offered, which may be at a time other than during the regular school day;</p> <p>d. Demonstrates how the alternative program will enable the participating students to achieve the same district and graduation competencies outlined for all students and consistent with RSA 193-C:3; and</p> <p>e. Explicitly detail how extended learning opportunities will be incorporated as a learning option for all students.</p>	<p>c. Specifies the procedures for assessing and implementing its program plan consistent with RSA 193-C:3, III;</p> <p>d. Specifies when the program would be offered, which may be at a time other than during the regular school day;</p> <p>e. Demonstrates how the alternative program will enable the participating students to achieve the same district and graduation competencies outlined for all students and consistent with RSA 193-C:3; and</p> <p>f. Details how extended learning opportunities will be incorporated as a learning option for all students.</p>	
<p>(d) Alternative programs for students with disabilities shall meet the requirements of Ed 1119.</p> <p>(e) Prior to implementing an alternative program, a school administrative unit shall submit to the department the following:</p> <p>(1) A copy of the local school board’s approval, including the plan submitted;</p> <p>(2) The location of the alternative program; and</p> <p>(3) Copies of inspection reports from the municipal health officer and fire department if the alternative program is to be housed in a building other than an approved school.</p>	<p>(d) Alternative programs for students with disabilities shall meet the requirements of Ed 1119.</p> <p>(e) Prior to implementing an alternative program, a school administrative unit shall submit to the department the following:</p> <p>(1) A copy of the school board’s approval, including the plan submitted;</p> <p>(2) The location of the alternative program; and</p> <p>(3) Copies of inspection reports from the municipal health officer and fire department if the alternative program is to be housed in a building other than an approved school.</p>	No change
<p>(f) Each student participating in an alternative program shall participate in the state assessment exam, when applicable.</p> <p>(g) Assignment of students to alternative programs shall be voluntary and shall require written approval from the parent or guardian.</p>	<p>(f) Each student participating in an alternative program shall participate in the state assessment exam, when applicable.</p> <p>(g) Assignment of students to alternative programs shall be voluntary and shall require written approval from the parent or guardian.</p>	No change

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<p>(h) Staff assigned to alternative programs shall meet the same certification requirements as staff assigned to standard schools in accordance with Ed 306.15.</p> <p>(i) Students in alternative programs shall be provided student services equivalent to those provided in standard schools including, but not limited to, food and nutrition services under Ed 306.11, health services under Ed 306.12, and guidance and counseling services under Ed 306.39.</p> <p>(j) The school year for alternative programs shall meet the requirements of Ed 306.18.</p> <p>(k) Alternative programs which result in the award of a high school diploma shall meet the requirements of Ed 306.27(q).</p> <p>(l) Alternative programs which are supervised by the principal of a standard school shall be considered part of that standard school for reporting purposes under Ed 306.23, for assessment under Ed 306.24, and for school approval under Ed 306.28.</p> <p>(m) Alternative programs which are supervised by a district level administrator shall be considered a separate school of the district for reporting purposes under Ed 306.23, for assessment under Ed 306.24, and for school approval under Ed 306.28.</p>	<p>(h) Staff assigned to alternative programs shall meet the same certification requirements as staff assigned to standard schools in accordance with Ed 306.15.</p> <p>(i) Students in alternative programs shall be provided student services equivalent to those provided in standard schools including, but not limited to, food and nutrition services under Ed 306.11, health services under Ed 306.12, and guidance and counseling services under Ed 306.39.</p> <p>(j) The school year for alternative programs shall meet the requirements of Ed 306.18.</p> <p>(k) Alternative programs which result in the award of a high school diploma shall meet the requirements of Ed 306.27(q).</p> <p>(l) Alternative programs which are supervised by the principal of a standard school shall be considered part of that standard school for reporting purposes under Ed 306.23, for assessment under Ed 306.24, and for school approval under Ed 306.28.</p> <p>(m) Alternative programs which are supervised by a district level administrator shall be considered a separate school of the district for reporting purposes under Ed 306.23, for assessment under Ed 306.24, and for school approval under Ed 306.28.</p>	
<p>Ed 306.22 <u>Distance Education.</u></p> <p>(a) All students shall have access to full-year, full-day instruction, in-person as required in RSA 189:1 and RSA 189:24. Distance education, as defined in Ed 306.22(b), shall not satisfy the requirement for in-person instruction except as conducted in accordance with 306.22(c).</p>	<p>Ed 306.22 <u>Distance Education.</u></p> <p>(a) All students shall have access to full-year, full-day instruction, in-person as required in RSA 189:1 and RSA 189:24. Distance education, as defined in Ed 306.22(b), shall not satisfy the requirement for in-person instruction except as conducted in accordance with 306.22(c).</p>	<p>No change</p>

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<p>(b) In this section, "distance education" means any instructional mode that is not in-person instruction including, but not limited to, correspondence, video-based, internet-based, online courses, remote instruction, or any combination thereof. The term distance education also includes hybrid instructional models that utilize elements of distance education and traditional instruction in any combination.</p> <p>(c) Distance education may be offered only:</p> <p>(1) When inclement weather makes it unsafe to safely transport students to or from in-person instruction; or</p> <p>(2) As an option for a parent or guardian making a request for distance education.</p> <p>(d) When the district offers distance education, the school board shall be responsible for the development of a policy for the governance and administration of distance education.</p> <p>(e) If a student participating in distance education is not making educational progress, as determined by the district's educational assessments, the option to participate in distance education may be rescinded by the district.</p> <p>(f) A parent or guardian may appeal a district determination that a student is not making educational progress pursuant to the district's educational assessments to the state board of education under Ed 200.</p> <p>(g) A student shall remain in distance education until the conclusion of the appeal in (f) above. If</p>	<p>(b) In this section, "distance education" means any instructional mode that is not in-person instruction including, but not limited to, correspondence, video-based, internet-based, online courses, remote instruction, or any combination thereof. The term distance education also includes hybrid instructional models that utilize elements of distance education and traditional instruction in any combination.</p> <p>(c) Distance education may be offered only:</p> <p>(1) When inclement weather makes it unsafe to safely transport students to or from in-person instruction; or</p> <p>(2) As an option for a parent or guardian making a request for distance education.</p> <p>(d) When the district offers distance education, the school board shall be responsible for the development of a policy for the governance and administration of distance education.</p> <p>(e) If a student participating in distance education is not making educational progress, as determined by the district's educational assessments, the option to participate in distance education may be rescinded by the district.</p> <p>(f) A parent or guardian may appeal a district determination that a student is not making educational progress pursuant to the district's educational assessments to the state board of education under Ed 200.</p> <p>(g) A student shall remain in distance education until the conclusion of the appeal in (f) above. If</p>	
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<p>the state board of education upholds the district’s conclusion that the student is not making educational progress pursuant to the district’s educational assessments, the student shall immediately be disqualified from continued participation in the district’s distance education instruction.</p> <p>(h) School districts may cooperate to share delivery of distance education.</p>	<p>the state board of education upholds the district’s conclusion that the student is not making educational progress pursuant to the district’s educational assessments, the student shall immediately be disqualified from continued participation in the district’s distance education instruction.</p> <p>(h) School districts may cooperate to share delivery of distance education.</p>	
<p>Ed 306.23 <u>Statistical Reports; Accountability.</u></p> <p>(a) Each school district shall establish a local education accountability system in order to collect data needed for evaluation of the district’s compliance with state and federal laws on school accountability. The department shall integrate its accountability system with local accountability systems so as to allow for comparison and analysis of such data.</p> <p>(b) Each district shall file statistical reports with the department as required under RSA 189:28. A request from a district to the department for statistical data needed by a district for filing a statistical report shall be submitted to the department at least 60 days before the district’s report is due.</p> <p>(c) Each school district required under RSA 193-H:4 to create a local education improvement plan shall file such a plan with the department within 90 days of being found to be in need of improvement under RSA 193-H:3. The plan shall be aligned to meet state goals and student performance indicators.</p>	<p>Ed 306.23 <u>Statistical Reports; Accountability.</u></p> <p>(a) Each school district shall establish a local education accountability system in order to collect data needed for evaluation of the district’s compliance with state and federal laws on school accountability. The department shall integrate its accountability system with local accountability systems so as to allow for comparison and analysis of such data.</p> <p>(b) Each district shall file statistical reports with the department as required under RSA 189:28. A request from a district to the department for statistical data needed by a district for filing a statistical report shall be submitted to the department at least 60 days before the district’s report is due.</p> <p>(c) Each school district required under RSA 193-H:4 to create a local education improvement plan shall file such a plan with the department within 90 days of being found to be in need of improvement under RSA 193-H:3. The plan shall be aligned to meet state goals and student performance indicators.</p>	<p>No change</p>
<p>Ed 306.24 <u>Assessment.</u></p>	<p>Ed 306.24 <u>Assessment.</u></p> <p>(a) The school board shall require that each school:</p>	<p>No change</p>

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<p>(a) The local school board shall require that each school:</p> <p>(1) Provides for the ongoing assessment of district and graduation competencies through the use of local assessments that are aligned with state and district content and performance standards as provided in (b) below;</p> <p>(2) Participates in the state-wide education improvement and assessment program as provided in (c) below;</p> <p>(3) Participates in the New Hampshire performance assessments;</p> <p>(4) When selected by the United States Department of Education, National Center for Education Statistics participates in the National Assessment of Education Progress (NAEP); and</p> <p>(5) Supports student development of individual student digital portfolios.</p>	<p>(1) Provides for the ongoing assessment of district and graduation competencies through the use of local assessments that are aligned with state and district content and performance standards as provided in (b) below;</p> <p>(2) Participates in the state-wide education improvement and assessment program as provided in (c) below;</p> <p>(3) Participates in the New Hampshire performance assessments;</p> <p>(4) When selected by the United States Department of Education, National Center for Education Statistics participates in the National Assessment of Education Progress (NAEP); and</p> <p>(5) Supports student development of individual student digital portfolios.</p>	
<p>(b) The following elements shall be used as evidence by the department in determining whether a school complies with the requirements of (a) above:</p> <p>(1) The school has a process for the selection, use, and interpretation of local assessment instruments;</p> <p>(2) The school supports the authentic assessment of student learning outcomes through multiple formative and summative assessment instruments, including, but not limited to:</p> <p>a. Educator observation of project-based learning, including off-site learning projects;</p>	<p><i>(b) Competency-based assessments shall be used as a component of the assessment program, and shall include the following characteristics:</i></p> <p><i>(1) Competencies are clearly stated and measurable;</i></p> <p><i>(2) Students advance upon mastery;</i></p> <p><i>(3) Include varied, authentic, meaningful, and transferable assessment practices;</i></p> <p><i>(4) Timely intervention strategies; and</i></p>	<p>Added new section (b), renumbered sections following</p>

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<p>b. Competency-based or performance based assessments;</p> <p>c. Educator observations of student performance; and</p> <p>d. Project evaluation rubrics used to evaluate program proficiencies applied to integrated curriculum assignments, extended learning opportunities, career and technical education opportunities, and out of school learning environments;</p> <p>(3) The school provides professional development for educators in the use of diagnostic tools to adjust instruction to meet personalized needs of students and to monitor progress; and</p> <p>(4) The school has a systematic process for collecting and analyzing assessment data to:</p> <p>a. Identify needs for improvement; and</p> <p>b. Determine the effectiveness of educational programs in meeting student performance goals.</p>	<p>(5) <i>Emphasis on important learning skills and dispositions.</i></p> <p>(c) The following elements shall be used as evidence by the department in determining whether a school complies with the requirements of (a) above:</p> <p>(1) The school has a process for the selection, use, and interpretation of local assessment instruments;</p> <p>(2) The school supports the authentic assessment of student learning outcomes through multiple formative and summative assessment instruments, including, but not limited to:</p> <p>a. Educator observation of project-based learning, including off-site learning projects;</p> <p>b. Competency-based or performance based assessments;</p> <p>c. Educator observations of student performance; and</p> <p>d. Project evaluation rubrics used to evaluate program proficiencies applied to integrated curriculum assignments, extended learning opportunities, career and technical education opportunities, and out of school learning environments;</p> <p>(3) The school provides professional development for educators in the use of diagnostic tools to adjust instruction to meet personalized needs of students and to monitor progress; and</p> <p>(4) The school has a systematic process for collecting and analyzing assessment data to:</p>	
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	<ul style="list-style-type: none"> a. Identify needs for improvement; and b. Determine the effectiveness of educational programs in meeting student performance goals. 	
<p>(c) Each school shall maintain the following as evidence of participation in the state-wide education improvement and assessment program established under RSA 193-C:</p> <p>(1) Written guidelines for the inclusion of and accommodations for student participation, including, but not limited to, inclusion of and accommodations for:</p> <ul style="list-style-type: none"> a. Students in major racial and ethnic groups; b. Students with disabilities; c. Economically disadvantaged students; and d. Students with limited English proficiency; <p>(2) Procedures for test security and the accurate inclusion of student data; and</p> <p>(3) Procedures by which assessment results are communicated to:</p> <ul style="list-style-type: none"> a. Parents; b. Faculty; and c. The community. 	<p><i>(d)</i> Each school shall maintain the following as evidence of participation in the state-wide education improvement and assessment program established under RSA 193-C:</p> <p>(1) Written guidelines for the inclusion of and accommodations for student participation, including, but not limited to, inclusion of and accommodations for:</p> <ul style="list-style-type: none"> a. Students in major racial and ethnic groups; b. Students with disabilities; c. Economically disadvantaged students; and d. Students with limited English proficiency; <p>(2) Procedures for test security and the accurate inclusion of student data; and</p> <p>(3) Procedures by which assessment results are communicated <i>in a timely manner</i> to:</p> <ul style="list-style-type: none"> a. Parents; b. Faculty; and c. The community. 	Added “in a timely manner”
<p>(d) For programs at all K-12 levels, schools shall report the academic performance of all students on a regular basis by providing the following:</p>	<p>(d) For programs at all K-12 levels, schools shall report the academic performance of all students on a regular basis by providing the following:</p>	No change

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<p>(1) A summary of individual student performance to parents at least 3 times each year; and</p> <p>(2) The opportunity for parents to meet individually with each of their students’ teachers about their students’ performance at least once during each school year.</p>	<p>(1) A summary of individual student performance to parents at least 3 times each year; and</p> <p>(2) The opportunity for parents to meet individually with each of their students’ teachers about their students’ performance at least once during each school year.</p>	
<p>(a) If a district employs a school psychologist as an optional service pursuant to RSA 189:49, IV, the standards in (b)-(e) below shall apply. Nothing in this section shall prevent a school district from contracting services with a qualified school psychologist.</p>	<p>(a) If a district employs a school psychologist as an optional service pursuant to RSA 189:49, IV, the standards in (b)-(e), <i>in addition to the requirements</i> below, shall apply.</p> <p>(1) Nothing in this section shall prevent a school district from contracting services with a qualified school psychologist.</p>	Revised language
	<p><i>(2) All such psychological services must comply with federal Every Student Succeeds Act requirements, including informed written consent; and</i></p> <p><i>(3) All such services must comply with state and federal student privacy laws and rules.</i></p>	Added new paragraphs
<p>(b) Employing school districts shall require that school psychological services are provided by certified school psychologists in a coordinated, organized fashion, and are deployed in a manner that results in the provision of a comprehensive continuum of services. Comprehensive school psychological services shall be based on this section and The National Association of School Psychologists (NASP) Model for Comprehensive and Integrated School Psychological Services, published by NASP in 2010 as referenced in Appendix II.</p> <p>(c) The school psychologist shall provide comprehensive psychological services throughout</p>	<p>(b) Employing school districts shall require that school psychological services are provided by certified school psychologists in a coordinated, organized fashion, and are deployed in a manner that results in the provision of a comprehensive continuum of services. Comprehensive school psychological services shall be based on this section and The National Association of School Psychologists (NASP) Model for Comprehensive and Integrated School Psychological Services, published by NASP in 2010 as referenced in Appendix II.</p> <p>(c) The school psychologist shall provide comprehensive psychological services throughout</p>	No change

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<p>various learning environments to help children and youth develop academic, social, behavioral, and emotional competence through:</p>	<p>various learning environments to help children and youth develop academic, social, behavioral, and emotional competence through:</p>	
<p>(1) Data-based decision making and accountability methods that use psycho-educational assessment results, data collection strategies, and technology resources to design and implement services and programs and to evaluate outcomes;</p> <p>(2) Consultation, collaboration, and communication with educators, families, health care professionals including mental health, social services and other systems to promote effective and coordinated implementation of services;</p> <p>(3) Interventions and instructional supports to develop academic skills, incorporating available research and assessment data to develop and implement evidence based instructional strategies designed to support students’ cognitive and academic skills;</p> <p>(4) Interventions and mental health services to develop social and life skills in collaboration with others, using assessment and data collection methods to implement and evaluate developmentally appropriate services that support socialization, learning, and mental health;</p> <p>(5) School-wide practices to promote learning, developing and implementing evidence-based practices and strategies to create and maintain effective and supportive learning environments for children and others, including multi-tiered systems, to support students’ academic, social, emotional, and behavioral goals;</p>	<p>(1) Data-based decision making and accountability methods that use psycho-educational assessment results, data collection strategies, and technology resources to design and implement services and programs and to evaluate outcomes;</p> <p>(2) Consultation, collaboration, and communication with educators, families, health care professionals including mental health, social services and other systems to promote effective and coordinated implementation of services;</p> <p>(3) Interventions and <i>learning</i> supports to develop academic skills, incorporating available research and assessment data to develop and implement evidence based instructional strategies designed to support students’ cognitive and academic skills;</p> <p>(4) Interventions and mental health services to develop social and life skills in collaboration with others, using assessment and data collection methods to implement and evaluate developmentally appropriate services that support socialization, learning, and mental health;</p> <p>(5) School-wide practices to promote learning, developing and implementing evidence-based practices and strategies to create and maintain effective and supportive learning environments for children and others, including multi-tiered systems, to support students’ academic, social, emotional, and behavioral goals;</p> <p>(6) Preventative and responsive services employing theories and research related to resilience, risk</p>	<p>Replaced instructional with learning</p>

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<p>(6) Preventative and responsive services employing theories and research related to resilience, risk factors, and multi-tiered prevention, to support evidence based strategies for effective counseling, crisis response, and behavioral intervention;</p> <p>(7) Family-school collaboration services to facilitate and provide effective collaborative partnerships between families and schools that support children’s learning and mental health utilizing a strength-based, culturally sensitive approach;</p> <p>(8) Diversity in development and learning to provide professional services that promote effective functioning for individuals, families and schools with diverse characteristics, cultures and backgrounds, across multiple contexts;</p> <p>(9) Research and program evaluation to support educational decision-making and evaluate programs; and</p> <p>(10) Legal, ethical, and professional practice consistent with legal requirements and ethical and professional standards including the NASP Principles of Professional Ethics (2010) as referenced in Appendix II.</p>	<p>factors, and multi-tiered prevention, to support evidence based strategies for effective counseling, crisis response, and behavioral intervention;</p> <p>(7) Family-school collaboration services to facilitate and provide effective collaborative partnerships between families and schools that support children’s learning and mental health utilizing a strength-based, culturally sensitive approach;</p> <p>(8) Diversity in development and learning to provide professional services that promote effective functioning for individuals, families and schools with diverse characteristics, cultures and backgrounds, across multiple contexts;</p> <p>(9) Research and program evaluation to support educational decision-making and evaluate programs; and</p> <p>(10) Legal, ethical, and professional practice consistent with legal requirements and ethical and professional standards including the NASP Principles of Professional Ethics (2010) as referenced in Appendix II.</p>	
<p>(d) School psychologists shall utilize assessment findings to diagnose educational and behavioral disorders and to facilitate educational treatment planning.</p> <p>(e) Employing school districts shall ensure that an effective program of supervision and evaluation of school psychological services exists. School psychologists in cooperation with their employing districts or agencies shall be responsible for the</p>	<p>(d) School psychologists shall utilize assessment findings to diagnose educational and behavioral disorders and to facilitate educational treatment planning.</p> <p>(e) Employing school districts shall ensure that an effective program of supervision and evaluation of school psychological services exists. School psychologists in cooperation with their employing districts or agencies shall be responsible for the</p>	<p>No change</p>

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<p>overall development, implementation and professional supervision of school psychological service programs.</p> <p>(f) Professional supervision shall be available to all school psychologists to an extent sufficient to ensure the provision of effective and accountable services. Beginning school psychologists in their first year of employment as a school psychologist shall receive a minimum of one hour of face-to-face supervision contact per week. Supervisors shall meet Ed 500 requirements for certification as a school psychologist and have at least 3 years of professional experience as a school psychologist in a school system.</p> <p>(g) Employing school districts shall insure that parental consent and student information are protected as required under applicable state and federal law.</p>	<p>overall development, implementation and professional supervision of school psychological service programs.</p> <p>(f) Professional supervision shall be available to all school psychologists to an extent sufficient to ensure the provision of effective and accountable services. Beginning school psychologists in their first year of employment as a school psychologist shall receive a minimum of one hour of face-to-face supervision contact per week. Supervisors shall meet Ed 500 requirements for certification as a school psychologist and have at least 3 years of professional experience as a school psychologist in a school system.</p> <p>(g) Employing school districts shall insure that parental consent and student information are protected as required under applicable state and federal law.</p>	
<p><u>Ed 306.26 Kindergarten Through Grade 8 School Curriculum.</u></p> <p>(a) The local school board shall require that in each school there is:</p> <p>(1) A broad and well-balanced elementary school curriculum that outlines district competencies for the grade 1-8 program in compliance with RSA 193-C:3, III; and</p> <p>(2) An instructional program that includes:</p> <p>a. Procedures for diagnosing learner needs, learning styles, and interests;</p> <p>b. Methods and strategies for teaching students;</p> <p>c. Research-based learning opportunities;</p>	<p><u>Ed 306.26 Kindergarten Through Grade 8 School Curriculum.</u></p> <p>(a) The school board shall require that in each school there is:</p> <p>(1) A broad and well-balanced elementary school curriculum that outlines competencies for the learning level 1-8 program in compliance with RSA 193-C:3, III; and</p> <p>(2) A learning program that includes:</p> <p>a. Procedures for identifying learner needs, learning styles, and interests;</p> <p>b. Methods and strategies for facilitating learning;</p> <p>c. Research-based learning opportunities;</p>	<p>Revised language</p>

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<p>d. Techniques for the evaluation of student outcomes, including performance assessment of district competencies; and</p> <p>e. Provision of differentiated instruction for students based on learning styles, needs, and interests.</p>	<p>d. Techniques for the evaluation of student outcomes, including performance assessment of competencies; and</p> <p>e. Provision of differentiated instruction for students based on learning styles, needs, and interests.</p>	
<p>(b) The local school board shall adopt, for each school, a broad and well-balanced kindergarten school curriculum that outlines a play-based kindergarten program in compliance with RSA 193-E:2-a, II-a that supports:</p> <p>(1) Unstructured time built into the school day for the discovery of, and methods and strategies for the fostering of, each child's individual talents, abilities, and needs;</p> <p>(2) Child development and learning in all domains, including, but not limited to:</p> <p>a. Physical;</p> <p>b. Social;</p> <p>c. Cognitive; and</p> <p>d. Language;</p> <p>(3) Child-directed experiences based upon the district's identified early childhood best teaching practices and play-based learning that comprise:</p> <p>a. Movement;</p> <p>b. Creative expression;</p> <p>c. Exploration;</p>	<p>(b) The school board shall adopt <i>where applicable</i>, for each school, a broad and well-balanced kindergarten school curriculum that outlines a play-based kindergarten program in compliance with RSA 193-E:2-a, II-a that supports:</p> <p>(1) Unstructured time built into the school day for the discovery of, and methods and strategies for the fostering of, each child's individual talents, abilities, and needs;</p> <p>(2) Child development and learning in all domains, including, but not limited to:</p> <p>a. Physical;</p> <p>b. Social;</p> <p>c. Cognitive; and</p> <p>d. Language;</p> <p>(3) Child-directed experiences based upon the district's identified early childhood best <i>learning</i> practices and play-based learning that comprise:</p> <p>a. Movement;</p> <p>b. Creative expression;</p> <p>c. Exploration;</p>	<p>Revised language</p>

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<p>d. Socialization; and</p> <p>e. Music; and</p> <p>(4) A guided-reading literacy program.</p>	<p>d. Socialization; and</p> <p>e. Music; and</p> <p>(4) A guided-reading literacy program.</p>	
<p>(c) The local school board shall adopt, for each school, a local time schedule which specifies the distribution of instructional time among the following learning areas to be taught in grades 1-8 at all learning levels in the school:</p>	<p>(c) The school board shall adopt, for each school, a local time schedule which specifies the distribution of instructional time among the following learning areas to be taught in grades 1-8 at all learning levels in the school:</p>	Revised language
<p>(1) For the elementary grades 1-8, where no middle school has been established by vote of the local school board:</p> <p>a. Ed 306.31, relative to an arts education;</p> <p>b. Ed 306.37, relative to an English/language arts and reading program;</p> <p>c. Ed 306.40, relative to a health education program;</p> <p>d. Ed 306.41, relative to a physical education program;</p> <p>e. Ed 306.42, relative to digital literacy program;</p> <p>f. Ed 306.43, relative to a mathematics program;</p> <p>g. Ed 306.45, relative to a science education; and</p> <p>h. Ed 306.46, relative to a social studies program; and</p>	<p>(1) For the elementary grades 1-8, where no middle school has been established by vote of the school board:</p> <p>a. Ed 306.31, relative to a competency based arts education program;</p> <p>b. Ed 306.37, relative to a competency-based English/language arts and reading program;</p> <p>c. Ed 306.40, relative to a competency-based health education program;</p> <p>d. Ed 306.41, relative to a competency-based physical education program;</p> <p>e. Ed 306.42, relative to a competency-based digital literacy program;</p> <p>f. Ed 306.43, relative to a competency-based mathematics program;</p> <p>g. Ed 306.45, relative to a competency-based science education; and</p> <p>h. Ed 306.46, relative to a competency-based social studies program; and</p>	Revised language
<p>(2) For middle school:</p>	<p>(2) For middle school:</p>	Revised language

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<p>a. Ed 306.31, relative to an arts education;</p> <p>b. Ed 306.37, relative to an English/language arts and reading program;</p> <p>c. Ed 306.40, relative to a health education program;</p> <p>d. Ed 306.41, relative to a physical education program;</p> <p>e. Ed 306.38, relative to a family and consumer science education;</p> <p>f. Ed 306.42, relative to digital literacy program;</p> <p>g. Ed 306.43, relative to a mathematics program;</p> <p>h. Ed 306.45, relative to a science education;</p> <p>i. Ed 306.46, relative to a social studies program; and</p> <p>j. Ed 306.47, relative to a technology and engineering education.</p>	<p>a. Ed 306.31, relative to a <i>competency-based</i> arts education <i>program</i>;</p> <p>b. Ed 306.37, relative to a <i>competency-based</i> English/language arts and reading program;</p> <p>c. Ed 306.40, relative to a <i>competency-based</i> health education program;</p> <p>d. Ed 306.41, relative to a <i>competency-based</i> physical education program;</p> <p>e. Ed 306.38, relative to a <i>competency-based</i> family and consumer science education;</p> <p>f. Ed 306.42, relative to a <i>competency-based</i> digital literacy program;</p> <p>g. Ed 306.43, relative to a <i>competency-based</i> mathematics program;</p> <p>h. Ed 306.45, relative to a <i>competency-based</i> science education;</p> <p>i. Ed 306.46, relative to a <i>competency-based</i> social studies program; and</p> <p>j. Ed 306.47, relative to a <i>competency-based</i> technology and engineering education.</p>	
<p>(d) If the local school board determines that one or more world languages might be offered at a middle school in the district, the local school board shall develop a policy for each middle school relative to providing supplemental instruction in one or more world languages, including the extent of this instruction and the students to whom it is offered.</p>	<p>(d) If the school board determines that one or more world languages might be offered at a middle school in the district, the school board shall develop a policy for each middle school relative to providing supplemental instruction in one or more world languages, including the extent of this instruction and the students to whom it is offered.</p>	<p>Removed local to conform with definition</p>
<p>(e) If a co-curricular program is offered, it shall consist of those activities that are designed to supplement and enrich regular academic instruction,</p>	<p>(e) If a co-curricular program is offered, it shall consist of those activities that are designed to supplement and enrich regular academic instruction,</p>	<p>No change</p>

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<p>provide opportunities for social development, and encourage participation in clubs, athletics, performing groups, and service to school and community.</p>	<p>provide opportunities for social development, and encourage participation in clubs, athletics, performing groups, and service to school and community.</p>	
<p>(f) The local school board shall develop a policy that grants acknowledgement of achievement to students taking coursework in the seventh or eighth grade toward high school graduation, if the course demonstrates district or graduation competencies consistent with related high school course(s) and the student achieves satisfactory standards of performance.</p>		<p>Removed</p>
<p>(g) If a district chooses to offer extended learning opportunities in a middle school, the extended learning opportunities shall:</p> <p>(1) Consist of activities designed to:</p> <p>a. Provide credit or supplement regular academic courses; and</p> <p>b. Promote the schools and individual students' educational goals and objectives;</p> <p>(2) Be governed by a policy adopted by the local school board that:</p> <p>a. Provides for the administration and supervision of the program;</p> <p>b. Outlines how certified school personnel oversee an individual student's program;</p> <p>c. Requires that each extended learning proposal meet rigorous measurable standards and be approved by the school prior to its beginning;</p> <p>d. Specifies whether or not credit can be granted for extended learning activities, including, but not</p>	<p><i>(f) If a middle school student requests an ELO, the school shall make every reasonable effort to accommodate them. The extended learning opportunities shall:</i></p> <p>(1) Consist of activities designed to:</p> <p>a. Provide <i>the opportunity to develop and demonstrate achievement of competencies</i>; and</p> <p>b. Promote the schools and individual students' educational goals and objectives;</p> <p>(3) Requires that acknowledgement of achievement for an extended learning activity be approved by a certified educator;</p> <p>(4) Incorporate student participation in selecting, organizing, and carrying out extended leaning <i>opportunities</i>;</p> <p>(5) Provide opportunities for students to acquire knowledge and skill development comparable to knowledge and skill development in courses offered at the high school; and</p>	<p>Paragraph (2)(a-d) moved to Ed 306.04 section</p> <p>Renumbered</p> <p>Revised language</p>

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<p>limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and</p> <p>e. Requires that acknowledgement of achievement for an extended learning activity be approved by a certified educator;</p> <p>(3) Incorporate student participation in selecting, organizing, and carrying out extended learning activities;</p> <p>(4) Provide opportunities for students to acquire knowledge and skill development comparable to knowledge and skill development in courses offered at the high school; and</p> <p>(5) Be available to all students.</p>	<p>(5) Be available to all students.</p>	
<p>(h) The local school board shall require, and each district shall establish, and provide instruction in, Holocaust and genocide education as described in Ed 306.49, implemented no later than 8th grade as a component of a course in social studies. Nothing in this paragraph shall be construed to prevent developmentally appropriate instruction in Holocaust and genocide studies prior to 8th grade or as a component of other learning areas.</p>	<p>(g) The school board shall require, and each district shall establish, and provide instruction in, Holocaust and genocide education as described in Ed 306.49, implemented no later than 8th grade as a component of a course in social studies. Nothing in this paragraph shall be construed to prevent developmentally appropriate instruction in Holocaust and genocide studies prior to 8th grade or as a component of other learning areas.</p>	<p>Renumbered</p>
<p>Ed 306.27 <u>High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program.</u></p> <p>(a) The local school board shall require that the curriculum content developed for each high school outlines district and graduation competencies and is consistent with RSA 193-C:3, III.</p> <p>(b) The required curriculum content shall comply with the following:</p>	<p>Ed 306.27 <u>High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program.</u></p> <p>(a) The school board shall require that the curriculum content developed for each high school outlines competencies and is consistent with RSA 193-C:3, III.</p> <p>(b) The required curriculum content shall comply with the following:</p>	<p>Revised language</p>

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<p>(1) The program of studies shall include those courses in which students demonstrate achievement as well as other educational experiences and instructional activities required by Ed 306;</p> <p>(2) Courses shall be planned for the attainment of specific educational district and graduation competencies leading to the high school diploma;</p> <p>(3) The instructional program shall include:</p> <ol style="list-style-type: none"> a. Procedures for diagnosing learner needs; b. Methods and strategies for teaching that incorporate learner needs; c. Resource-based learning opportunities; d. Techniques for the evaluation of student outcomes, including performance assessment of district competencies; and e. The provision of remedial instruction as needed. 	<p>(1) The program of studies shall include those courses in which students demonstrate achievement <i>of competencies</i> as well as other educational experiences and instructional activities required by Ed 306;</p> <p>(2) Courses shall be planned for the attainment of specific competencies leading to the high school diploma;</p> <p>(3) <i>Learning opportunities</i> shall include:</p> <ol style="list-style-type: none"> a. Procedures for diagnosing learner needs; b. Methods and strategies that incorporate learner needs; c. Resource-based learning opportunities; d. Techniques for the evaluation of student outcomes, including performance assessment of competencies; and e. The provision of remedial instruction as needed. 	<p>Revised language</p>
<p>(4) Districts shall develop local policies that identify how the district shall engage students in creating and supporting extended learning opportunities that occur outside of the physical school building and outside of the usual school day in which students demonstrate achievement as well as other educational experiences and instructional activities required by Ed 306;</p>		<p>Removed, redundant based on (4) below</p>
<p>(5) The extended learning opportunities in (4) above shall:</p> <ol style="list-style-type: none"> a. Consist of activities designed to: <ol style="list-style-type: none"> 1. Provide acknowledgement of achievement or supplement regular academic courses; and 	<p>(4) Extended learning opportunities shall:</p> <ol style="list-style-type: none"> a. Consist of activities designed to: <ol style="list-style-type: none"> 1. Provide acknowledgement of achievement or supplement <i>traditional</i> academic <i>experiences</i>; and 	<p>Revised language</p>

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<p>2. Promote the school's and individual students' educational goals and objectives;</p> <p>b. Be governed by a policy adopted by the local school board that:</p> <ol style="list-style-type: none"> 1. Provides for the administration and supervision of the program; 2. Outlines how certified school personnel will oversee, although not necessarily lead, facilitate, or coordinate, an individual student's program; 3. Requires that each extended learning proposal be aligned with district and graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation, and be approved by the school prior to its beginning; 4. Specifies that students will be able to attain acknowledgement of achievement through mastery of district or graduation competencies for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and 5. Requires that acknowledgement of achievement shall be based on a student's demonstration of district or graduation competencies, as approved by a certified educator; 	<p>2. Promote the school's and individual students' educational goals and objectives;</p> <p>b. Be governed by a policy adopted by the school board that:</p> <ol style="list-style-type: none"> 1. Provides for the administration and supervision of the program; 2. Outlines how certified school personnel will oversee, facilitate, or coordinate, an individual student's program; 3. Requires that each extended learning <i>opportunity</i> proposal be aligned with competencies and be approved by the school; 4. Specifies that students will be able to attain acknowledgement of achievement through <i>proficiency</i> of competencies for extended learning <i>opportunities</i>; and 5. Requires that <i>credit</i> shall be <i>granted for any subject when a student is able to demonstrate proficiency in the required</i> competencies, <i>that were</i> approved by <i>the school or</i> a certified educator; 	
<p>c. Incorporate student participation in selecting, organizing, and carrying out extended learning activities; and</p> <p>d. Be available to all students; and</p>	<p>c. Incorporate student participation in selecting, organizing, and carrying out extended learning <i>opportunities</i>; and</p> <p>d. Be available to all students; and</p>	No change
<p>(6) A co-curricular program shall be offered that provides opportunities for all students to participate</p>	<p>(5) A co-curricular program shall be offered that provides opportunities for all students to participate</p>	Renumbered

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<p>in activities designed to meet their needs and interests, including, but not limited to:</p> <ul style="list-style-type: none"> a. Intramural and interscholastic athletics; b. Performing groups; c. Academic clubs and societies; d. Student government; e. Activities and services that afford students with disabilities an equal opportunity to participate; and f. Any other activities that: <ul style="list-style-type: none"> 1. Supplement and enrich regular academic courses; 2. Provide opportunities for social development; 3. Encourage participation in the arts, athletics, and other cooperative groups; and 4. Encourage service to school and community. 	<p>in activities designed to meet their needs and interests, including, but not limited to:</p> <ul style="list-style-type: none"> a. Intramural and interscholastic athletics; b. Performing groups; c. Academic clubs and societies; d. Student government; e. Activities and services that afford students with disabilities an equal opportunity to participate; and f. Any other activities that: <ul style="list-style-type: none"> 1. Supplement and enrich regular academic courses; 2. Provide opportunities for social development; 3. Encourage participation in the arts, athletics, and other cooperative groups; and 4. Encourage service to school and community. 	
<p>(c) The local school board shall require that a program of studies shall be offered for each high school that enables each student to engage in and demonstrate achievement outlined for graduation as well as other educational experiences and instructional activities as follows:</p> <ul style="list-style-type: none"> (1) Ed 306.31, relative to an arts education; (2) Ed 306.33, relative to a business education; (3) Ed 306.34, relative to a career and technical education; (4) Ed 306.35, relative to a career education; 	<p>(c) The school board shall require that a program of studies shall be offered for each high school that enables each student to engage in and demonstrate achievement outlined for graduation as well as other educational experiences and learning activities as follows:</p> <ul style="list-style-type: none"> (1) Ed 306.31, relative to a competency-based arts education; (2) Ed 306.33, relative to a competency-based business education; (3) Ed 306.34, relative to a competency-based career and technical education; 	<p>Revised language</p>

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<p>(5) Ed 306.37, relative to an English/language arts and reading program;</p> <p>(6) Ed 306.38, relative to a family and consumer science education;</p> <p>(7) Ed 306.39, relative to a school counseling program;</p> <p>(8) Ed 306.40, relative to a health education program;</p> <p>(9) Ed 306.41, relative to a physical education program;</p> <p>(10) Ed 306.42, relative to digital literacy program;</p> <p>(11) Ed 306.43, relative to a mathematics program;</p> <p>(12) Ed 306.44, relative to a computer science education;</p> <p>(13) Ed 306.45, relative to a science education;</p> <p>(14) Ed 306.46, relative to a social studies program;</p> <p>(15) Ed 306.47, relative to a technology and engineering education;</p> <p>(16) Ed 306.48, relative to a world languages program; and</p> <p>(17) Ed 306.27(b)(4), relative to extended learning opportunities.</p>	<p>(4) Ed 306.37, relative to a competency-based English/language arts and reading program;</p> <p>(5) Ed 306.38, relative to a competency-based family and consumer science education;</p> <p>(6) Ed 306.39, relative to a competency-based school counseling program;</p> <p>(7) Ed 306.40, relative to a competency-based health education program;</p> <p>(8) Ed 306.41, relative to a competency-based physical education program;</p> <p>(9) Ed 306.42, relative to a competency-based digital literacy program;</p> <p>(10) Ed 306.43, relative to a competency-based mathematics program;</p> <p>(11) Ed 306.44, relative to a competency-based computer science education;</p> <p>(12) Ed 306.45, relative to a competency-based science education;</p> <p>(13) Ed 306.46, relative to a competency-based social studies program;</p> <p>(14) Ed 306.47, relative to a competency-based technology and engineering education;</p> <p>(15) Ed 306.48, relative to a competency-based world languages program; and</p> <p>(16) Ed 306.27(b)(4), relative to competency-based extended learning opportunities.</p>	
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<p>(d) Each high school shall offer maximum student opportunities, in and out of the classroom, while at the same time specifying a basic number of courses that each high school shall offer.</p> <p>(e) A student shall receive acknowledgement of achievement of the competencies contained within the course, shall be awarded course credit, and shall be eligible to take another course when the following is met:</p>	<p>(d) Each high school shall offer maximum student opportunities, in and out of the classroom, while at the same time specifying a basic number of courses that each high school shall offer.</p> <p>(e) A student shall receive acknowledgement of achievement of the competencies contained within the course, shall be awarded course credit, and shall be eligible to take another course when the following is met:</p>	<p>No change</p>
<p>(1) The student demonstrates knowledge and skills on an assessment approved by the local school district for a particular course; or</p> <p>(2) The student demonstrates knowledge and skills on an assessment approved by the department if the local school district has not developed an assessment.</p>	<p>(1) The student demonstrates knowledge and skills on an assessment approved by the school district for a particular course; or</p> <p>(2) The student demonstrates knowledge and skills on an assessment approved by the department if the school district has not developed an assessment.</p>	<p>Removed local to conform with definition</p>
<p>(f) Department approved assessments shall include assessments that measure achievement of the competencies contained within the course.</p>	<p>(f) Department approved assessments shall include assessments that measure achievement of the competencies contained within the course.</p>	<p>No change</p>
<p>(g) The local school board shall require that graduation be based on mastery of required graduation competencies as demonstrated through the accumulation of credits as outlined in Table 306-3 and by a certified educator. Each high school shall determine how completion of a classroom course, career and technical education courses, independent study, distance learning course, or extended learning opportunity can support student achievement and demonstration of district or graduation competencies.</p>	<p>(g) The school board shall require that graduation be based on acknowledgment of competencies at a proficient level as demonstrated through the accumulation of credits as outlined in Table 306-3. Each high school shall ensure that completion of a classroom course, career and technical education courses, independent study, distance learning course, or extended learning opportunity can support student achievement and demonstration of competencies.</p>	<p>Revised language</p>
<p>(h) Credits shall be based on the demonstration of district and or graduation competencies not on time spent achieving these competencies. The credit shall equate to the level of rigor and achievement necessary to master competencies that have been</p>	<p>(h) Credits shall be based on the demonstration of competencies and not on time spent achieving these competencies.</p>	<p>Revised language</p>

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designed to demonstrate the knowledge and skills necessary to progress toward college level and career work.		
(i) Students may receive acknowledgement of achievement for graduation competencies through student demonstration of a collection of work or other assessment evidence gained through prior learning activities.	(i) Students may receive acknowledgement of achievement for competencies through student demonstration of a <i>defensible</i> collection of work or other assessment evidence <i>at a proficient level</i> gained through learning activities.	Revised language
(j) The items in (c) above shall not limit opportunities to develop programs that meet the needs of each student.	(j) The items in (c) above shall not limit opportunities to develop programs that meet the needs of each student.	No change
(k) The programs of studies in (c) above may be offered and coordinated individually or through interdisciplinary studies.	(k) The programs of studies in (c) above may be offered and coordinated individually or through interdisciplinary studies.	
(l) Students shall engage with and apply English and mathematics graduation competencies during every year they are enrolled in high school even if graduation competencies for English and mathematics have been demonstrated. Such engagement may occur through integration of these graduation competencies in courses focused on content areas other than English or mathematics. Such engagement shall support students to be college and career ready in mathematics and English/language arts. Nothing contained in this section shall preclude a school or district from offering courses and other learning opportunities in addition to the minimum outlined in Ed 306.	(l) Students shall engage with and apply English/ <i>language arts</i> and mathematics competencies during every year they are enrolled in high school. Such engagement may occur through integration of competencies in courses focused on content areas other than English/ <i>language arts</i> or mathematics. Nothing contained in this section shall preclude a school or district from offering courses and other learning opportunities in addition to the minimum outlined in Ed 306.	Revised language
(m) There shall be a minimum of 20 credits for a regular high school diploma, unless the local school board has set a requirement of more than 20 credits for a regular high school diploma, in which case the local credit requirement shall apply. The local school board shall require that each high school offers courses or learning opportunities as specified in (c) above.	(m) There shall be a minimum of 20 credits for a regular high school diploma, unless the school board has set a requirement of more than 20 credits for a regular high school diploma, in which case the local credit requirement shall apply. The school board shall require that each high school offers courses or learning opportunities as specified in (c) above.	Revised language

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<p>(n) The following shall apply relative to the required program of studies:</p> <p>(1) Consistent with Ed 306, the local school board shall verify in writing to the commissioner that each high school shall offer a total of at least 43 courses distributed as shown in Table 306-1 when the school seeks approval or renewal of approval under Ed 306.28;</p> <p>(2) Each high school may use any relevant title to identify a particular course;</p> <p>(3) Local school boards may propose innovative ways to meet or exceed the requirements in Table 306-1, pursuant to Ed 306.29;</p> <p>(4) Local school boards shall ensure that courses necessary to meet the requirements for attaining graduation competencies as defined on Table 306-3 are offered to district students enrolled in high school at no additional cost to the student;</p> <p>(5) The required courses in program areas offered by each high school shall be distributed as specified in Table 306-1 below:</p>	<p>(n) The following shall apply relative to the required program of studies:</p> <p>(1) Consistent with Ed 306, the school board shall verify in writing to the commissioner that each high school shall offer a total of at least 43 courses distributed as shown in Table 306-1 when the school seeks approval or renewal of approval under Ed 306.28;</p> <p>(2) Each high school may use any relevant title to identify a particular course;</p> <p>(3) School boards may propose innovative ways to meet or exceed the requirements in Table 306-1, pursuant to Ed 306.25;</p> <p>(4) School boards shall ensure that courses necessary to meet the requirements for attaining competencies as defined on Table 306-3 are offered to district students enrolled in high school at no additional cost to the student. <i>This shall not preclude offering courses through educational programming outside of the district resources, including but not limited to, Virtual Learning Academy charter school (VLACS) programs, Learn Everywhere programs, or any other alternative program;</i></p> <p>(5) The required courses in program areas offered by each high school shall be distributed as specified in Table 306-1 below:</p>	<p>Revised language</p>
<p>(6) Course requirements under Ed 306.27(1)(5) may be met through school identified and sanctioned distance education programs under Ed 306.22 subject to the following:</p>	<p>(6) Course requirements under Ed 306.27(1)(5) may be met through school identified and sanctioned distance education programs under Ed 306.22 subject to the following:</p>	<p>Revised language</p>

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<p>a. Students shall be provided courses in a classroom setting that will enable them to demonstrate achievement of graduation competencies. Students shall not be required to take these courses in order to demonstrate achievement of graduation competencies but may engage in distance education programs to demonstrate achievement. Duplicate, equivalent, or additional courses in those program areas may be offered through distance education, extended learning opportunities, or other alternative methods;</p> <p>b. Distance education courses or other alternative courses or programs to be counted toward the 43 courses required by Ed 306.27(1)(5) shall meet the district or graduation competencies and shall be identified in the school's program of studies;</p> <p>c. The school shall provide all equipment, software, and internet connectivity necessary to participate in distance education programs that are to be counted toward the 43 courses required by Ed 306.27(1)(5);</p> <p>d. In the cases where the school has determined that there is no other way to provide a required course, the costs of registration shall be borne by the school district for courses or alternative programs to be counted toward the 43 courses required by Ed 306.27(1)(5); and</p> <p>e. At least one staff member shall be identified and available to assist students having difficulty with distance education courses and other alternative programs;</p>	<p>a. Students shall be provided courses in a classroom setting that will enable them to demonstrate achievement of competencies <i>in courses required for graduation</i>. Students shall not be required to take these courses in order to demonstrate achievement of competencies <i>leading to graduation</i>. Duplicate, equivalent, or additional courses in those program areas may be offered through distance education, extended learning opportunities, or other alternative methods;</p> <p>b. Distance education courses or other alternative courses or programs to be counted toward the 43 courses required by Ed 306.27(1)(5) shall be identified in the school's program of studies;</p> <p>c. The school shall provide all equipment, software, and internet connectivity necessary to participate in distance <i>or alternative</i> education programs that are to be counted toward the 43 courses required by Ed 306.27(1)(5);</p> <p>d. In the cases where the school has determined that there is no other way to provide a required course, the costs of registration shall be borne by the school district for courses or alternative programs to be counted toward the 43 courses required by Ed 306.27(1)(5); and</p> <p>e. At least one staff member shall be identified and available to assist students having difficulty with distance education courses and other alternative programs;</p>	
<p>(7) Introductory level courses offered at regional career and technical centers and available to all high school students may be counted toward the 43</p>	<p>(7) Courses offered at regional career and technical centers and available to all high school students may be counted toward the 43 courses required by Ed</p>	<p>Revised language</p>

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<p>courses required by Ed 306.27(1)(5) to be offered at each host or sending high school in the region. Such courses shall be identified in the school's program of studies. Career program level courses, not available to all students, shall not be counted toward the high school requirement, including career level courses offered at a regional career and technical center that is co-located with the high school. Graduation competencies acquired and demonstrated through career courses may be counted toward a student's requirements for a high school diploma under Ed 306.27(t);</p>	<p>306.27(1)(5) to be offered at each host or sending high school in the region. Such courses shall be identified in the school's program of studies. Career program level courses, not available to all students, shall not be counted toward the high school requirement, including career level courses offered at a regional career and technical center that is co-located with the high school. Competencies acquired and demonstrated through career courses may be counted toward a student's requirements for a high school diploma under Ed 306.27(t);</p>	
<p>(8) Nothing in this section shall prevent a high school from offering classroom courses, distance education courses, independent study programs, career and technical center courses, or extended learning opportunities in addition to the courses required by Ed 306.27(1)(5). Schools shall not be required to pay for student registration or similar fees for these additional courses or programs; and</p>	<p>(8) Nothing in this section shall prevent a high school from offering <i>learning opportunities</i>, distance education courses, independent study programs, career and technical center courses, or extended learning opportunities in addition to the courses required by Ed 306.27(1)(5). Schools shall not be required to pay for student registration or similar fees for these additional courses or programs; and</p>	<p>Revised language</p>
<p>(9) Nothing in this section shall prevent a student from achieving and demonstrating any number of graduation competencies through classroom courses, career and technical center courses, distance education, independent study, or extended learning opportunities to meet the graduation requirements of Ed 306.27(t) consistent with local district policies.</p>	<p>(9) Nothing in this section shall prevent a student from achieving and demonstrating any number of competencies through classroom courses, career and technical center courses, distance education, independent study, or extended learning opportunities to meet the graduation requirements of Ed 306.27(t) consistent with local district policies.</p>	<p>Revised language</p>
<p>(o) The local school board of each high school shall award a regular high school diploma to those students who achieve and demonstrate all graduation competencies as encompassed in at least 20 credits.</p>	<p>(o) The school board of each high school shall award a regular high school diploma to those students who achieve and demonstrate all competencies as encompassed in at least 20 credits, <i>as demonstrated in Table 306-2.</i></p>	<p>Revised language</p>

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<p>(p) The local school board shall require that a high school have in place competency assessments for all courses offered through the high school.</p>		<p>Removed</p>
	<p><i>(p) Each student, as a prerequisite to receiving a high school diploma from a public school, shall fulfill the requirements of RSA 193:26-a, relative to the Free Application for Federal Student Aid. A model waiver shall be made available to school districts by the state board.</i></p>	<p>New language/section per new statute</p>
<p>(q) The local school board of each high school shall award a regular high school diploma to all students, with and without disabilities, who have achieved and demonstrated their local high school's required graduation competencies</p>	<p>(q) The school board of each high school shall award a regular high school diploma to all students, with and without disabilities, who have achieved and demonstrated their local high school's required competencies</p>	<p>Revised language</p>
<p>(r) The school board of a district which does not operate a high school may award a high school diploma if the following are met:</p> <p>(1) The district has contracted with a public academy, as defined in RSA 193:23, II, to be the high school for the district, as authorized by RSA 194:2; and</p> <p>(2) Students have attended a school other than the public academy;</p>	<p>(r) The school board of a district which does not operate a high school may award a high school diploma if the following are met:</p> <p>(1) The district has contracted with a public academy, as defined in RSA 193:23, II, to be the high school for the district, as authorized by RSA 194:2; and</p> <p>(2) Students have attended a school other than the public academy;</p>	<p>No change</p>
<p>(s) The awarding of different types of diplomas shall be governed by the following:</p> <p>(1) A school shall award a regular diploma for achievement and demonstration of the graduation competencies;</p> <p>(2) A school may award a special diploma that recognizes academic achievement;</p> <p>(3) Graduation competencies achieved and demonstrated in adult education, including but not</p>	<p>(s) The awarding of different types of diplomas shall be governed by the following:</p> <p>(1) A school shall award a regular diploma for achievement and demonstration of the competencies <i>that lead toward graduation;</i></p> <p>(2) A school may award a special diploma that recognizes academic achievement;</p> <p>(3) Competencies achieved and demonstrated in adult education, including but not limited to night school, may be used to earn a regular diploma; and</p>	<p>Revised language</p>

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<p>limited to night school, may be used to earn a regular diploma; and</p> <p>(4) Students may earn certificates of completion or equivalency diplomas, but these shall not be equal to a regular high school diploma.</p>	<p>(4) Students may earn certificates of completion or equivalency diplomas, but these shall not be equal to a regular high school diploma.</p>	
<p>(t) The district shall provide learning opportunities that enable students to achieve the district's graduation competencies. Graduation competencies shall align with the skills, knowledge, and work-study practices required for success in college and careers.</p>	<p><i>(t) The 20 credits required for graduation shall be distributed as specified in Table 306-2. Attainment of 20 credits required for graduation, that are based on New Hampshire academic standards, shall ensure that students meet the following graduation competencies outlined in (u) below.</i></p> <p><i>(u) Graduation competencies encompass a complete body of interrelated student accomplishment and should be considered as a whole, not as discrete silos. Graduation competencies shall align with appropriate high school academic content standards and require students to demonstrate their ability to apply and transfer their learning;</i></p>	<p>Replaced language</p>
	<p><i>(1) In Arts, the ability to demonstrate competency in:</i></p> <p><i>a. Creating, presenting, and performing artistic works;</i></p> <p><i>b. Responding and connecting to artistic works;</i></p> <p><i>(2) In Digital Literacy, the ability to use diverse technology tools and media to demonstrate competency in:</i></p> <p><i>a. Building new knowledge by inquiring, thinking critically, identifying and solving problems;</i></p> <p><i>b. Communicating clearly and creatively;</i></p>	<p>New Paragraphs</p>

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	<p><i>c. Working effectively with others in ways that are safe, legal, and ethical;</i></p> <p><i>d. Locating and critically assessing digital content to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others;</i></p> <p><i>(3) In English, the ability to demonstrate competency in:</i></p> <p><i>a. listening and speaking thoughtfully and purposefully to understand others and convey meaning;</i></p> <p><i>b. comprehending, analyzing, and critiquing a variety of literary and informational texts;</i></p> <p><i>c. creating written explanations, narratives and logical arguments that effectively convey ideas, analyses and critiques encompassing broad topics suitable for a variety of audiences;</i></p> <p><i>d. correctly using the conventions of standard English, such as grammar, punctuation, spelling, capitalization, and word usage, in all written work;</i></p> <p><i>(4) In Mathematics, the ability to demonstrate competency in:</i></p> <p><i>a. understanding number systems and number sense, including computation concepts, strategies, procedures;</i></p>	
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	<p><i>b. understanding numerical and graphical representations of data and the underlying logical and relational statements represented by those data;</i></p> <p><i>c. understanding geometric relationships and representations and underlying mathematical principles;</i></p> <p><i>d. reasoning mathematically in the development of argument and logic;</i></p> <p><i>(5) In Science, the ability to demonstrate competency in:</i></p> <p><i>a. understanding foundational principles of physical and life sciences;</i></p> <p><i>b. designing and carrying out investigations to explore biological, chemical, and physical phenomena;</i></p> <p><i>c. analyzing and interpreting data to engage in argument from evidence;</i></p> <p><i>d. recognizing, interpreting, modeling, and explaining evidence, such as pattern, scale, proportion and quantity, cause and effect, and other cross-cutting concepts related to observable and non-observable phenomena;</i></p> <p><i>(6) In social studies (US and NH History, Government and Civics, Economics and World History), the ability to demonstrate competency in:</i></p>	
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	<p><i>a. understanding the history of the United States through multiple perspectives, including founding principles and the on-going struggle to realize those principles;</i></p> <p><i>b. understand the governance and functioning of local, state and federal government in a constitutional republic through multiple perspectives;</i></p> <p><i>c. understanding processes of civic engagement in a democratic society, including tolerance and well-mannered engagement across differences of perspective, philosophy, cultural, race and heritage;</i></p> <p><i>d. understanding important events marking world history and how those events have shaped cultural, political and other aspects of civilization through multiple perspectives;</i></p> <p><i>e. recognizing local, state, national and global geography and understand how geography has influenced humanity through multiple perspectives;</i></p> <p><i>f. understanding economic systems and their effect on society;</i></p> <p><i>g. effective planning and management of personal financial resources;</i></p> <p><i>h. researching, inquiring, analyzing, and explaining historical, civic, government, geographic and economic developments,</i></p>	
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	<p><i>including interaction and interdependence, through multiple perspectives;</i></p> <p><i>(7) In Health and Physical Education, the ability to demonstrate competency in:</i></p> <p><i>a. researching and comprehending concepts related to health promotion and disease prevention;</i></p> <p><i>b. setting goals, advocating for and pursuing positive health outcomes for self and others;</i></p> <p><i>(8) In open electives, an opportunity to demonstrate competency in:</i></p> <p><i>a. pursuing areas of personal interest that instill a passion for lifelong learning;</i></p> <p><i>b. making connections between education and career paths;</i></p> <p><i>(9) In all programs and courses, the ability to demonstrate competency in:</i></p> <p><i>a. Communicating effectively using multiple modalities, interpreting information using multiple senses, and demonstrating ownership of the work;</i></p> <p><i>b. Thinking originally and independently, taking risks, considering alternate perspectives, and incorporating diverse resources;</i></p> <p><i>c. Contributing respectfully, listening and sharing resources and ideas, accepting and fulfilling roles,</i></p>	
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	<p><i>and exercising flexibility and a willingness to compromise in both an academic and a career setting;</i></p> <p><i>d. Persevering in completing complex, challenging tasks, using self-reflection to influence work and goals, and engaging stakeholders to gain support;</i></p>	
	<p><i>(v) School districts shall develop course competencies, based on New Hampshire academic standards, where applicable, for all course offerings. School districts may use state model course competencies to develop minimum course competencies.</i></p>	New paragraph
<p>(u) Students shall demonstrate competencies contained in at least the equivalent of 20 credits. Students shall engage in learning concerning competencies in the areas of English/language arts and mathematics for every year they are in high school until graduation, regardless if English/language arts or mathematics graduation competencies have been achieved. Such engagement may occur through integration of these graduation competencies in courses focused on content areas other than English or mathematics as long as English or mathematics competencies are clear expectations of the course. Such engagement shall support students to be college and career ready in mathematics and English/language arts. Nothing contained in this section shall preclude a school or district from offering courses and other learning opportunities in addition to the minimum outlined in Ed 306.</p>		Removed
<p>(w) Graduation competencies shall include competencies from the content areas as distributed in Table 306-3 in which students demonstrate</p>		Removed

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<p>proficiency as determined by the local school district:</p>		
<p>(x) The rigor and number of graduation competencies shall align with the equivalent of the credits as outlined in Table 306-3.</p>	<p>(w) The rigor and number of competencies shall align with the equivalent of the credits as outlined in Table 306-3.</p>	<p>Revised Renumbered</p>
<p>(y) In addition to the graduation competencies aligned with credits as outlined in Table 306-3, students shall also demonstrate achievement of additional competencies through the equivalent of 6 elective courses, career and technical education courses, or extended learning opportunities of their choosing. These additional competencies required for graduation should align with student interests and should prepare the student for successful transitions into careers and college.</p>		<p>Removed</p>
<p>(z) The graduation competencies in digital literacy education shall be met by either:</p> <p>(1) The equivalent of a ½ credit course comprised of the creation by a student of an individual student digital portfolio to demonstrate proficient, ethical, and responsible use of digital tools, including, but not limited to, technology and communication tools, in the context of core subjects; or</p> <p>(2) A course in digital literacy education at the high school level through which a student can achieve and demonstrate</p> <p>(aa) The local school board shall adopt a policy relative to counting achievement and demonstration of graduation competencies from course work earned in one content area toward meeting any graduation competencies in another content area.</p>		<p>Removed</p>
<p>(ab) Any graduation competency in a subject area may be earned through interdisciplinary learning, subject to the following conditions:</p>	<p>(x) Any competency in a subject area may be earned through interdisciplinary learning;</p>	<p>Revised language Removed paragraphs (1) – (2)</p>

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<p>(1) Graduation requirements met by interdisciplinary learning opportunities shall be clearly designated on student transcripts; and</p> <p>(2) The high school principal may approve a particular interdisciplinary course if the high school principal determines that:</p> <p>a. The course has been adopted by a faculty team; and</p> <p>b. The course addresses equivalent district or graduation competencies for the subject areas which are covered by the course.</p>		
<p>(ac) Local school board policies relative to the awarding of achievement and demonstration of district or graduation competencies for distance education as described in Ed 306.22, shall require that:</p> <p>(1) Students may earn achievement and demonstration of the graduation competencies through the successful completion of such courses; and</p> <p>(2) Achievement and demonstration of district or graduation competencies shall be granted only if the high school principal determines that the distance learning course meets the academic standards required by the high school for students to demonstrate achievement of district or graduation competencies.</p>		Removed
<p>(ad) In each high school, the minimum yearly course load for a student shall be the equivalent of 4 credits, except that this requirement may be modified for:</p>	<p>(y) In each high school, the minimum yearly course load for a student shall be the equivalent of 4 credits, except that this requirement may be modified for:</p>	Renumbered

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<p>(1) Students with an individualized education program (IEP) that has been developed in accordance with Ed 1109;</p> <p>(2) Students for whom early graduation has been approved as provided in (ad) below; or</p> <p>(3) Those individuals in special or unusual circumstances as provided by local school board policy.</p>	<p>(1) Students with an individualized education program (IEP) that has been developed in accordance with Ed 1109;</p> <p>(2) Students for whom early graduation has been approved as provided in (ad) below; or</p> <p>(3) Those individuals in special or unusual circumstances as provided by school board policy.</p>	
<p>(ae) A local school board shall adopt policies pertaining to early graduation for individual students. Such policies shall require parental involvement for students under the age of 18. Consistent with local policy, the high school principal shall approve such requests if the high school principal determines that all state and local graduation requirements will be met and that early graduation is related to the career or educational plans of the student making the request. Upon demonstration of all graduation competencies, awarding of appropriate credits, and approval by the high school principal, the student shall be awarded a high school diploma.</p>		Removed
<p>(af) The principal shall evaluate the transcripts of students who transfer into a secondary school from another educational program, or state, to determine previous educational experiences toward meeting graduation competencies.</p>	<p>(z) The principal shall evaluate the transcripts of students who transfer into a secondary school from another educational program, or state, to determine previous educational experiences toward meeting competencies.</p>	Revised Renumbered
<p>(ag) Upon receipt of a written request from the local school board, the commissioner of education shall waive a particular graduation requirement and shall permit the local board to award a high school diploma to a student if the commissioner determines that:</p>		Removed

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<p>(1) Such action is in the best interests of the student; and</p> <p>(2) At least one of the following circumstances exists:</p> <p>a. The student has a debilitating illness which limits school attendance;</p> <p>b. The student has a physical disability which precludes participation in physical education;</p> <p>c. The student moved into a New Hampshire school district from out of state during grade 12 and was not able to schedule a particular graduation requirement; or</p> <p>d. Another condition exists beyond the control of the student similar to the conditions described in a., b., or c. above.</p>		
<p>(ah) Each local high school shall provide reasonable accommodations for cocurricular activities as appropriate in order to allow for full access and participation by students with disabilities.</p> <p>(ai) The local school board shall require, and each district shall establish, and provide instruction in, Holocaust and genocide education as described in Ed 306.49, implemented not earlier than in 8th grade and continuing through grade 12 as a component of a course in social studies, world history, global studies, or US history. Nothing in this paragraph shall be construed to prevent developmentally appropriate instruction in Holocaust and genocide studies prior to 8th grade or as a component of other learning areas.</p>	<p><i>(aa)</i> Each local high school shall provide reasonable accommodations for cocurricular activities as appropriate in order to allow for full access and participation by students with disabilities.</p> <p><i>(ab)</i> The school board shall require, and each district shall establish, and provide instruction in, Holocaust and genocide education as described in Ed 306.49, implemented not earlier than in 8th grade and continuing through grade 12 as a component of a course in social studies, world history, global studies, or US history. Nothing in this paragraph shall be construed to prevent developmentally appropriate instruction in Holocaust and genocide studies prior to 8th grade or as a component of other learning areas.</p>	<p>Renumbered</p>

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<p>Ed 306.28 <u>Approval Process.</u></p> <p>(a) Pursuant to RSA 186:8, I, and RSA 21-N:6, V, the department shall administer Ed 306.</p> <p>(b) The following school approval categories shall apply to the administration of Ed 306:</p> <p>(1) Approved for a 5 year period provided that a school meets and continues to meet all requirements of Ed 306;</p> <p>(2) Conditionally approved; and</p> <p>(3) Unapproved.</p> <p>(c) A school which does not meet all of the applicable requirements of Ed 306 shall be designated as conditionally approved, provided that:</p> <p>(1) All identified deficiencies and a timetable for their correction shall be incorporated into the approval designation; and</p> <p>(2) The department shall work with the school officials and the local school board toward correcting all deficiencies.</p> <p>(d) A conditionally approved school which fails to meet the requirements of an approved school within 3 consecutive school years shall be designated as unapproved unless approved for delay in full compliance under Ed 306.30.</p> <p>(e) One year prior to the expiration of a school's approval, the chairperson of the local school board and the superintendent of the respective district shall provide documentation of compliance with all applicable standards as follows:</p>	<p>Ed 306.28 <u>Approval Process.</u></p> <p>(a) Pursuant to RSA 186:8, I, and RSA 21-N:6, V, the department shall administer Ed 306.</p> <p>(b) The following school approval categories shall apply to the administration of Ed 306:</p> <p>(1) Approved for a 5 year period provided that a school meets and continues to meet all requirements of Ed 306;</p> <p>(2) Conditionally approved; and</p> <p>(3) Unapproved.</p> <p>(c) A school which does not meet all of the applicable requirements of Ed 306 shall be designated as conditionally approved, provided that:</p> <p>(1) All identified deficiencies and a timetable for their correction shall be incorporated into the approval designation; and</p> <p>(2) The department shall work with the school officials and the school board toward correcting all deficiencies.</p> <p>(d) A conditionally approved school which fails to meet the requirements of an approved school within 3 consecutive school years shall be designated as unapproved unless approved for delay in full compliance under Ed 306.30.</p> <p>(e) One year prior to the expiration of a school's approval, the chairperson of the school board and the superintendent of the respective district shall provide documentation of compliance with all applicable standards as follows:</p>	<p>Removed the word local to conform with definition</p>
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<p>(1) By October 1, the superintendent of schools shall electronically certify that the schools in the school administrative unit meet all requirements of Ed 306 through the online Education Statistics System (ESS) school approval checklist; and at https://my.doe.nh.gov/myNHDOE/Login/Login.aspx</p> <p>(2) All schools shall annually comply with Ed 306.07, School Facilities, through the online ESS in (1) above and Saf-C 6000, State Fire Code, through completion of a life safety inspection by the local fire department and inspection by the local health officer or other authority having jurisdiction as required by RSA 153:14.</p> <p>(f) A school not meeting the requirements of (f)(2) above shall be designated as unapproved.</p> <p>(g) If compliance with any other requirement of Ed 306 is in question, the school board chairperson and superintendent shall provide the commissioner with an alternative approval proposal as provided in Ed 306.29. If approved, the alternative approval proposal shall be made publicly available by the school district.</p> <p>(h) The commissioner of education shall designate qualified professionals to visit schools to conduct school audits to verify the information and documentation submitted in (a) and (f) above, in conjunction with visits pursuant to RSA 193-E:3.</p> <p>(i) Each year the commissioner shall provide a proposed approval designation, as identified in (b) above, for each public school and public academy with an expiring approval status.</p>	<p>(1f) By October 1, the superintendent of schools shall electronically certify that the schools in the school administrative unit meet all requirements of Ed 306 through the online Education Statistics System (ESS) school approval checklist; and at https://my.doe.nh.gov/myNHDOE/Login/Login.aspx</p> <p>(2) All schools shall annually comply with Ed 306.07, School Facilities, through the online ESS in (1) above and Saf-C 6000, State Fire Code, through completion of a life safety inspection by the local fire department and inspection by the local health officer or other authority having jurisdiction as required by RSA 153:14.</p> <p>(g) <i>Per Ed 306.07, all facilities operated by the school district for K-12 educational purposes are approved to operate or conditionally approved to operate in accordance with Ed 320.</i></p> <p>(h) A school not meeting the requirements of (g)(2) above shall be designated as unapproved.</p> <p>(i) If compliance with any other requirement of Ed 306 is in question, the school board chairperson and superintendent shall provide the commissioner with an alternative approval proposal as provided in Ed 306.29. If approved, the alternative approval proposal shall be made publicly available by the school district.</p> <p>(j) The commissioner of education shall designate qualified professionals to visit schools to conduct school audits to verify the information and documentation submitted in (e) and (f) above, in conjunction with visits pursuant to RSA 193-E:3.</p>	<p>Revised language citing back to Ed 320 for facilities regulations for school approvals, renumbered section</p>
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<p>(j) The commissioner shall notify in writing the chairperson of the local school board and the superintendent of each school's final approval designation.</p> <p>(k) If local school officials consider the commissioner's proposed approval designation to be in error, the superintendent shall prepare written evidence to justify its modification.</p> <p>(l) Such evidence shall be submitted to the commissioner or designee within 30 days of receipt of the commissioner's proposed designation.</p> <p>(m) The commissioner shall review all requests for modification and notify, in writing, the chairperson of the local school board and the superintendent of his/her final approval designation as identified in (b).</p> <p>(n) If a request for modification of a proposed approval designation has not been received within 30 days, it shall become the commissioner's final approval designation and the school shall be designated as approved, conditionally approved, or unapproved as identified in (b).</p> <p>(o) Each year, the state board of education shall direct the commissioner of education to publish a list of all public schools and public academies by approval category. The term of approval for each school shall also be listed.</p> <p>(p) If the commissioner has designated a school as unapproved, the chairperson of the local school board or designee may appeal the decision of the school's final approval designation and request a</p>	<p>(k) Each year the commissioner shall provide a proposed approval designation, as identified in (b) above, for each public school and public academy with an expiring approval status.</p> <p>(l) The commissioner shall notify in writing the chairperson of the school board and the superintendent of each school's final approval designation.</p> <p>(m) If local school officials consider the commissioner's proposed approval designation to be in error, the superintendent shall prepare written evidence to justify its modification.</p> <p>(n) Such evidence shall be submitted to the commissioner or designee within 30 days of receipt of the commissioner's proposed designation.</p> <p>(o) The commissioner shall review all requests for modification and notify, in writing, the chairperson of the school board and the superintendent of his/her final approval designation as identified in (b).</p> <p>(p) If a request for modification of a proposed approval designation has not been received within 30 days, it shall become the commissioner's final approval designation and the school shall be designated as approved, conditionally approved, or unapproved as identified in (b).</p> <p>(q) Each year, the state board of education shall direct the commissioner of education to publish a list of all public schools and public academies by approval category. The term of approval for each school shall also be listed.</p>	
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<p>state board hearing. Said appeal shall be filed in writing with the office of legislation and hearings within 20 days of the receipt of the final approval designation and shall specify the basis for the appeal. The office of legislation and hearings shall schedule a hearing on the appeal in accordance with timelines and procedures established in Ed 200.</p> <p>(q) It shall be the responsibility of the superintendent to notify the commissioner of any change in conditions which affects a school's compliance with these rules.</p> <p>(r) Pursuant to RSA 21-N:11, III, any person directly affected by said decision may request a state board hearing. A request for a hearing shall be filed in writing with the office of legislation and hearings within 20 days of the decision and shall specify the basis for such hearing. The office of legislation and hearings shall schedule the hearing in accordance with timelines and procedures established in Ed 200</p>	<p>(r) If the commissioner has designated a school as unapproved, the chairperson of the school board or designee may appeal the decision of the school's final approval designation and request a state board hearing. Said appeal shall be filed in writing with the office of legislation and hearings within 20 days of the receipt of the final approval designation and shall specify the basis for the appeal. The office of legislation and hearings shall schedule a hearing on the appeal in accordance with timelines and procedures established in Ed 200.</p> <p>(s) It shall be the responsibility of the superintendent to notify the commissioner of any change in conditions which affects a school's compliance with these rules.</p> <p>(t) Pursuant to RSA 21-N:11, III, any person directly affected by said decision may request a state board hearing. A request for a hearing shall be filed in writing with the office of legislation and hearings within 20 days of the decision and shall specify the basis for such hearing. The office of legislation and hearings shall schedule the hearing in accordance with timelines and procedures established in Ed 200.</p>	
<p><u>Ed 306.29 Alternative Approval.</u></p> <p>(a) In order to meet the provisions of these rules and encourage innovation to achieve high standards for students, a local school board may request approval of an alternative method of compliance with the relevant rule or rules.</p> <p>(b) To apply for alternative approval, the local school board shall submit a written request to the commissioner of education that includes:</p>	<p><u>Ed 306.29 Alternative Approval.</u></p> <p>(a) In order to meet the provisions of these rules and encourage innovation to achieve high standards for students, a local school board may request approval of an alternative method of compliance with the relevant rule or rules.</p> <p>(b) To apply for alternative approval, the school board shall submit a written request to the commissioner of education that includes:</p>	<p>Removed "local" to conform to definition</p>

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<p>(1) The name(s) of school(s)/district;</p> <p>(2) The SAU number;</p> <p>(3) The contact person and telephone number;</p> <p>(4) The grades covered by the request;</p> <p>(5) The number of students affected;</p> <p>(6) Identification of the rule(s) for which the alternative plan is being submitted;</p> <p>(7) The local school board chairperson's signature;</p> <p>(8) A clear and concise written justification of the request; and</p> <p>(9) A plan which describes the alternative and consists of a statement of intent, method of implementation, evaluation procedures, timetable for development and implementation, and an explanation of how the alternative is consistent with the statement(s) of philosophy, goals, and objectives adopted pursuant to Ed 306.05.</p> <p>(c) The commissioner shall grant approval of the alternative for that period of time consistent with the school(s) approval designation, issued pursuant to Ed 306.26, if the request meets the following criteria:</p> <p>(1) The information provided is thorough and complete;</p>	<p>(1) The name(s) of school(s)/district;</p> <p>(2) The SAU number;</p> <p>(3) The contact person and telephone number;</p> <p>(4) The grades covered by the request;</p> <p>(5) The number of students affected;</p> <p>(6) Identification of the rule(s) for which the alternative plan is being submitted;</p> <p>(7) The school board chairperson's signature;</p> <p>(8) A clear and concise written justification of the request; and</p> <p>(9) A plan which describes the alternative and consists of a statement of intent, method of implementation, evaluation procedures, timetable for development and implementation, and an explanation of how the alternative is consistent with the statement(s) of philosophy, goals, and objectives adopted pursuant to Ed 306.05.</p> <p>(c) The commissioner shall grant approval of the alternative for that period of time consistent with the school(s) approval designation, issued pursuant to Ed 306.26, if the request meets the following criteria:</p> <p>(1) The information provided is thorough and complete;</p>	
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<p>(2) The school district has demonstrated that it is able to implement the alternative; and</p> <p>(3) The alternative is educationally sound and is consistent with the intent of the rule(s).</p> <p>(d) The commissioner shall notify the local school board chairperson and the superintendent in writing of the decision.</p> <p>(e) If the commissioner denies the request, the chairperson of the local school board or designee may appeal the decision and request a state board hearing. The appeal shall be filed in writing with the office of legislation and hearings within 20 days of the receipt of the decision and shall specify the basis for the appeal. The office of legislation and hearings shall schedule a hearing on the appeal in accordance with timelines and procedures established in Ed 200.</p> <p>(f) Pursuant to RSA 21-N:11, III, any person directly affected by said decision may request a state board hearing. A request for a hearing shall be filed in writing with the office of legislation and hearings within 20 days of the decision and shall specify the basis for such hearing. The office of legislation and hearings shall schedule the hearing in accordance with timelines and procedures established in Ed 200.</p>	<p>(2) The school district has demonstrated that it is able to implement the alternative; and</p> <p>(3) The alternative is educationally sound and is consistent with the intent of the rule(s).</p> <p>(d) The commissioner shall notify the school board chairperson and the superintendent in writing of the decision.</p> <p>(e) If the commissioner denies the request, the chairperson of the school board or designee may appeal the decision and request a state board hearing. The appeal shall be filed in writing with the office of legislation and hearings within 20 days of the receipt of the decision and shall specify the basis for the appeal. The office of legislation and hearings shall schedule a hearing on the appeal in accordance with timelines and procedures established in Ed 200.</p> <p>(f) Pursuant to RSA 21-N:11, III, any person directly affected by said decision may request a state board hearing. A request for a hearing shall be filed in writing with the office of legislation and hearings within 20 days of the decision and shall specify the basis for such hearing. The office of legislation and hearings shall schedule the hearing in accordance with timelines and procedures established in Ed 200.</p>	
<p>Ed 306.30 <u>Delay in Full Compliance.</u></p> <p>(a) Notwithstanding any other provision of these rules and in accordance with the provisions of RSA 194:23-b, the state board of education shall approve, for a period of one year, a school, although it does not fully meet the requirements for an approved</p>	<p>Ed 306.30 <u>Delay in Full Compliance.</u></p> <p>(a) Notwithstanding any other provision of these rules and in accordance with the provisions of RSA 194:23-b, the state board of education shall approve, for a period of one year, a school, although it does not fully meet the requirements for an approved</p>	<p>Removed “local”</p>

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<p>school, as established in these rules, if any of the conditions listed in (c)(1)-(5) below justify delay in full compliance.</p> <p>(b) A request for delay in full compliance shall be submitted in writing by the chairperson of the local school board to the commissioner. Each request shall specify the standard(s) to be delayed and provide written evidence to justify delay in full compliance, including the reason(s) for the request and a local plan and timetable for bringing the school/district into full compliance.</p> <p>(c) Upon review of the request, the state board shall grant a delay in full compliance and approve the school for a period of one year if any of the following conditions exists at a level that has a significant and/or material impact:</p> <ol style="list-style-type: none"> (1) Reduction in local tax base; (2) Closing of a major industry; (3) Sudden influx of school-age population; (4) Emergency beyond the control of the school district, such as a fire or natural disaster; or (5) The district has made progress toward meeting the standards, but more time is required to implement the district's plan for corrective action. <p>(d) The commissioner shall notify the local school board chairperson and the superintendent of the state board's decision.</p> <p>(e) If the state board denies the request, the chairperson of the local school board or designee may request a reconsideration of the state board's</p>	<p>school, as established in these rules, if any of the conditions listed in (c)(1)-(5) below justify delay in full compliance.</p> <p>(b) A request for delay in full compliance shall be submitted in writing by the chairperson of the local school board to the commissioner. Each request shall specify the standard(s) to be delayed and provide written evidence to justify delay in full compliance, including the reason(s) for the request and a local plan and timetable for bringing the school/district into full compliance.</p> <p>(c) Upon review of the request, the state board shall grant a delay in full compliance and approve the school for a period of one year if any of the following conditions exists at a level that has a significant and/or material impact:</p> <ol style="list-style-type: none"> (1) Reduction in local tax base; (2) Closing of a major industry; (3) Sudden influx of school-age population; (4) Emergency beyond the control of the school district, such as a fire or natural disaster; or (5) The district has made progress toward meeting the standards, but more time is required to implement the district's plan for corrective action. <p>(d) The commissioner shall notify the local school board chairperson and the superintendent of the state board's decision.</p> <p>(e) If the state board denies the request, the chairperson of the school board or designee may request a reconsideration of the state board's</p>	
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<p>decision. The reconsideration shall be filed in writing with the office of legislation and hearings within 20 days of receipt of the decision. The office of legislation and hearings shall schedule reconsideration in accordance with timelines and procedures established in Ed 213.</p>	<p>decision. The reconsideration shall be filed in writing with the office of legislation and hearings within 20 days of receipt of the decision. The office of legislation and hearings shall schedule reconsideration in accordance with timelines and procedures established in Ed 213.</p>	
<p>(a) Pursuant to Ed 306.26 and Ed 306.27, the local school board shall require that an arts education program for grades 1-12 provides:</p> <p>(1) Systematic and sequential instruction in the arts disciplines of music and visual art, while developing opportunities for dance and theatre, where students will:</p> <p>a. Create, perform, and respond with understanding;</p> <p>b. Participate actively in at least one of the art forms of dance, music, theatre or visual art;</p> <p>c. Analyze and evaluate works of art from structural, historical, and cultural perspectives, including acquiring the ability to understand and evaluate works of art in various arts disciplines;</p> <p>d. Recognize exemplary works of art from a variety of historical periods and cultures, as well as understand historical development within and among the arts disciplines;</p> <p>e. Relate various types of arts knowledge and skills within and across the arts and other disciplines;</p> <p>f. Use technology as ways to create, perform, or respond in various arts disciplines; and</p> <p>g. Become familiar with career opportunities in the arts or with the impact of the arts on everyday life;</p>	<p><i>(a) The school board shall provide an arts education program in each elementary, middle and high school consistent with course competencies determined pursuant to Ed 306.26 and Ed 306.27, which may include:</i></p> <p>(1) Systematic and sequential instruction in the arts disciplines of music and visual art, while developing opportunities for dance and theatre, where students will:</p> <p>a. Create, perform, and respond with understanding;</p> <p>b. Participate actively in at least one of the art forms of dance, music, theatre or visual art;</p> <p>c. Analyze and evaluate works of art from structural, historical, and cultural perspectives, including acquiring the ability to understand and evaluate works of art in various arts disciplines;</p> <p>d. Recognize exemplary works of art from a variety of historical periods and cultures, as well as understand historical development within and among the arts disciplines;</p> <p>e. Relate various types of arts knowledge and skills within and across the arts and other disciplines;</p> <p>f. Use technology as ways to create, perform, or respond in various arts disciplines; and</p>	<p>Revised Language</p>

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<p>(2) Planned curriculum that is consistent with RSA 193-C:3, III; that will provide for:</p> <p>a. A variety of developmentally appropriate techniques and processes as well as learning materials such as tools, equipment, facilities and supplies, including but not limited to musical instruments, current recording devices, computers and software, and expendable art-making supplies, that meet the diverse needs, interests and capacities of each student;</p> <p>b. The best interests of students regarding safety and health issues associated with materials, tools, equipment, supplies and procedures;</p> <p>c. The ability to guide student development in observing, imagining, visualizing, listening, transforming, and synthesizing their thoughts and ideas into artworks through traditional and nontraditional means such as, but not limited to, choreography, reading and writing music, improvisation, script-writing, set design, two and three-dimensional artworks, and media arts;</p> <p>d. The ability to guide students in selecting and applying subject matter and movements, sounds, language, or symbols, or any combination of them, with ideas to express meaning in artwork;</p> <p>e. Developing artistry and artistic skill sequentially over time;</p> <p>f. Critical thinking skills and artistic choices in the creation and evaluation of artworks;</p> <p>g. Addressing opportunities available beyond the regular classroom; and</p>	<p>g. Become familiar with career opportunities in the arts or with the impact of the arts on everyday life;</p> <p>(2) Planned curriculum that is consistent with RSA 193-C:3, III; that will provide for:</p> <p>a. A variety of developmentally appropriate techniques and processes as well as learning materials such as tools, equipment, facilities and supplies, including but not limited to musical instruments, current recording devices, computers and software, and expendable art-making supplies, that meet the diverse needs, interests and capacities of each student;</p> <p>b. The best interests of students regarding safety and health issues associated with materials, tools, equipment, supplies and procedures;</p> <p>c. The ability to guide student development in observing, imagining, visualizing, listening, transforming, and synthesizing their thoughts and ideas into artworks through traditional and nontraditional means such as, but not limited to, choreography, reading and writing music, improvisation, script-writing, set design, two and three-dimensional artworks, and media arts;</p> <p>d. The ability to guide students in selecting and applying subject matter and movements, sounds, language, or symbols, or any combination of them, with ideas to express meaning in artwork;</p> <p>e. Developing artistry and artistic skill sequentially over time;</p> <p>f. Critical thinking skills and artistic choices in the creation and evaluation of artworks;</p>	
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<p>h. Embedding in the students global arts-related history and culture; and</p> <p>(3) Sound assessment practices as stated in Ed 306.24.</p>	<p>g. Addressing opportunities available beyond the regular classroom; and</p> <p>h. Embedding in the students global arts-related history and culture; and</p> <p>(3) Sound assessment practices <i>consistent with</i> Ed 306.24.</p>	
<p>Ed 306.33 <u>Business Education Program.</u></p> <p>(a) Pursuant to Ed 306.27, the local school board shall require that a business education program provides:</p> <p>(1) Opportunities for students to become familiar with business principles, practices, attitudes and procedures basic to successful participation in the business world;</p> <p>(2) Planned activities designed to increase students' knowledge and skills and enable students to function as economically literate citizens in domestic and international venues;</p> <p>(3) Opportunities for students to acquire fundamental business knowledge and skills in:</p> <p>a. Business essentials;</p> <p>b. Business technology applications; and</p> <p>c. Personal finance; and</p> <p>(4) Courses totaling at least 3 credits in business education which shall be distributed as follows:</p> <p>a. One credit in business essentials that will encompass career exploration in:</p>	<p>Ed 306.33 <u>Business Education Program.</u></p> <p><i>(a) The school board shall provide a business education program at each high school consistent with course competencies determined pursuant to Ed 306.27, which may include:</i></p> <p>(1) Opportunities for students to become familiar with business principles, practices, attitudes and procedures basic to successful participation in the business world;</p> <p>(2) Planned activities designed to increase students' knowledge and skills and enable students to function as economically literate citizens in domestic and international venues;</p> <p>(3) Opportunities for students to acquire fundamental business knowledge and skills in:</p> <p>a. Business essentials;</p> <p>b. Business technology applications; and</p> <p>c. Personal finance; and</p> <p>(4) Courses totaling at least 3 credits in business education which shall be distributed as follows:</p> <p>a. One credit in business essentials that will encompass career exploration in:</p>	<p>Revised language</p>

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<ol style="list-style-type: none"> 1. Overview of career clusters in business, marketing, and finance; 2. Written and oral communication; 3. Mathematics and economics; 4. Legal and ethical behavior; 5. Safe and secure environmental controls; 6. Management of resources; 7. Employability and personal skills for success in the workplace; 8. Entrepreneurship; 9. Business practices including ethics and social responsibilities; and 10. Global economy; <p>b. One credit in business technology applications that shall encompass business technologies in:</p> <ol style="list-style-type: none"> 1. Word processing applications; 2. Spreadsheet development; 3. Database management; 4. Presentations; 5. Electronic communications and internet services; 6. Graphics; 7. Desktop publishing including basic web design; 8. Interactive media; 	<ol style="list-style-type: none"> 1. Overview of career clusters in business, marketing, and finance; 2. Written and oral communication; 3. Mathematics and economics; 4. Legal and ethical behavior; 5. Safe and secure environmental controls; 6. Management of resources; 7. Employability and personal skills for success in the workplace; 8. Entrepreneurship; 9. Business practices including ethics and social responsibilities; and 10. Global economy; <p>b. One credit in business technology applications that shall encompass business technologies in:</p> <ol style="list-style-type: none"> 1. Word processing applications; 2. Spreadsheet development; 3. Database management; 4. Presentations; 5. Electronic communications and internet services; 6. Graphics; 7. Desktop publishing including basic web design; 8. Interactive media; 	
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<p>9. Ethical issues; and</p> <p>10. Careers in business using technology applications; and</p> <p>c. One credit in personal finance that will encompass financial literacy in:</p> <ol style="list-style-type: none"> 1. Personal financial decisions; 2. Rights and responsibilities of consumers; 3. Money management; 4. Understanding scholarships versus loans; 5. Borrowing and earning power; 6. Investing; 7. Financial services and insurance; and 8. Job application and interviewing. <p>(b) Each district shall establish and provide a comprehensive, sequentially designed, business education curriculum designed to meet the minimum standards for college and career readiness and that provides for continued growth in all content areas consistent with RSA 193-C:3, III.</p> <p>(c) For business education programs, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.</p> <p>(d) Examples of such assessment shall include, but not be limited to:</p>	<p>9. Ethical issues; and</p> <p>10. Careers in business using technology applications; and</p> <p>c. One credit in personal finance that will encompass financial literacy in:</p> <ol style="list-style-type: none"> 1. Personal financial decisions; 2. Rights and responsibilities of consumers; 3. Money management; 4. Understanding scholarships versus loans; 5. Borrowing and earning power; 6. Investing; 7. Financial services and insurance; and 8. Job application and interviewing. <p>(b) Each district shall establish and provide a comprehensive, sequentially designed, business education curriculum designed to meet the minimum standards for college and career readiness and that provides for continued growth in all content areas consistent with RSA 193-C:3, III.</p> <p>(c) For business education programs, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.</p> <p>(d) <i>Sound assessment practices consistent with Ed 306.24;</i></p>	
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<p>(1) Teacher observations of student performance;</p> <p>(2) Competency-based or performance based assessments;</p> <p>(3) Common assessments developed locally; and</p> <p>(4) Project evaluation rubrics used to evaluate business education proficiencies applied to integrated curriculum assignments, extended learning opportunities, and out of school learning environments.</p> <p>(e) For all business education programs, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.</p>	<p>(e) For all business education programs, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.</p>	
<p>Ed 306.34 <u>Career and Technical Education Program.</u></p> <p>(a) Pursuant to Ed 306.27, all high school career and technical education (CTE) programs shall be a partnership between the high school and the regional CTE center, established under RSA 188-E.</p> <p>(b) An approved CTE program shall be one that:</p> <p>(1) Delivers multi-level career and technical education, as defined in Ed 306.02(b), in sequential fashion, based on program-specific competencies endorsed by CTE and business leaders:</p> <p>(2) Utilizes competencies aligned with national industry standards that have been vetted through both business and industry and postsecondary education;</p>	<p>Ed 306.34 <u>Career and Technical Education Program.</u></p> <p>(a) Pursuant to Ed 306.27, all high school career and technical education (CTE) programs shall be a partnership between the high school and the regional CTE center, established under RSA 188-E.</p> <p>(b) An approved CTE program shall be one that:</p> <p>(1) Delivers multi-level career and technical education, as defined in Ed 306.02(b), in sequential fashion, based on program-specific competencies endorsed by CTE and business leaders:</p> <p>(2) Utilizes competencies aligned with national industry standards that have been vetted through both business and industry and postsecondary education;</p>	<p>Removed paragraph (f)</p>

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<p>(3) Offer students a career pathway plan of study that establishes an educational progression from secondary through postsecondary, which culminates in a postsecondary educational degree or credential in the student’s chosen career field or to a career in the student’s identified field in a supportive capacity for students with disabilities whose IEP teams have determined that the student, even with accommodations and or modifications, is unable to meet licensure or certification requirements;</p> <p>(4) Implements third-party assessments as recognized and designated by the department;</p> <p>(5) Is in one of the following nationally recognized career cluster areas:</p> <ul style="list-style-type: none"> a. Agriculture, food, and natural resources; b. Architecture and construction; c. Arts, audiovisual technology, and communications; d. Business, management, and administration; e. Education and training; f. Finance, including personal financial literacy; g. Government and public administration; h. Health science; i. Hospitality and tourism; j. Human services; k. Information technology; 	<p>(3) Offer students a career pathway plan of study that establishes an educational progression from secondary through postsecondary, which culminates in a postsecondary educational degree or credential in the student’s chosen career field or to a career in the student’s identified field in a supportive capacity for students with disabilities whose IEP teams have determined that the student, even with accommodations and or modifications, is unable to meet licensure or certification requirements;</p> <p>(4) Implements third-party assessments as recognized and designated by the department;</p> <p>(5) Is in one of the following nationally recognized career cluster areas:</p> <ul style="list-style-type: none"> a. Agriculture, food, and natural resources; b. Architecture and construction; c. Arts, audiovisual technology, and communications; d. Business, management, and administration; e. Education and training; f. Finance, including personal financial literacy; g. Government and public administration; h. Health science; i. Hospitality and tourism; j. Human services; k. Information technology; 	
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<p>l. Law, public safety, and security;</p> <p>m. Manufacturing;</p> <p>n. Marketing, sales, and services;</p> <p>o. Science, technology, engineering, and mathematics including technology education; and</p> <p>p. Transportation, distribution, and logistics;</p> <p>(6) Provides instruction that embeds:</p> <p>a. Program-related, competency-based academic knowledge;</p> <p>b. High employability skills and performance skills, including:</p> <ol style="list-style-type: none"> 1. Acting as a responsible and contributing citizen and employee; 2. Applying appropriate academic and technical skills; 3. Attending to personal and financial well-being; 4. Communicating clearly, effectively and with reason; 5. Considering the environmental, social and economic impacts of decisions; 6. Demonstrating creativity and innovation; 7. Employing valid and reliable research strategies; 8. Utilizing critical thinking to make sense of problems and persevere in solving them; 	<p>l. Law, public safety, and security;</p> <p>m. Manufacturing;</p> <p>n. Marketing, sales, and services;</p> <p>o. Science, technology, engineering, and mathematics including technology education; and</p> <p>p. Transportation, distribution, and logistics;</p> <p>(6) Provides instruction that embeds:</p> <p>a. Program-related, competency-based academic knowledge;</p> <p>b. High employability skills and performance skills, including:</p> <ol style="list-style-type: none"> 1. Acting as a responsible and contributing citizen and employee; 2. Applying appropriate academic and technical skills; 3. Attending to personal and financial well-being; 4. Communicating clearly, effectively and with reason; 5. Considering the environmental, social and economic impacts of decisions; 6. Demonstrating creativity and innovation; 7. Employing valid and reliable research strategies; 8. Utilizing critical thinking to make sense of problems and persevere in solving them; 	
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<p>9. Modeling integrity, ethical leadership and effective management;</p> <p>10. Planning education and career path aligned to personal goals;</p> <p>11. Using technology to enhance productivity; and</p> <p>12. Working productively in teams while using cultural/global competence;</p> <p>c. Math, English language arts, and science consistent with RSA 193-C:3, III;</p> <p>d. Occupation-specific skills that provide the individual student with the ability to be college and career ready and able to adapt to the changing demands of the workplace; and</p> <p>e. Supportive capacity for students with disabilities whose IEP teams have determined that even with accommodations the student is unable to meet licensure or certification requirements;</p> <p>(7) Offers approved CTE programs in a safe environment for students that:</p> <p>a. Meets safety standards established by national associations and adopted as administrative rules by New Hampshire licensing boards for the particular career;</p> <p>b. Do not exceed 24 students in each laboratory class; and</p> <p>c. Comply with all state and federal child labor laws;</p>	<p>9. Modeling integrity, ethical leadership and effective management;</p> <p>10. Planning education and career path aligned to personal goals;</p> <p>11. Using technology to enhance productivity; and</p> <p>12. Working productively in teams while using cultural/global competence;</p> <p>c. Math, English language arts, and science consistent with RSA 193-C:3, III;</p> <p>d. Occupation-specific skills that provide the individual student with the ability to be college and career ready and able to adapt to the changing demands of the workplace; and</p> <p>e. Supportive capacity for students with disabilities whose IEP teams have determined that even with accommodations the student is unable to meet licensure or certification requirements;</p> <p>(7) Offers approved CTE programs in a safe environment for students that:</p> <p>a. Meets safety standards established by national associations and adopted as administrative rules by New Hampshire licensing boards for the particular career;</p> <p>b. Do not exceed 24 students in each laboratory class; and</p> <p>c. Comply with all state and federal child labor laws;</p>	
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<p>(8) Coordinates with postsecondary or apprenticeship programs, or both; and</p> <p>(9) Coordinates with business and industry based programs.</p> <p>(c) Receiving districts shall collaborate with various CTE stakeholders, including, but not limited to:</p> <p>(1) Business and industry, including, but not limited to:</p> <ul style="list-style-type: none"> a. Regional advisory committee participation; b. Program advisory committee participation; c. Core competency development and review; d. National industry standards adherence; and e. State industry economic initiatives and labor demands; <p>(2) Postsecondary institutions;</p> <p>(3) Specific program area state governing boards, including, but not limited to, the:</p> <ul style="list-style-type: none"> a. State board of nursing; b. State board of cosmetology; c. Mechanical licensing board previously known as the plumbing safety and licensing board; d. New Hampshire electricians board; e. State apprenticeship advisory council; 	<p>(8) Coordinates with postsecondary or apprenticeship programs, or both; and</p> <p>(9) Coordinates with business and industry based programs.</p> <p>(c) Receiving districts shall collaborate with various CTE stakeholders, including, but not limited to:</p> <p>(1) Business and industry, including, but not limited to:</p> <ul style="list-style-type: none"> a. Regional advisory committee participation; b. Program advisory committee participation; c. Core competency development and review; d. National industry standards adherence; and e. State industry economic initiatives and labor demands; <p>(2) Postsecondary institutions;</p> <p>(3) Specific program area state governing boards, including, but not limited to, the:</p> <ul style="list-style-type: none"> a. State board of nursing; b. State board of cosmetology; c. Mechanical licensing board previously known as the plumbing safety and licensing board; d. New Hampshire electricians board; e. State apprenticeship advisory council; 	
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<p>f. National automotive technicians education foundation;</p> <p>g. Bureau of emergency medical services; and</p> <p>h. NH fire standards and training commission;</p> <p>(4) State department of labor;</p> <p>(5) U.S. office of vocational and adult education;</p> <p>(6) U.S. office for civil rights; and</p> <p>(7) Other such governing bodies as are identified by the department.</p> <p>(d) Each regional CTE center shall establish and provide a comprehensive, sequentially designed curriculum, providing instruction that supports the achievement of the statewide CTE core competencies offered at that regional CTE center.</p> <p>(e) For each CTE program within each regional CTE center, the center shall provide for the ongoing, authentic assessment of competencies aligned with the requirements of Ed 306.34(b)(2) using multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.</p> <p>(f) Examples of such assessment shall include, but not be limited to:</p> <p>(1) Teacher observations of student performance;</p> <p>(2) Competency-based or performance based assessments;</p> <p>(3) Common assessments developed locally;</p>	<p>f. National automotive technicians education foundation;</p> <p>g. Bureau of emergency medical services; and</p> <p>h. NH fire standards and training commission;</p> <p>(4) State department of labor;</p> <p>(5) U.S. office of vocational and adult education;</p> <p>(6) U.S. office for civil rights; and</p> <p>(7) Other such governing bodies as are identified by the department.</p> <p>(d) Each regional CTE center shall establish and provide a comprehensive, sequentially designed curriculum, providing instruction that supports the achievement of the statewide CTE core competencies offered at that regional CTE center.</p> <p>(e) For each CTE program within each regional CTE center, the center shall provide for the ongoing, authentic assessment of competencies aligned with the requirements of Ed 306.34(b)(2) using multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.</p> <p>(f) Each CTE center shall report the academic performance of each student on a regular basis as follows:</p> <p>(1) Distribute a summary of individual student performance to parents at least 3 times each year;</p> <p>(2) Provide an opportunity for parents to meet individually with their student’s teachers about their</p>	
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<p>(4) Project evaluation rubrics applied to integrated curriculum assignments, extended learning opportunities, and out-of-school learning environments; and</p> <p>(5) Third-party technical assessments that are aligned with industry standards, as recognized and designated by the department.</p> <p>(g) Each CTE center shall report the academic performance of each student on a regular basis as follows:</p> <p>(1) Distribute a summary of individual student performance to parents at least 3 times each year;</p> <p>(2) Provide an opportunity for parents to meet individually with their student’s teachers about their student’s performance at least once during the school year; and</p> <p>(3) Report aggregate data to all sending schools regarding student performance disaggregated by each career and technical education program.</p> <p>(h) For the CTE programs at all regional CTE centers, centers shall demonstrate how school and student assessment data are used to evaluate, develop and improve curriculum, instruction, and assessment.</p>	<p>student’s performance at least once during the school year; and</p> <p>(3) Report aggregate data to all sending schools regarding student performance disaggregated by each career and technical education program.</p> <p>(g) For the CTE programs at all regional CTE centers, centers shall demonstrate how school and student assessment data are used to evaluate, develop and improve curriculum, instruction, and assessment.</p>	
<p>Ed 306.35 <u>Career Education Program.</u></p> <p>(a) Pursuant to Ed 306.26 and Ed 306.27, the local school board shall require that a comprehensive career education program provides for the infusion of developmentally appropriate knowledge and skill development throughout all areas of the K-12 curriculum, in accordance with RSA 193-C:3, III.</p>		<p>Removed 306.35 and replaced with policy language in Ed 306.04(a)(20)</p>

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<p>(b) At all grade levels, this comprehensive career education program shall include opportunities for students to:</p> <p>(1) Develop self-knowledge, self-confidence, and self-awareness in defining and refining life and work roles; and</p> <p>(2) Become familiar with the skills and knowledge essential for making individual career and educational decisions.</p> <p>(c) At the middle and high school level, this program shall include systematic instruction and activities designed to enable students to:</p> <p>(1) Develop basic knowledge, attitudes, and competencies that promote success on the job;</p> <p>(2) Collect and evaluate data related to current and emerging employment opportunities;</p> <p>(3) Use available resources in planning and decision making regarding educational and career objectives;</p> <p>(4) Understand the wide variety and interrelatedness of occupations; and</p> <p>(5) Develop career interests and an awareness of the training and skills required for success.</p>		
<p><u>Ed 306.37 English/Language Arts and Reading Program.</u></p> <p>(a) Pursuant to Ed 306.26, the local school board shall require that an English/language arts and reading program in each elementary school provides:</p>	<p><u>Ed 306.37 English/Language Arts and Reading Program.</u></p> <p>(a) <i>The</i> school board shall <i>provide</i> an English/language arts and reading program in each elementary school <i>consistent with competencies determined pursuant to Ed 306.26, which may include:</i></p>	<p>Revised language</p>

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<p>(1) Systematic and continuous instruction which develops students' knowledge of language arts, including listening, speaking, reading, writing, and viewing;</p> <p>(2) Instruction which emphasizes how to clarify, order, interpret, and communicate experiences through the skillful use of language;</p> <p>(3) Opportunities for each student to exercise, with fluency and ease, oral and written skills and to become acquainted with others' interpretations of experiences through fiction and informational materials, film, television, and other media;</p> <p>(4) An environment which promotes the importance of reading;</p> <p>(5) Opportunities for each child to become literate;</p> <p>(6) Methods for assessing students for appropriate placement in the reading/language arts program, including diagnostic assessment for remediation;</p> <p>(7) Support for teachers on interpreting test results;</p> <p>(8) Continuous monitoring of each student's progress from grade to grade;</p> <p>(9) Early intervention or remediation;</p> <p>(10) Instruction for teachers in reading in the content areas; and</p> <p>(11) Training for instructional staff on methods for effectively meeting the language arts/reading needs of all students and on current developments in language arts/reading.</p>	<p>(1) Systematic and continuous instruction which develops students' knowledge of language arts, including listening, speaking, reading, writing, and viewing;</p> <p>(2) Instruction which emphasizes how to clarify, order, interpret, and communicate experiences through the skillful use of language;</p> <p>(3) Opportunities for each student to exercise, with fluency and ease, oral and written skills and to become acquainted with others' interpretations of experiences through fiction and informational materials, film, television, and other media;</p> <p>(4) An environment which promotes the importance of reading;</p> <p>(5) Opportunities for each child to become literate;</p> <p>(6) Methods for assessing students for appropriate placement in the reading/language arts program, including diagnostic assessment for remediation;</p> <p>(7) Support for teachers on interpreting test results;</p> <p>(8) Continuous monitoring of each student's progress from grade to grade;</p> <p>(9) Early intervention or remediation;</p> <p>(10) Instruction for teachers in reading in the content areas; and</p> <p>(11) Training for instructional staff on methods for effectively meeting the language arts/reading needs of all students and on current developments in language arts/reading.</p>	
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<p>(b) Pursuant to Ed 306.26, the local school board shall require that an English/language arts and reading program in each middle school provides:</p> <p>(1) Instruction which emphasizes the use of language to clarify, order, interpret, and communicate experiences including instruction in listening, speaking, reading, writing, and viewing;</p> <p>(2) Opportunities for each student to develop oral and written skills and to become acquainted with others' interpretations of experiences through fiction and informational materials, film, television, and other media; and</p> <p>(3) Systematic instruction and activities designed to enable student to:</p> <p style="margin-left: 20px;">a. Comprehend and produce progressively more complex oral and written language using various patterns of organization, such as narration, description, enumeration, sequence, cause/effect, comparison/contrast, and problem/solution;</p> <p style="margin-left: 20px;">b. Recognize and create literary elements, such as plot, character, setting and point of view in a variety of genres;</p> <p style="margin-left: 20px;">c. Apply the writing process, including choosing a topic, generating ideas and locating information, drafting, revising, and editing;</p> <p style="margin-left: 20px;">d. Increase vocabulary through semantics, use of the dictionary, structural analysis, including prefixes and suffixes, and other strategies;</p> <p style="margin-left: 20px;">e. Apply previously learned reading skills to content materials;</p>	<p>(b) <i>The</i> school board <i>shall provide</i> an English/language arts and reading program in each middle school, <i>consistent with competencies determined pursuant to Ed 306.26, which may include</i>:</p> <p>(1) Instruction which emphasizes the use of language to clarify, order, interpret, and communicate experiences including instruction in listening, speaking, reading, writing, and viewing;</p> <p>(2) Opportunities for each student to develop oral and written skills and to become acquainted with others' interpretations of experiences through fiction and informational materials, film, television, and other media; and</p> <p>(3) Systematic instruction and activities designed to enable student to:</p> <p style="margin-left: 20px;">a. Comprehend and produce progressively more complex oral and written language using various patterns of organization, such as narration, description, enumeration, sequence, cause/effect, comparison/contrast, and problem/solution;</p> <p style="margin-left: 20px;">b. Recognize and create literary elements, such as plot, character, setting and point of view in a variety of genres;</p> <p style="margin-left: 20px;">c. Apply the writing process, including choosing a topic, generating ideas and locating information, drafting, revising, and editing;</p> <p style="margin-left: 20px;">d. Increase vocabulary through semantics, use of the dictionary, structural analysis, including prefixes and suffixes, and other strategies;</p>	
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<p>f. Acquire new reading skills and fluency through remedial, developmental, and enrichment programs;</p> <p>g. Use appropriate reading techniques to acquire knowledge, including setting the purpose for reading, varying reading speed, and reading for comprehension at the literal, inferential, evaluative, critical, and analytical levels;</p> <p>h. Read to satisfy personal interests and recognize that fiction and informational materials can offer insight into life; and</p> <p>i. Employ appropriate study skills, including the ability to locate materials, take notes, organize information, and use a variety of sources.</p> <p>(c) Pursuant to Ed 306.27, the local school board shall require that an English/language arts program in each high school provides:</p> <p>(1) Opportunities for students to become familiar with the history, structure, and use of English as the basic medium of communication in our society;</p> <p>(2) Opportunities for students to develop proficiency and control in the use of language, an appreciation of a variety of literary forms, an understanding and appreciation of various aspects of past and present cultures as expressed in literature, and interests for lifelong learning;</p> <p>(3) Courses totaling at least 6 credits in English which shall be distributed as follows:</p> <p>a. At least 4 credits required of all students and planned as a purposeful sequence of study which promotes:</p>	<p>e. Apply previously learned reading skills to content materials;</p> <p>f. Acquire new reading skills and fluency through remedial, developmental, and enrichment programs;</p> <p>g. Use appropriate reading techniques to acquire knowledge, including setting the purpose for reading, varying reading speed, and reading for comprehension at the literal, inferential, evaluative, critical, and analytical levels;</p> <p>h. Read to satisfy personal interests and recognize that fiction and informational materials can offer insight into life; and</p> <p>i. Employ appropriate study skills, including the ability to locate materials, take notes, organize information, and use a variety of sources.</p> <p>(c) <i>The</i> school board shall <i>provide</i> an English/language arts and reading program at each high school, <i>consistent with competencies developed pursuant to Ed 306.27, which may include:</i></p> <p>(1) Opportunities for students to become familiar with the history, structure, and use of English as the basic medium of communication in our society;</p> <p>(2) Opportunities for students to develop proficiency and control in the use of language, an appreciation of a variety of literary forms, an understanding and appreciation of various aspects of past and present cultures as expressed in literature, and interests for lifelong learning;</p> <p>(3) Courses totaling at least 6 credits in English which shall be distributed as follows:</p>	
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<p>1. The development of the basic language skills of listening, speaking, reading, writing, and viewing;</p> <p>2. The acquisition of knowledge; and</p> <p>3. The understanding of literature and our literary heritage; and</p> <p>b. At least 2 elective credits designed to provide increased proficiency in the basic language skills and/or an expanded knowledge and understanding of literature and which may be met by such courses as advanced writing, public speaking, debating, dramatics, humanities, and world literature; and</p> <p>(4) Systematic instruction and activities designed to enable students to:</p> <p>a. Develop effective listening and discussion techniques, distinguish fact from opinion, and identify the principle idea;</p> <p>b. Write and present speeches for a variety of purposes and audiences;</p> <p>c. Understand and apply the writing process by choosing a topic, generating ideas and locating information, drafting, revising, and editing in order to write well-organized, legible, well-supported papers;</p> <p>d. Correctly use the conventions of standard English, such as grammar, punctuation, spelling, capitalization, and word usage, in all written work;</p> <p>e. Increase reading speed and comprehension and develop thinking skills, such as inference, applying knowledge, and making judgments;</p>	<p>a. At least 4 credits required of all students and planned as a purposeful sequence of study which promotes:</p> <p>1. The development of the basic language skills of listening, speaking, reading, writing, and viewing;</p> <p>2. The acquisition of knowledge; and</p> <p>3. The understanding of literature and our literary heritage; and</p> <p>b. At least 2 elective credits designed to provide increased proficiency in the basic language skills and/or an expanded knowledge and understanding of literature and which may be met by such courses as advanced writing, public speaking, debating, dramatics, humanities, and world literature; and</p> <p>(4) Systematic instruction and activities designed to enable students to:</p> <p>a. Develop effective listening and discussion techniques, distinguish fact from opinion, and identify the principle idea;</p> <p>b. Write and present speeches for a variety of purposes and audiences;</p> <p>c. Understand and apply the writing process by choosing a topic, generating ideas and locating information, drafting, revising, and editing in order to write well-organized, legible, well-supported papers;</p> <p>d. Correctly use the conventions of standard English, such as grammar, punctuation, spelling, capitalization, and word usage, in all written work;</p>	
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<p>f. Develop word recognition skills, such as context clues, prefixes, suffixes, and phonetic analysis, in order to develop an increased vocabulary;</p> <p>g. Understand ideas presented in a variety of visual formats such as television advertisements and political cartoons;</p> <p>h. Know and appreciate both traditional and contemporary literature, including English, American, and works in translation;</p> <p>i. Understand literary analysis through discussion and writing activities;</p> <p>j. Recognize how our literary heritage relates to the customs, ideas, and values of today's life and culture; and</p> <p>k. Develop study skills which contribute to academic success, such as using the dictionary, note taking, locating information, distinguishing good sources of information from bad sources, and applying information in solving of real-life problems.</p>	<p>e. Increase reading speed and comprehension and develop thinking skills, such as inference, applying knowledge, and making judgments;</p> <p>f. Develop word recognition skills, such as context clues, prefixes, suffixes, and phonetic analysis, in order to develop an increased vocabulary;</p> <p>g. Understand ideas presented in a variety of visual formats such as television advertisements and political cartoons;</p> <p>h. Know and appreciate both traditional and contemporary literature, including English, American, and works in translation;</p> <p>i. Understand literary analysis through discussion and writing activities;</p> <p>j. Recognize how our literary heritage relates to the customs, ideas, and values of today's life and culture; and</p> <p>k. Develop study skills which contribute to academic success, such as using the dictionary, note taking, locating information, distinguishing good sources of information from bad sources, and applying information in solving of real-life problems.</p>	
<p>Ed 306.38 <u>Family and Consumer Science Education Program.</u></p> <p>(a) Pursuant to Ed.306.26 and Ed. 306.27, the local school board shall require that a family and consumer science education program be provided in each middle school.</p>	<p>Ed 306.38 <u>Family and Consumer Science Education Program.</u></p> <p>(a) The school board shall <i>provide</i> a family and consumer science education program in each middle school, <i>consistent with competencies developed pursuant to Ed 306.26, which may include:</i></p>	<p>Revised language</p> <p>Removed paragraphs (2) and (3)</p>

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<p>(b) The middle school program shall provide planned learning strategies and opportunities to prepare independent, educated consumers that are literate in life skills that provide:</p> <p>(1) Students with teaching and instructional practice that:</p> <ul style="list-style-type: none"> a. Prepare students for college, career, and citizenship; b. Promote optimal nutrition education that supports district wellness policies; c. Use critical and creative thinking skills to promote problem solving in diverse family, community and work environments; d. Demonstrate creative thinking, constructs knowledge, and develops innovative products and processes using technology; e. Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions; f. Supports literacy in math, language arts, and science; and g. Manage the challenges of living and working in a diverse global society; <p>(2) Experiences that support students’ 21st century learning, including, but not limited to:</p> <ul style="list-style-type: none"> a. Collecting, analyzing, organizing, and presenting information; b. Decision making and problem solving; 	<p>(b) The middle school program shall provide planned learning strategies and opportunities to prepare independent, educated consumers that are literate in life skills that provide:</p> <p>(1) Students with teaching and instructional practice that:</p> <ul style="list-style-type: none"> a. Prepare students for college, career, and citizenship; b. Promote optimal nutrition education that supports district wellness policies; c. Use critical and creative thinking skills to promote problem solving in diverse family, community and work environments; d. Demonstrate creative thinking, constructs knowledge, and develops innovative products and processes using technology; e. Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions; f. Supports literacy in math, language arts, and science; and g. Manage the challenges of living and working in a diverse global society; <p>(c) The local school board shall <i>provide</i> a family and consumer education program in each high school, <i>consistent with competencies pursuant to Ed 306.27, which may include:</i></p> <p>(d) Planned learning strategies and opportunities that:</p>	
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<p>c. Self-management;</p> <p>d. Communication and conflict resolution; and</p> <p>e. Technological literacy; and</p> <p>(3) Experiences which develop students' knowledge and skills in:</p> <p>a. Managing foods and nutrition;</p> <p>b. Consumer financial literacy; and</p> <p>c. Human growth and development;</p> <p>(c) The local school board shall require that a family and consumer science education program be provided in each high school.</p> <p>(d) The program in each high school shall provide planned learning strategies and opportunities that:</p> <p>(1) Enable students to develop an awareness of career opportunities and to function as leaders in family, community, and work settings;</p> <p>(2) Provide students with knowledge and experience in the following areas of:</p> <p>a. Foods and nutrition;</p> <p>b. Human growth and development;</p> <p>c. Consumer and resource management; and</p> <p>d. Textiles and design.</p> <p>(e) Each district shall establish and provide a comprehensive, sequentially designed, family and consumer science curriculum that will meet the minimum standards for college and career readiness</p>	<p>(1) Enable students to develop an awareness of career opportunities and to function as leaders in family, community, and work settings;</p> <p>(2) Provide students with knowledge and experience in the following areas of:</p> <p>a. Foods and nutrition;</p> <p>b. Human growth and development;</p> <p>c. Consumer and resource management; and</p> <p>d. Textiles and design.</p> <p>(e) Each district shall establish and provide a comprehensive, sequentially designed, family and consumer science curriculum that will meet the minimum standards for college and career readiness and that provide for continued growth in all content areas consistent with RSA 193-C:3, III.</p> <p>(f) For family and consumer science programs, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.</p> <p>(g) <i>Sound assessment practices consistent with Ed 306.24;</i></p> <p>(h) Family and consumer science programs shall report the academic performance of all students on a regular basis by providing the following:</p> <p>(1) A summary of individual student performance to parents at least 4 times per course; and</p>	
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<p>and that provide for continued growth in all content areas consistent with RSA 193-C:3, III.</p> <p>(f) For family and consumer science programs, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.</p> <p>(g) Examples of such assessment shall include, but not be limited to:</p> <ol style="list-style-type: none">(1) Teacher observations of student performance;(2) Competency-based or performance based assessments;(3) The use of real-life relevant tasks, laboratories, simulations, and community involvement;(4) Common assessments developed locally; and(5) Project evaluation rubrics used to evaluate family and consumer science competencies applied to integrated curriculum assignments, extended learning opportunities, and out-of-school learning environments. <p>(h) Family and consumer science programs shall report the academic performance of all students on a regular basis by providing the following:</p> <ol style="list-style-type: none">(1) A summary of individual student performance to parents at least 4 times per course; and(2) The opportunity for parents to meet individually with their students' teachers about their students' performance at least once during each school year.	<ol style="list-style-type: none">(2) The opportunity for parents to meet individually with their students' teachers about their students' performance at least once during each school year.(i) For the family and consumer science programs at each grade level, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.	
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<p>(i) For the family and consumer science programs at each grade level, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.</p>		
<p>Ed 306.39 <u>School Counseling Program.</u></p> <p>(a) The local school board shall require that each school in its district provides for the implementation of a comprehensive school counseling program based on this section and “The ASCA National Model: A Foundation for School Counseling Program,” published by the American School Counselor Association (ASCA) in 2012 as referenced in Appendix II as an integral part of the total educational program. The local school board shall require that each district develop and have on file a comprehensive K-12 School counseling program policy and implementation plan consistent with the components in this section and kept current biennially.</p> <p>(b) The K-12 school counseling program shall include a comprehensive sequence of learning opportunities designed to promote each student’s development of work-study practices in academic development, career development, and personal/social development by means of the following components:</p> <p>(1) A school counseling core curriculum based on the ASCA student competencies and local goals, designed to help students attain the desired work-study practices and to provide all students with the knowledge, attitudes and skills appropriate to their developmental level, including prevention and intervention activities. The school counseling core</p>	<p>Ed 306.39 <u>School Counseling Program.</u></p> <p>(a) The school board shall require that each school in its district provides for the implementation of a comprehensive school counseling program based on this section and “The ASCA National Model: A Foundation for School Counseling Program,” published by the American School Counselor Association (ASCA) in 2012 as referenced in Appendix II as an integral part of the total educational program. The local school board shall require that each district develop and have on file a comprehensive K-12 School counseling program policy and implementation plan consistent with the components in this section and kept current biennially.</p> <p>(b) The K-12 school counseling program shall include a comprehensive sequence of learning opportunities designed to promote each student’s development of work-study practices in academic development, career development, and personal/social development by means of the following components:</p> <p>(1) A school counseling core curriculum based on the ASCA student competencies and local goals, designed to help students attain the desired work-study practices and to provide all students with the knowledge, attitudes and skills appropriate to their developmental level, including prevention and intervention activities. The school counseling core</p>	<p>No change</p>

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<p>curriculum shall be delivered throughout the school’s overall curriculum and be systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities;</p> <p>(2) Individual student planning that is coordinated and systematic including activities designed to assist students in establishing personal goals, developing future plans, and attaining college and career-ready, work-study practices;</p> <p>(3) Responsive services to meet students’ immediate needs and concerns and counselor teaming in crisis response;</p> <p>(4) School counseling program management including data-driven decision-making reflective of the school’s needs; and</p> <p>(5) Consultation and collaboration with parents, teachers, other educators, and community organizations, and referral of students for additional assistance.</p> <p>(c) For the school counseling programs in grades K-12, the performance of the school counselor(s) shall be evaluated on knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate the implementation of a comprehensive school counseling program based on the ASCA national model.</p> <p>(d) For the school counseling programs in grades K-12, schools shall demonstrate the effectiveness of the local comprehensive school counseling program through a summary report of student performance in</p>	<p>curriculum shall be delivered throughout the school’s overall curriculum and be systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities;</p> <p>(2) Individual student planning that is coordinated and systematic including activities designed to assist students in establishing personal goals, developing future plans, and attaining college and career-ready, work-study practices;</p> <p>(3) Responsive services to meet students’ immediate needs and concerns and counselor teaming in crisis response;</p> <p>(4) School counseling program management including data-driven decision-making reflective of the school’s needs; and</p> <p>(5) Consultation and collaboration with parents, teachers, other educators, and community organizations, and referral of students for additional assistance.</p> <p>(c) For the school counseling programs in grades K-12, the performance of the school counselor(s) shall be evaluated on knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate the implementation of a comprehensive school counseling program based on the ASCA national model.</p> <p>(d) For the school counseling programs in grades K-12, schools shall demonstrate the effectiveness of the local comprehensive school counseling program through a summary report of student performance in</p>	
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<p>achievement, attendance, and behavior to the local school board at least once a year.</p> <p>(e) The staff requirements for provision of the comprehensive developmental guidance and counseling program shall be as set forth in Ed 306.15(b).</p>	<p>achievement, attendance, and behavior to the local school board at least once a year.</p> <p>(e) The staff requirements for provision of the comprehensive developmental guidance and counseling program shall be as set forth in Ed 306.15(b).</p>	
<p>Ed 306.40 <u>Health Education Program.</u></p> <p>(a) Pursuant to Ed 306.26 and Ed 306.27, the local school board shall require that a school health education program for grades 1-12 provides:</p> <ol style="list-style-type: none"> (1) Health education; (2) School health services; (3) Food and nutrition services; (4) A comprehensive guidance and counseling program; (5) Healthy school facilities; and (6) Family and community partnerships. <p>(b) The local school board shall require that each school health education program provides:</p> <ol style="list-style-type: none"> (1) Systematic instruction in grades K-12, designed to enable students to: <ol style="list-style-type: none"> a. Comprehend concepts related to health promotion and disease prevention, linking to all content areas; b. Demonstrate functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving good health; 	<p>Ed 306.40 <u>Health Education Program.</u></p> <p>(a) The school board shall <i>provide</i> a health education program <i>at all schools consistent with competencies pursuant to Ed 306.26 and Ed 306.27, which may include:</i></p> <ol style="list-style-type: none"> (1) Health education; (2) School health services; (3) Food and nutrition services; (4) A comprehensive guidance and counseling program; (5) Healthy school facilities; and (6) Family and community partnerships. <p>(b) The local school board shall require that each school health education program provides:</p> <ol style="list-style-type: none"> (1) Systematic instruction in grades K-12, designed to enable students to: <ol style="list-style-type: none"> a. Comprehend concepts related to health promotion and disease prevention, linking to all content areas; b. Demonstrate functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving good health; 	<p>Revised language</p>

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<p>c. Demonstrate the ability to access valid health information and health-promoting products and services;</p> <p>d. Demonstrate the ability to practice health enhancing behaviors and reduce health risks;</p> <p>e. Analyze the effect of culture, media, technology, and other influences on health;</p> <p>f. Demonstrate the ability to use interpersonal communications skills to enhance health;</p> <p>g. Demonstrate the ability to use goal-setting and decision making skills to enhance health; and</p> <p>h. Demonstrate the ability to advocate for personal, family, and community health;</p> <p>(2) A planned K-12 curriculum in health education designed to teach the skills listed in (b)(1) above across the following content areas of health education:</p> <p>a. Alcohol and other drug use prevention, in accordance with RSA 189:10;</p> <p>b. Injury prevention;</p> <p>c. Nutrition;</p> <p>d. Physical activity;</p> <p>e. Family life and comprehensive sexuality education, including instruction relative to abstinence and sexually transmitted infections in accordance with RSA 189:10;</p> <p>f. Tobacco use prevention;</p>	<p>c. Demonstrate the ability to access valid health information and health-promoting products and services;</p> <p>d. Demonstrate the ability to practice health enhancing behaviors and reduce health risks;</p> <p>e. Analyze the effect of culture, media, technology, and other influences on health;</p> <p>f. Demonstrate the ability to use interpersonal communications skills to enhance health;</p> <p>g. Demonstrate the ability to use goal-setting and decision making skills to enhance health; and</p> <p>h. Demonstrate the ability to advocate for personal, family, and community health;</p> <p>(2) A planned K-12 curriculum in health education designed to teach the skills listed in (b)(1) above across the following content areas of health education:</p> <p>a. Alcohol and other drug use prevention, in accordance with RSA 189:10;</p> <p>b. Injury prevention;</p> <p>c. Nutrition;</p> <p>d. Physical activity;</p> <p>e. Family life and comprehensive sexuality education, including instruction relative to abstinence and sexually transmitted infections in accordance with RSA 189:10;</p> <p>f. Tobacco use prevention;</p>	
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<p>g. Mental health;</p> <p>h. Personal and consumer health; and</p> <p>i. Community and environmental health; and</p> <p>(3) Sound assessment practices in health education that:</p> <p>a. Match goals and objectives;</p> <p>b. Require evaluation and synthesis of knowledge and skills;</p> <p>c. Emphasize higher order thinking skills;</p> <p>d. Clearly indicate what the student is asked to do but not how to do it;</p> <p>e. Are at the appropriate reading level;</p> <p>f. Have criteria that are clear to students and teachers;</p> <p>g. Are engaging and relevant to students;</p> <p>h. Link to ongoing instruction;</p> <p>i. Provide feedback to students;</p> <p>j. Provide cost-effective benefits to students;</p> <p>k. Reflect real world situations; and</p> <p>l. Emphasize use of available knowledge and skills in relevant problem contexts.</p>	<p>g. Mental health;</p> <p>h. Personal and consumer health; and</p> <p>i. Community and environmental health; and</p> <p>(3) Sound assessment practices <i>consistent with Ed 306.24;</i></p>	
<p>Ed 306.41 <u>Physical Education Program.</u></p> <p>(a) Pursuant to Ed 306.26 and Ed 306.27, the local school board shall require that a school physical education program for grades 1-12 provides:</p>	<p>Ed 306.41 <u>Physical Education Program.</u></p> <p>(a) <i>The school board shall provide a physical education program at each school consistent with</i></p>	<p>Revised language</p> <p>Renumbered</p>

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<p>(1) Physical education as provided in (b) below; and</p> <p>(2) Family and community partnerships.</p> <p>(b) In the area of physical education, the local school board shall require that each school physical education program provides:</p> <p>(1) Systematic instruction in grades 1-12, designed to enable students to:</p> <p>a. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities;</p> <p>b. Demonstrate understanding of movement concepts, principles, and performance of physical activities;</p> <p>c. Participate regularly in physical activity;</p> <p>d. Achieve and maintain a health enhancing level of physical fitness;</p> <p>e. Exhibit responsible personal and social behavior that respects self and others in physical activity settings; and</p> <p>f. Value physical activity for health, enjoyment, challenge, self expression, and social interaction;</p> <p>(2) A planned 1-12 curriculum in physical education that will provide for:</p> <p>a. A variety of motor skills that are designed to enhance the physical, mental, social, and emotional development of every child;</p>	<p><i>competencies pursuant to Ed 306.26 and Ed 306.27, which may include:</i></p> <p>(1) Physical education as provided in (b) below; and</p> <p>(2) Family and community partnerships.</p> <p><i>(b)</i> Systematic instruction in grades 1-12, designed to enable students to:</p> <p>(1) Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities;</p> <p>(2) Demonstrate understanding of movement concepts, principles, and performance of physical activities;</p> <p>(3) Participate regularly in physical activity;</p> <p>(4) Achieve and maintain a health enhancing level of physical fitness;</p> <p>(5) Exhibit responsible personal and social behavior that respects self and others in physical activity settings; and</p> <p>(6) Value physical activity for health, enjoyment, challenge, self expression, and social interaction;</p> <p>(7) A variety of motor skills that are designed to enhance the physical, mental, social, and emotional development of every child;</p> <p>(8) Fitness education and assessment to help children understand and improve or maintain their physical well-being;</p>	
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<p>b. Fitness education and assessment to help children understand and improve or maintain their physical well-being;</p> <p>c. Development of cognitive concepts about motor skills and fitness;</p> <p>d. Opportunities to improve children’s emerging social and cooperative skills and to gain a multicultural perspective;</p> <p>e. Promotion of regular amounts of appropriate physical activity now and throughout life; and</p> <p>f. Utilization of technology in attaining instruction, curricular, and assessment goals; and</p> <p>(3) Sound assessment practices in physical education that:</p> <p>a. Match goals and objectives;</p> <p>b. Require evaluation and synthesis of knowledge and skills;</p> <p>c. Emphasize higher-order thinking skills;</p> <p>d. Clearly indicate what the student is asked to do;</p> <p>e. Are at an appropriate skill level according to:</p> <ol style="list-style-type: none"> 1. State standards; and 2. The needs of the individual; <p>f. Have criteria that are clear to students and teacher;</p> <p>g. Are engaging and relevant to students;</p> <p>h. Link to ongoing instruction;</p>	<p>(9) Development of cognitive concepts about motor skills and fitness;</p> <p>(10) Opportunities to improve children’s emerging social and cooperative skills and to gain a multicultural perspective;</p> <p>(11) Promotion of regular amounts of appropriate physical activity now and throughout life; and</p> <p>(13) Utilization of technology in attaining instruction, curricular, and assessment goals; and</p> <p><i>(c) Sound assessment practices consistent with Ed 306.24;</i></p>	
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<p>i. Provide feedback to students;</p> <p>j. Provide cost-effective benefits to students;</p> <p>k. Reflect real-world situations; and</p> <p>l. Emphasize use of available knowledge and skills in relevant problem contexts.</p>		
<p>Ed 306.42 <u>Digital Literacy Program.</u></p> <p>(a) The local school board shall require an integrated approach to the use of 21st century tools, including, but not limited to technology and communication tools, within all curriculum areas through the adoption of an information and communication technologies literacy (ICT) program in grades 1 - 12 that provides opportunities at developmentally appropriate levels for students to:</p> <p>(1) Develop knowledge of ethical, responsible use of technology tools in a society that relies heavily on knowledge of information in its decision-making;</p> <p>(2) Become proficient in the use of 21st century tools to access, manage, integrate, evaluate, and create information within the context of the core subjects of:</p> <p>a. Reading;</p> <p>b. Mathematics;</p> <p>c. English and language arts;</p> <p>d. Science;</p> <p>e. Social studies, including civics, government, economics, history, and geography;</p>	<p>Ed 306.42 <u>Digital Literacy Program.</u></p> <p>(a) The local school board shall <i>provide</i> an integrated approach to the use of 21st century tools, including, but not limited to technology and communication tools, within all curriculum areas through the adoption of <i>a digital literacy</i> program in <i>learning levels</i> 1 - 12 that provides opportunities at developmentally appropriate levels for students to:</p> <p>(1) Develop knowledge of ethical, responsible, <i>and safe</i> use of technology tools in a society that relies heavily on knowledge of information in its decision-making;</p> <p>(2) Become proficient in the use of 21st century tools to access, manage, integrate, evaluate, and create information within the <i>required subject areas identified in Table 306-1</i>;</p> <p>(3) Use <i>digital</i> tools to develop cognitive proficiency in <i>literacy, numeracy, problem solving, decision making, and spatial/visual literacy</i>;</p> <p>(4) Use <i>digital</i> tools to develop technical proficiency at a foundation knowledge level in:</p> <p>a. Hardware;</p> <p>b. Software applications;</p>	<p>Revised language</p>

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<p>f. Arts; and</p> <p>g. World languages;</p> <p>(3) Use 21st century tools to develop cognitive proficiency in:</p> <p>a. Literacy;</p> <p>b. Numeracy;</p> <p>c. Problem solving;</p> <p>d. Decision making; and</p> <p>e. Spatial / visual literacy;</p> <p>(4) Use 21st century tools to develop technical proficiency at a foundation knowledge level in:</p> <p>a. Hardware;</p> <p>b. Software applications;</p> <p>c. Networks; and</p> <p>d. Elements of digital technology; and</p> <p>(5) Create digital portfolios which:</p> <p>a. Address the following components:</p> <p>1. Basic operations and concepts;</p> <p>2. Social, ethical, and human issues;</p> <p>3. Technology productivity tools;</p> <p>4. Technology communications tools;</p> <p>5. Technology research tools; and</p>	<p>c. Networks; and</p> <p>d. Elements of digital technology; and</p> <p>(5) Create digital portfolios which:</p> <p>a. Address the following components:</p> <p>1. Basic operations and concepts;</p> <p>2. Social, ethical, and human issues;</p> <p>3. Technology productivity tools;</p> <p>4. Technology communications tools;</p> <p>5. Technology research tools; and</p> <p>6. Technology problem solving and decision-making tools;</p> <p>(b) The school board shall provide opportunities for students to demonstrate <i>digital literacy</i> competency by the end of 8th grade using assessment rubrics applied to the contents of digital portfolios as required in (a)(5) above. Students who successfully demonstrate knowledge, skill, and understanding of these competencies shall have the opportunity, as high school students, to take a higher level computer course to meet the ½ credit requirement.</p> <p>(c) The school board shall provide opportunities for students to complete a ½ credit <i>digital literacy</i> course prior to high school graduation;</p>	
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<p>6. Technology problem solving and decision-making tools;</p> <p>b. Represent proficient, ethical, responsible use of 21st century tools within the context of the core subjects; and</p> <p>c. Include, at a minimum, such digital artifacts as:</p> <ol style="list-style-type: none">1. Standardized tests;2. Observation;3. Student work; and4. Comments describing a student's reflection on his/her work. <p>(b) The local school board shall provide opportunities for students to demonstrate ICT competency by the end of 8th grade using assessment rubrics applied to the contents of digital portfolios as required in (a)(5) above. Students who successfully demonstrate knowledge, skill, and understanding of these competencies shall have the opportunity, as high school students, to take a higher level computer course to meet the ½ credit requirement.</p> <p>(c) The local school board shall provide opportunities for students to complete a ½ credit ICT course prior to high school graduation, including, but not limited to:</p> <ol style="list-style-type: none">(1) Use of common productivity and web based software;(2) Use of a variety of multimedia software and equipment;		
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<p>(3) Configuring computers and basic network configurations; and</p> <p>(4) Applying programming concepts used in software development.</p>		
<p>Ed 306.43 <u>Mathematics Program</u>.</p> <p>(a) Pursuant to Ed 306.26, the local school board shall require that a mathematics program in each elementary grade, excluding kindergarten, provides:</p> <p>(1) Opportunities for all students to solve problems by:</p> <p>a. Using multiple strategies;</p> <p>b. Communicating mathematical ideas through speaking and writing; and</p> <p>c. Making logical connections between different mathematical concepts;</p> <p>(2) Opportunities for all students to build and construct knowledge and understanding of mathematical concepts through developmentally appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment;</p> <p>(3) Opportunities for authentic tasks that:</p> <p>a. Promote student decision making and questioning;</p> <p>b. Encourage students to develop unique problem solving strategies while allowing students to defend their strategies and results;</p>	<p>Ed 306.43 <u>Mathematics Program</u>.</p> <p>(a) <i>The school board shall provide a mathematics program at each elementary school consistent with competencies pursuant to Ed 306.26, which may include:</i></p> <p>(1) Opportunities for all students to solve problems by:</p> <p>a. Using multiple strategies;</p> <p>b. Communicating mathematical ideas through speaking and writing; and</p> <p>c. Making logical connections between different mathematical concepts;</p> <p>(2) Opportunities for all students to build and construct knowledge and understanding of mathematical concepts through developmentally appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment;</p> <p>(3) Opportunities for authentic tasks that:</p> <p>a. Promote student decision making and questioning;</p> <p>b. Encourage students to develop unique problem solving strategies while allowing students to defend their strategies and results;</p>	<p>Revised language</p>

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<p>(4) Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level;</p> <p>(5) Opportunities for all students to develop positive attitudes such as inquisitiveness and appreciation of the multiple ways to approach and solve mathematical situations;</p> <p>(6) Interactive instruction and sustained activities designed to enable all students to demonstrate proficiency using the concepts and skills articulated in any grade level expectations that are adopted at the state level; and</p> <p>(7) A developed curriculum incorporating number and operations, geometry and measurement, data, statistic and probability, and functions and algebra consistent with RSA 193-C:3, III.</p> <p>(b) Pursuant to Ed 306.26, the local school board shall require that a mathematics program in each middle school grade provides:</p> <p>(1) Opportunities for all students to solve problems by:</p> <ul style="list-style-type: none"> a. Using multiple strategies; b. Reading and interpreting mathematics; c. Communicating mathematical ideas through speaking and writing; and d. Making connections within and among mathematical ideas and across disciplines; <p>(2) Opportunities for all students to build and construct knowledge and understanding of</p>	<p>(4) Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level;</p> <p>(5) Opportunities for all students to develop positive attitudes such as inquisitiveness and appreciation of the multiple ways to approach and solve mathematical situations;</p> <p>(6) Interactive instruction and sustained activities designed to enable all students to demonstrate proficiency using the concepts and skills articulated in any grade level expectations that are adopted at the state level; and</p> <p>(7) A developed curriculum incorporating number and operations, geometry and measurement, data, statistic and probability, and functions and algebra consistent with RSA 193-C:3, III.</p> <p>(b) <i>The school board shall provide a mathematics program at each middle school, consistent with competencies pursuant to Ed 306.26, which may include:</i></p> <p>(1) Opportunities for all students to solve problems by:</p> <ul style="list-style-type: none"> a. Using multiple strategies; b. Reading and interpreting mathematics; c. Communicating mathematical ideas through speaking and writing; and d. Making connections within and among mathematical ideas and across disciplines; 	
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<p>mathematical concepts through developmentally appropriate activities that include concrete experiences and interactions with manipulative, technology, and their environment;</p> <p>(3) Opportunities for authentic tasks that:</p> <p>a. Promote student decision making and questioning; and</p> <p>b. Encourage students to develop unique problem solving strategies while allowing students to defend their strategies and results through inductive and deductive reasoning;</p> <p>(4) Opportunities for all students to explore the historical and cultural development of mathematics;</p> <p>(5) Opportunities for all students to:</p> <p>a. Explore mathematically-related careers; and</p> <p>b. Have direct interaction with the mathematics involved in various careers;</p> <p>(6) Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level;</p> <p>(7) Opportunities for all students to develop positive attitudes such as inquisitiveness, appreciation of the multiple ways to approach and solve mathematical situations, and an appreciation of mathematical patterns;</p> <p>(8) Sustained projects and labs that are designed to:</p>	<p>(2) Opportunities for all students to build and construct knowledge and understanding of mathematical concepts through developmentally appropriate activities that include concrete experiences and interactions with manipulative, technology, and their environment;</p> <p>(3) Opportunities for authentic tasks that:</p> <p>a. Promote student decision making and questioning; and</p> <p>b. Encourage students to develop unique problem solving strategies while allowing students to defend their strategies and results through inductive and deductive reasoning;</p> <p>(4) Opportunities for all students to explore the historical and cultural development of mathematics;</p> <p>(5) Opportunities for all students to:</p> <p>a. Explore mathematically-related careers; and</p> <p>b. Have direct interaction with the mathematics involved in various careers;</p> <p>(6) Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level;</p> <p>(7) Opportunities for all students to develop positive attitudes such as inquisitiveness, appreciation of the multiple ways to approach and solve mathematical situations, and an appreciation of mathematical patterns;</p> <p>(8) Sustained projects and labs that are designed to:</p>	
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<p>a. Incorporate multiple mathematical ideas, research, technology, mathematical communication, and interdisciplinary interaction; and</p> <p>b. Encourage students to solve problems that are meaningful and unique to their lives;</p> <p>(9) Interactive instruction and sustained activities designed to enable all students to demonstrate proficiency using the concepts and skills articulated in any grade level expectations that are adopted at the state level; and</p> <p>(10) A developed curriculum incorporating number and operations, geometry and measurement, data, statistics and probability, and functions and algebra consistent with RSA 193-C:3, III.</p> <p>(c) Pursuant to Ed 306.27, the local school board shall require that a mathematics program in each high school provides:</p> <p>(1) Opportunities for all students to solve problems by:</p> <p>a. Using multiple strategies;</p> <p>b. Reading and interpreting mathematics;</p> <p>c. Communicating mathematical ideas through speaking and writing; and</p> <p>d. Making connections within and among mathematical ideas and across disciplines;</p> <p>(2) Opportunities for all students to build and construct knowledge and understanding of mathematical concepts through developmentally appropriate activities that include concrete</p>	<p>a. Incorporate multiple mathematical ideas, research, technology, mathematical communication, and interdisciplinary interaction; and</p> <p>b. Encourage students to solve problems that are meaningful and unique to their lives;</p> <p>(9) Interactive instruction and sustained activities designed to enable all students to demonstrate proficiency using the concepts and skills articulated in any grade level expectations that are adopted at the state level; and</p> <p>(10) A developed curriculum incorporating number and operations, geometry and measurement, data, statistics and probability, and functions and algebra consistent with RSA 193-C:3, III.</p> <p>(c) <i>The school board shall provide a mathematics program at each high school consistent with competencies pursuant to Ed 306.27, which may include:</i></p> <p>(1) Opportunities for all students to solve problems by:</p> <p>a. Using multiple strategies;</p> <p>b. Reading and interpreting mathematics;</p> <p>c. Communicating mathematical ideas through speaking and writing; and</p> <p>d. Making connections within and among mathematical ideas and across disciplines;</p> <p>(2) Opportunities for all students to build and construct knowledge and understanding of mathematical concepts through developmentally</p>	
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<p>experiences and interactions with manipulatives, technology, and their environment;</p> <p>(3) Opportunities for authentic tasks that:</p> <p>a. Promote student decision making and questioning; and</p> <p>b. Encourage students to develop unique problem-solving strategies while allowing students to defend their strategies and results through inductive and deductive reasoning and proof;</p> <p>(4) Opportunities for all students to explore the historical and cultural development of mathematics;</p> <p>(5) Opportunities for all students to:</p> <p>a. Research mathematically-related careers;</p> <p>b. Have direct interaction with the mathematics involved in various careers; and</p> <p>c. Research the mathematical requirements of various college majors;</p> <p>(6) Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level;</p> <p>(7) Opportunities for all students to develop positive attitudes such as inquisitiveness, appreciation of the multiple ways to approach and solve mathematical situations, appreciation of mathematical patterns, and the ability to make predictions from patterns;</p> <p>(8) Sustained projects and labs designed to incorporate multiple mathematical ideas, research, technology, mathematical communication, and</p>	<p>appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment;</p> <p>(3) Opportunities for authentic tasks that:</p> <p>a. Promote student decision making and questioning; and</p> <p>b. Encourage students to develop unique problem-solving strategies while allowing students to defend their strategies and results through inductive and deductive reasoning and proof;</p> <p>(4) Opportunities for all students to explore the historical and cultural development of mathematics;</p> <p>(5) Opportunities for all students to:</p> <p>a. Research mathematically-related careers;</p> <p>b. Have direct interaction with the mathematics involved in various careers; and</p> <p>c. Research the mathematical requirements of various college majors;</p> <p>(6) Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level;</p> <p>(7) Opportunities for all students to develop positive attitudes such as inquisitiveness, appreciation of the multiple ways to approach and solve mathematical situations, appreciation of mathematical patterns, and the ability to make predictions from patterns;</p> <p>(8) Sustained projects and labs designed to incorporate multiple mathematical ideas, research,</p>	
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<p>interdisciplinary interaction, and to encourage students to solve problems that are meaningful and unique to their lives;</p> <p>(9) Interactive instruction and sustained activities developed to increase mathematical maturity and allow students to be successful in solving problems outside of the classroom;</p> <p>(10) Opportunities for all students to attain competency in mathematics for each year in which he or she is in high school, through graduation, to ensure career and college readiness.</p> <p>(11) Such competency may be met by satisfactorily completing:</p> <p>a. A minimum of 4 courses in mathematics; or</p> <p>b. A minimum of 3 mathematics courses and one non-mathematics content area course in which mathematics knowledge and skills are embedded and applied, as may be approved by the school board.</p> <p>(12) Interactive instruction and sustained activities designed to enable all students to demonstrate proficiency on the state assessment; and</p> <p>(13) A developed curriculum incorporating number and operations, geometry and measurement, data, statistics and probability, and functions and algebra consistent with RSA 193-C:3, III.</p>	<p>technology, mathematical communication, and interdisciplinary interaction, and to encourage students to solve problems that are meaningful and unique to their lives;</p> <p>(9) Interactive instruction and sustained activities developed to increase mathematical maturity and allow students to be successful in solving problems outside of the classroom;</p> <p>(10) Opportunities for all students to attain competency in mathematics for each year in which he or she is in high school, through graduation, to ensure career and college readiness.</p> <p>(11) Such competency may be met by satisfactorily completing:</p> <p>a. A minimum of 4 courses in mathematics; or</p> <p>b. A minimum of 3 mathematics courses and one non-mathematics content area course in which mathematics knowledge and skills are embedded and applied, as may be approved by the school board.</p> <p>(12) Interactive instruction and sustained activities designed to enable all students to demonstrate proficiency on the state assessment; and</p> <p>(13) A developed curriculum incorporating number and operations, geometry and measurement, data, statistics and probability, and functions and algebra consistent with RSA 193-C:3, III.</p> <p>(14) <i>Sound assessment practices consistent with Ed 306.24;</i></p>	
Ed 306.44 <u>Computer Science Education.</u>	Ed 306.44 <u>Computer Science Education.</u>	

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<p>(a) Each district shall establish and provide a comprehensive, sequentially designed, computer science curriculum, implemented on or before July 1, 2020, that will meet the minimum standards for college and career readiness and that provide for continued growth in all content areas consistent with RSA 193-C:3, III.</p> <p>(b) Pursuant to Ed 306.26, the local school board shall require that a computer science education program for grades 1-8 provides:</p> <p>(1) Integrated, developmentally appropriate instruction in the concepts of computational thinking and the impacts of computing, where students will:</p> <p>a. Foster an inclusive computing culture that incorporates personal, ethical, social, economic, and cultural contexts when considering the needs of diverse users of computational products;</p> <p>b. Use collaborative tools and processes to effectively work together to create complex artifacts;</p> <p>c. Recognize and define computational problems;</p> <p>d. Develop and use abstractions to manage complexity;</p> <p>e. Create, test, and refine computational artifacts; and</p> <p>f. Communicate with diverse audiences about the use and effects of computation and the appropriateness of computational choices; and</p> <p>(2) Opportunities for students to build and construct knowledge and understanding of computational</p>	<p><i>(a) The school board shall provide a computer science education at each elementary and middle school consistent with competencies pursuant to Ed 30.26, which may include:</i></p> <p>(1) Integrated, developmentally appropriate instruction in the concepts of computational thinking and the impacts of computing, where students will:</p> <p>a. Foster an inclusive computing culture that incorporates personal, ethical, social, economic, and cultural contexts when considering the needs of diverse users of computational products;</p> <p>b. Use collaborative tools and processes to effectively work together to create complex artifacts;</p> <p>c. Recognize and define computational problems;</p> <p>d. Develop and use abstractions to manage complexity;</p> <p>e. Create, test, and refine computational artifacts; and</p> <p>f. Communicate with diverse audiences about the use and effects of computation and the appropriateness of computational choices; and</p> <p>(2) Opportunities for students to build and construct knowledge and understanding of computational thinking through developmentally appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment.</p> <p><i>(c) The school board shall provide a computer science education program at each school</i></p>	<p>Removed paragraph (a)</p>
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<p>thinking through developmentally appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment.</p> <p>(c) Pursuant to Ed 306.27, the local school board shall require that a computer science education program be provided in each high school that:</p> <p>(1) Offers 2 credits in coursework and competencies in one or more of the following core content areas:</p> <ul style="list-style-type: none"> a. Computing systems; b. Networks and the internet; c. Data and analysis; and d. Algorithms and programming; <p>(2) Provides opportunities for students to build and construct knowledge and understanding of computational thinking through developmentally appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment; and</p> <p>(3) Provides opportunities for students to engage in authentic tasks that:</p> <ul style="list-style-type: none"> a. Foster an inclusive computing culture; b. Encourage collaboration; c. Promote the recognition and defining of computational problems; d. Encourage the development and use of abstractions in complex problem solving; 	<p><i>consistent with course competencies pursuant to Ed 306.27, which may include:</i></p> <p>(1) Offers 2 credits in coursework and competencies in one or more of the following core content areas:</p> <ul style="list-style-type: none"> a. Computing systems; b. Networks and the internet; c. Data and analysis; and d. Algorithms and programming; <p>(2) Provides opportunities for students to build and construct knowledge and understanding of computational thinking through developmentally appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment; and</p> <p>(3) <i>Sound assessment practices consistent with Ed 306.24;</i></p>	
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<p>e. Create, test, and refine computational artifacts; and</p> <p>f. Provide opportunities for communication about computing.</p>		
<p>Ed 306.45 <u>Science Education Program</u>.</p> <p>(a) Pursuant to Ed 306.26, the local school board shall require that a science education program in each elementary school grades, excluding kindergarten, provides:</p> <p>(1) Planned activities designed to:</p> <p>a. Develop students' critical thinking skills;</p> <p>b. Promote the acquisition of positive attitudes, including, but not limited to, curiosity, initiative, self-reliance, and persistence; and</p> <p>c. Develop an awareness of and involvement with the natural world;</p> <p>(2) Planned activities designed to increase students' factual knowledge and conceptual understanding of the nature of science, unifying themes of science, and physical, biological, and earth space sciences; and</p> <p>(3) Opportunities for students to develop a knowledge and understanding of process skills such as observing, classifying, measuring, and inferring through activities that allow each student to:</p> <p>a. Explore, collect, handle, sort, and classify natural objects;</p>	<p>Ed 306.45 <u>Science Education Program</u>.</p> <p>(a) <i>The school board shall provide a science education program in each elementary school, excluding Kindergarten, consistent with competencies pursuant to Ed 306.26, which may include:</i></p> <p>(1) Planned activities designed to:</p> <p>a. Develop students' critical thinking skills;</p> <p>b. Promote the acquisition of positive attitudes, including, but not limited to, curiosity, initiative, self-reliance, and persistence; and</p> <p>c. Develop an awareness of and involvement with the natural world;</p> <p>(2) Planned activities designed to increase students' factual knowledge and conceptual understanding of the nature of science, unifying themes of science, and physical, biological, and earth space sciences; and</p> <p>(3) Opportunities for students to develop a knowledge and understanding of process skills such as observing, classifying, measuring, and inferring through activities that allow each student to:</p> <p>a. Explore, collect, handle, sort, and classify natural objects;</p>	<p>Revised language</p>

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<p>b. Use strategies to organize and identify the questions children ask from natural world observations;</p> <p>c. Use tools, including, but not limited to, nonstandard measures, rulers, and magnifiers, to enhance observations and collect represent and interpret data;</p> <p>d. Organize data in multiple ways using tools of technology, including calculators, computers, and handheld electronic devices;</p> <p>e. Communicate through reading, writing, speaking, listening, creating, and viewing to describe their observations of the natural world; and</p> <p>f. Model and communicate safety and health related issues relating to exploration, activities, and inquiry associated with materials, tools, and procedures.</p> <p>(b) Each district shall establish a comprehensive curriculum that meets the needs of the students as described in (a) above and helps students progress as provided in RSA 193-C:3, III.</p> <p>(c) Pursuant to Ed 306.26, the local school board shall require that a science program in each middle school provides:</p> <p>(1) Planned activities in grades 5-8 designed to increase students' factual knowledge and conceptual understanding of the nature of science, unifying themes of science, and physical, biological, and earth space sciences;</p> <p>(2) Instruction in grades 6 to 8 which provides a semester or yearlong and content connected</p>	<p>b. Use strategies to organize and identify the questions children ask from natural world observations;</p> <p>c. Use tools, including, but not limited to, nonstandard measures, rulers, and magnifiers, to enhance observations and collect represent and interpret data;</p> <p>d. Organize data in multiple ways using tools of technology, including calculators, computers, and handheld electronic devices;</p> <p>e. Communicate through reading, writing, speaking, listening, creating, and viewing to describe their observations of the natural world; and</p> <p>f. Model and communicate safety and health related issues relating to exploration, activities, and inquiry associated with materials, tools, and procedures.</p> <p>(b) Each district shall establish a comprehensive curriculum that meets the needs of the students as described in (a) above and helps students progress as provided in RSA 193-C:3, III.</p> <p>(c) <i>The school board shall provide a science education program in each middle school consistent with competencies pursuant to Ed 306.26, which may include:</i></p> <p>(1) Planned activities in grades 5-8 designed to increase students' factual knowledge and conceptual understanding of the nature of science, unifying themes of science, and physical, biological, and earth space sciences;</p> <p>(2) Instruction in grades 6 to 8 which provides a semester or yearlong and content connected</p>	
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<p>experiences in biology life science, physical science, and earth space science;</p> <p>(3) Opportunities for students to develop a knowledge and understanding of process skills such as observing, classifying, measuring, graphing, inferring, experimenting, and communicating; and</p> <p>(4) Systematic instruction, laboratory experiences and activities designed to enable students to:</p> <p>a. Gather scientific data through laboratory and field work;</p> <p>b. Employ safe practices and techniques in the laboratory and on field trips;</p> <p>c. Apply scientific concepts and skills in solving real problems and in everyday situations;</p> <p>d. Understand the impact of science and technology on daily life;</p> <p>e. Be aware of science-related societal issues;</p> <p>f. Investigate the natural world and acquire an understanding of scientific explanations of natural phenomena;</p> <p>g. Acquire an understanding of the history of science and its impact on society and the realization that science is a human endeavor;</p> <p>h. Become familiar with science and technology related careers;</p> <p>i. Engage in full and partial inquiries;</p>	<p>experiences in biology life science, physical science, and earth space science;</p> <p>(3) Opportunities for students to develop a knowledge and understanding of process skills such as observing, classifying, measuring, graphing, inferring, experimenting, and communicating; and</p> <p>(4) Systematic instruction, laboratory experiences and activities designed to enable students to:</p> <p>a. Gather scientific data through laboratory and field work;</p> <p>b. Employ safe practices and techniques in the laboratory and on field trips;</p> <p>c. Apply scientific concepts and skills in solving real problems and in everyday situations;</p> <p>d. Understand the impact of science and technology on daily life;</p> <p>e. Be aware of science-related societal issues;</p> <p>f. Investigate the natural world and acquire an understanding of scientific explanations of natural phenomena;</p> <p>g. Acquire an understanding of the history of science and its impact on society and the realization that science is a human endeavor;</p> <p>h. Become familiar with science and technology related careers;</p> <p>i. Engage in full and partial inquiries;</p>	
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<p>j. Use their understanding of background content and theories to guide their design of observations and investigations;</p> <p>k. Shape and modify their background knowledge through experiments and observations;</p> <p>l. Develop their abilities in systematic observation, making accurate measurements, and identifying and controlling variables; and</p> <p>m. Express their understanding through the use of writing, labeling drawings, completing concept maps, developing spreadsheets and creative representations, and designing computer images and representations.</p> <p>(d) Each district shall establish a comprehensive curriculum that provides for continued growth in all content areas consistent with RSA 193-C:3, III.</p> <p>(e) Pursuant to Ed 306.27, the local school board shall require that a science program in each high school provides:</p> <p>(1) Opportunities for students to become familiar with the impact, limitations, fundamental principles, and methods of science;</p> <p>(2) Opportunities for students to acquire knowledge of the natural world through the application of logical thought processes such as observation, hypothesizing, experimentation, and the drawing of conclusions;</p> <p>(3) Opportunities for students to develop a knowledge and understanding of attitudes and problem-solving techniques essential for life in an increasingly complex technological society;</p>	<p>j. Use their understanding of background content and theories to guide their design of observations and investigations;</p> <p>k. Shape and modify their background knowledge through experiments and observations;</p> <p>l. Develop their abilities in systematic observation, making accurate measurements, and identifying and controlling variables; and</p> <p>m. Express their understanding through the use of writing, labeling drawings, completing concept maps, developing spreadsheets and creative representations, and designing computer images and representations.</p> <p>(d) Each district shall establish a comprehensive curriculum that provides for continued growth in all content areas consistent with RSA 193-C:3, III.</p> <p>(e) <i>The school board shall provide a science education program at each high school consistent with competencies pursuant to Ed 306.27, which may include:</i></p> <p>(1) Opportunities for students to become familiar with the impact, limitations, fundamental principles, and methods of science;</p> <p>(2) Opportunities for students to acquire knowledge of the natural world through the application of logical thought processes such as observation, hypothesizing, experimentation, and the drawing of conclusions;</p> <p>(3) Opportunities for students to develop a knowledge and understanding of attitudes and</p>	
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<p>(4) Courses totaling at least 5 credits in science comprised of offerings in each of the following areas:</p> <p>a. Physical science which shall include:</p> <ol style="list-style-type: none"> 1. Conservation of matter; 2. Conservation of energy, matter and energy in nuclear phenomena; 3. Newton’s Laws involving the structure and interaction of matter and energy; 4. Chemical principles, including the ability to distinguish among materials by utilizing observable properties; and 5. Physical principles, including the application of knowledge of forces and motion to all types of motion in the universe; <p>b. Biology which shall include:</p> <ol style="list-style-type: none"> 1. Molecular and cellular biology; 2. Genetics; 3. Plant and animal diversity and the structure and function of plants and animals; 4. The principles of classification, including fundamental structures, functions, and mechanisms of inheritance found in the major grouping of organisms including bacteria, fungi, protists, plants, and animals; 5. Population biology; 	<p>problem-solving techniques essential for life in an increasingly complex technological society;</p> <p>(4) Courses totaling at least 5 credits in science comprised of offerings in each of the following areas:</p> <ol style="list-style-type: none"> a. Physical science b. Biology c. Chemistry d. Physics e. Earth space science <p>(5) Systematic instruction, fieldwork, experimentation and activities designed to enable students to:</p> <ol style="list-style-type: none"> a. Know about the diversity of natural phenomena and the methods of studying and classifying them; b. Recognize the interrelationship and interdependence of living organisms and the role of a biological organism in a physical world; c. Understand the scientific method of investigation, including the role of observation and experimentation in the advancement of scientific knowledge; d. Gather scientific data through laboratory and field work; e. Construct tables and graphs from given data and interpret data presented in tables and graphs; f. Draw conclusions and inferences from data; 	
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<p>6. Organic evolution and patterns and products of evolution, including genetic variation, specialization, adaptation, and natural selection;</p> <p>7. Ecology and animal behavior and how environmental factors affect all living systems, including individuals, communities, biomes, and the biosphere, as well as species to species interactions; and</p> <p>8. The concept that organisms are linked to one another and to their physical setting by the transfer and transformation of matter and energy to maintain a dynamic equilibrium;</p> <p>c. Chemistry which shall include:</p> <ol style="list-style-type: none"> 1. Structure of matter; 2. States of matter; 3. Chemical classification; 4. Introductory organic chemistry; 5. Reactions of matter such as acids, bases, oxidation-reduction, electrochemistry, equilibrium, kinetics; and 6. Thermodynamics; <p>d. Physics which shall include:</p> <ol style="list-style-type: none"> 1. Principles of mechanics; 2. Laws of conservation; 3. Basics of waves; 4. Fundamentals of electricity and magnetism; and 	<p>g. Apply scientific concepts and skills in solving real problems and in everyday situations;</p> <p>h. Communicate observations and experimental results both quantitatively, through the use of mathematical relationships, and qualitatively, in clear and concise spoken or written language;</p> <p>i. Appreciate the unifying concepts and principles within the natural sciences;</p> <p>j. Be aware of the philosophical, ethical, legal, political, and economic impacts of science and technology;</p> <p>k. Acquire an understanding of the history of science and the realization that science is a human endeavor; and</p> <p>l. Be aware of concerns about the current and future impacts of science and technology on society and the environment.</p> <p>(f) Science courses in high schools shall teach the fundamentals of science and incorporate all of the content-specific components listed in (e) above and as many of the other non-course frameworks and concepts, including, but not limited to, science as inquiry/science and technology and society/unifying themes, as are appropriate.</p> <p>(g) High school science courses shall be designed to prepare students for meeting or exceeding the end of grade 10 proficiencies in science consistent with RSA 193-C:3, III, regardless of the grade in which the course occurs.</p>	
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<p>5. Atomic and nuclear physics;</p> <p>e. Earth space science which shall include the concepts that the earth:</p> <ol style="list-style-type: none">1. Is a unique member of our solar system, located in a galaxy, within the universe;2. Is a complex planet with 5 interacting systems, namely:<ol style="list-style-type: none">(i) Solid earth or lithosphere;(ii) Air or atmosphere;(iii) Water or hydrosphere;(iv) Ice or cryosphere; and(v) Life or biosphere; and3. Contains a variety of renewable and nonrenewable resources; and <p>f. General or advanced science which shall include subject matter appropriate to the disciplines listed in e. above; and</p> <p>(5) Systematic instruction, fieldwork, experimentation and activities designed to enable students to:</p> <ol style="list-style-type: none">a. Know about the diversity of natural phenomena and the methods of studying and classifying them;b. Recognize the interrelationship and interdependence of living organisms and the role of a biological organism in a physical world;		
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<p>c. Understand the scientific method of investigation, including the role of observation and experimentation in the advancement of scientific knowledge;</p> <p>d. Gather scientific data through laboratory and field work;</p> <p>e. Construct tables and graphs from given data and interpret data presented in tables and graphs;</p> <p>f. Draw conclusions and inferences from data;</p> <p>g. Apply scientific concepts and skills in solving real problems and in everyday situations;</p> <p>h. Communicate observations and experimental results both quantitatively, through the use of mathematical relationships, and qualitatively, in clear and concise spoken or written language;</p> <p>i. Appreciate the unifying concepts and principles within the natural sciences;</p> <p>j. Be aware of the philosophical, ethical, legal, political, and economic impacts of science and technology;</p> <p>k. Acquire an understanding of the history of science and the realization that science is a human endeavor; and</p> <p>l. Be aware of concerns about the current and future impacts of science and technology on society and the environment.</p> <p>(f) Science courses in high schools shall teach the fundamentals of science and incorporate all of the content-specific components listed in (e) above and</p>		
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<p>as many of the other non-course frameworks and concepts, including, but not limited to, science as inquiry/science and technology and society/unifying themes, as are appropriate.</p> <p>(g) High school science courses shall be designed to prepare students for meeting or exceeding the end of grade 10 proficiencies in science consistent with RSA 193-C:3, III, regardless of the grade in which the course occurs.</p>		
<p>Ed 306.46 <u>Social Studies Program.</u></p> <p>(a) Pursuant to Ed 306.26, the local school board shall require that a social studies program in each elementary school grade, excluding kindergarten, and excepting Holocaust and genocide education, as applicable pursuant to Ed 306.26(h) which is to be implemented no later than 8th grade, provides:</p> <p>(1) Opportunities for students to:</p> <p>a. Acquire knowledge and understanding of civics, economics, geography, history, and Holocaust and genocide education, as applicable pursuant to Ed 306.26(h), in a program consistent with the requirements under RSA 193-C:3, III; and</p> <p>b. Become familiar with the skills of decision making, data gathering, and critical thinking;</p> <p>(2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;</p> <p>(3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and</p> <p>(4) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for</p>	<p>Ed 306.46 <u>Social Studies Program.</u></p> <p>(a) <i>The</i> school board shall <i>provide</i> a social studies program in each elementary school <i>consistent with competencies pursuant to Ed 306.26</i>, excluding kindergarten, and excepting Holocaust and genocide education, as applicable pursuant to Ed 306.26(h) which is to be implemented no later than 8th grade, provides, <i>which may include:</i></p> <p>(1) Opportunities for students to:</p> <p>a. Acquire knowledge and understanding of civics, economics, geography, history, and Holocaust and genocide education, as applicable pursuant to Ed 306.26(h), in a program consistent with the requirements under RSA 193-C:3, III; and</p> <p>b. Become familiar with the skills of decision making, data gathering, and critical thinking;</p> <p>(2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;</p> <p>(3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and</p>	<p>Revised language</p>

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<p>effective participation in the life of the community, the state, the nation, and the world.</p> <p>(b) Pursuant to Ed 306.26, the local school board shall require that a social studies program in each middle school provides:</p> <p>(1) Opportunities for students to acquire knowledge and understanding of civics, economics, geography, history, and Holocaust and genocide education, as applicable pursuant to Ed 306.26(h), in a program consistent with RSA 193-C:3, III;</p> <p>(2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;</p> <p>(3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and</p> <p>(4) Systematic instruction and activities designed to enable students to:</p> <p>a. Acquire and use information to clarify issues and seek solutions to societal problems;</p> <p>b. Value and apply critical thinking, interpersonal relations, and decision-making skills in both individual and group problem-solving situations;</p> <p>c. Participate in and contribute to the well-being of the home and school as well as the larger communities of the state, nation, and world; and</p> <p>d. Become familiar with careers in history, the humanities, and the social sciences.</p>	<p>(4) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world.</p> <p>(b) <i>The school board shall provide a social studies education program in each middle school consistent with competencies pursuant to Ed 306.26, which may include:</i></p> <p>(1) Opportunities for students to acquire knowledge and understanding of civics, economics, geography, history, and Holocaust and genocide education, as applicable pursuant to Ed 306.26(h), in a program consistent with RSA 193-C:3, III;</p> <p>(2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;</p> <p>(3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and</p> <p>(4) Systematic instruction and activities designed to enable students to:</p> <p>a. Acquire and use information to clarify issues and seek solutions to societal problems;</p> <p>b. Value and apply critical thinking, interpersonal relations, and decision-making skills in both individual and group problem-solving situations;</p> <p>c. Participate in and contribute to the well-being of the home and school as well as the larger communities of the state, nation, and world; and</p> <p>d. Become familiar with careers in history, the humanities, and the social sciences.</p>	
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<p>(c) Pursuant to Ed 306.27, the local school board shall require that a social studies program in each high school provides:</p> <p>(1) Opportunities for students to acquire knowledge and modes of inquiry in the areas of civics, economics, geography, world history, United States and New Hampshire history, and Holocaust and genocide education pursuant to Ed 306.27(ai), in a program consistent with RSA 193-C:3, III, including the related areas of sociology, anthropology, and psychology;</p> <p>(2) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world;</p> <p>(3) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;</p> <p>(4) Courses totaling at least 5 credits in social studies comprised of offerings in each of the following areas:</p> <p>a. At least one credit in national and state history pursuant to RSA 189:11;</p> <p>b. At least one credit in world history or global studies;</p> <p>c. At least one credit in geography;</p> <p>d. At least ½ credit in United States and New Hampshire government/civics;</p> <p>e. At least ½ credit in economics; and</p>	<p><i>(c) The school board shall provide a social studies education program in each high school consistent with course competencies pursuant to Ed 306.27, which may include:</i></p> <p>(1) Opportunities for students to acquire knowledge and modes of inquiry in the areas of civics, economics, geography, world history, United States and New Hampshire history, and Holocaust and genocide education pursuant to Ed 306.27(ai), in a program consistent with RSA 193-C:3, III, including the related areas of sociology, anthropology, and psychology;</p> <p>(2) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world;</p> <p>(3) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;</p> <p>(4) Courses totaling at least 5 credits in social studies comprised of offerings in each of the following areas:</p> <p>a. At least one credit in national and state history pursuant to RSA 189:11;</p> <p>b. At least one credit in world history or global studies;</p> <p>c. At least one credit in geography;</p> <p>d. At least ½ credit in United States and New Hampshire government/civics;</p> <p>e. At least ½ credit in economics; and</p>	
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<p>f. At least one credit, which may be interdisciplinary or integrated, to be chosen from the areas of geography, economics, world history, civics/government, state or national history or both, or behavioral studies; and</p> <p>(5) Systematic instruction and activities designed to enable students to acquire the skills of critical thinking, effective decision making, and human relations.</p>	<p>f. At least one credit, which may be interdisciplinary or integrated, to be chosen from the areas of geography, economics, world history, civics/government, state or national history or both, or behavioral studies; and</p> <p>(5) Systematic instruction and activities designed to enable students to acquire the skills of critical thinking, effective decision making, and human relations.</p> <p><i>(d) Sound assessment practices consistent with Ed 306.24;</i></p>	
<p><u>Ed 306.47 Technology/Engineering Education Program.</u></p> <p>(a) Technology/engineering education is the discipline devoted to the study of human invention and innovation and their influence on our natural and human-made environment.</p> <p>(b) The local school board shall require that a technology/engineering education program in each middle school provides:</p> <p>(1) Opportunities for students to develop an understanding of the technological world in which they live and will someday work;</p> <p>(2) Opportunities for students to develop positive attitudes and knowledge about present and future technologies in 3 or more of the following content areas:</p> <p>a. Medical technologies;</p> <p>b. Agricultural;</p>	<p><u>Ed 306.47 Technology/Engineering Education Program.</u></p> <p>(b) The school board shall <i>provide</i> a technology/engineering education program in each middle school <i>consistent with competencies pursuant to Ed 3056.26, which may include:</i></p> <p>(1) Opportunities for students to develop an understanding of the technological world in which they live and will someday work;</p> <p>(2) Opportunities for students to develop positive attitudes and knowledge about present and future technologies in 3 or more of the following content areas:</p> <p>a. Medical technologies;</p> <p>b. Agricultural;</p> <p>c. Biotechnologies;</p> <p>d. Energy and power technologies;</p>	<p>Revised language</p>

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<p>c. Biotechnologies;</p> <p>d. Energy and power technologies;</p> <p>e. Information and communications technologies;</p> <p>f. Transportation technologies;</p> <p>g. Manufacturing technologies;</p> <p>h. Construction technologies; and</p> <p>i. New and emerging technologies;</p> <p>(3) Opportunities for students to develop a knowledge and understanding of how social forces like demographics and prevailing economic systems can influence the free-enterprise system and the global marketplace;</p> <p>(4) Opportunities to promote the development of problem-solving skills as well as basic skills in planning, design, fabrication, and evaluating technical processes technology/engineering principles and design, encouraging those habits of mind necessary to be a lifelong learner; and</p> <p>(5) Systematic instruction and activities designed to enable students to:</p> <p>a. Acquire an understanding of technical processes, the practical application of mathematics and scientific principles, and the interrelationships between technology/engineering education and other academic disciplines in the school curriculum;</p> <p>b. Be aware of the right to, and the knowledge of what constitutes, safe work environments as well as</p>	<p>e. Information and communications technologies;</p> <p>f. Transportation technologies;</p> <p>g. Manufacturing technologies;</p> <p>h. Construction technologies; and</p> <p>i. New and emerging technologies;</p> <p>(3) Opportunities for students to develop a knowledge and understanding of how social forces like demographics and prevailing economic systems can influence the free-enterprise system and the global marketplace;</p> <p>(4) Opportunities to promote the development of problem-solving skills as well as basic skills in planning, design, fabrication, and evaluating technical processes technology/engineering principles and design, encouraging those habits of mind necessary to be a lifelong learner; and</p> <p>(5) Systematic instruction and activities designed to enable students to:</p> <p>a. Acquire an understanding of technical processes, the practical application of mathematics and scientific principles, and the interrelationships between technology/engineering education and other academic disciplines in the school curriculum;</p> <p>b. Be aware of the right to, and the knowledge of what constitutes, safe work environments as well as the safe and appropriate use of tools, small machines, and processes;</p> <p>c. Understand industry and technology, their systematic structures, and their place in our culture;</p>	
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<p>the safe and appropriate use of tools, small machines, and processes;</p> <p>c. Understand industry and technology, their systematic structures, and their place in our culture;</p> <p>d. Understand the technological systems model requiring inputs, processes, outputs and feedback, where the processes include the resources of people, information, tools, energy, capital, time, materials;</p> <p>e. Learn leadership and group-process skills;</p> <p>f. Recognize and build upon individual talents and interests; and</p> <p>g. Become familiar with opportunities and requirements for careers in new and emerging technologies like medicine, agriculture, biotechnology, energy and power, information and communications, transportation, manufacturing, and construction.</p> <p>(c) The local school board shall require that a technology/engineering education program in each high school provides:</p> <p>(1) Opportunities for students to develop insight, understanding, and application of technological concepts, processes, and systems;</p> <p>(2) Opportunities for students to develop safe and efficient habits in the application of tools, materials, machines, processes, and technical concepts;</p> <p>(3) Planned activities designed to increase students' knowledge and skills related to technologies like medicine, agriculture, biotechnology, energy and</p>	<p>d. Understand the technological systems model requiring inputs, processes, outputs and feedback, where the processes include the resources of people, information, tools, energy, capital, time, materials;</p> <p>e. Learn leadership and group-process skills;</p> <p>f. Recognize and build upon individual talents and interests; and</p> <p>g. Become familiar with opportunities and requirements for careers in new and emerging technologies like medicine, agriculture, biotechnology, energy and power, information and communications, transportation, manufacturing, and construction.</p> <p>(c) The school board shall <i>provide</i> a technology/engineering education program <i>in each high school consistent with course competencies pursuant to Ed 306.27, which may include:</i></p> <p>(1) Opportunities for students to develop insight, understanding, and application of technological concepts, processes, and systems;</p> <p>(2) Opportunities for students to develop safe and efficient habits in the application of tools, materials, machines, processes, and technical concepts;</p> <p>(3) Planned activities designed to increase students' knowledge and skills related to technologies like medicine, agriculture, biotechnology, energy and power, information and communications, transportation, manufacturing, and construction;</p>	
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<p>power, information and communications, transportation, manufacturing, and construction;</p> <p>(4) Courses totaling at least 4 credits in technology/engineering education with a minimum of one credit offered in 3 of the 4 areas of:</p> <p>a. Energy and power technologies, including electricity, electronics, power mechanics, transportation, alternative energy, and energy conservation;</p> <p>b. Process technologies, including manufacturing, construction, wood, metal, medical, agricultural, and biotechnology;</p> <p>c. Communication and information technologies, including engineering graphics/CAD fundamentals, architectural design including modeling and the virtual environment, photography, printing, desktop publishing, graphic arts and design; and</p> <p>d. Engineering principles and design; and</p> <p>(5) Systematic instruction and activities designed to enable students to:</p> <p>a. Understand the factors of production, including capital, labor, and management, in relation to industrial organization, systems and structure;</p> <p>b. Utilize the engineering design process to propose, build, test and assess technological problems in a systematic and economically sound manner;</p> <p>c. Develop skills in specific machine and tool operations;</p>	<p>(4) Courses totaling at least 4 credits in technology/engineering education with a minimum of one credit offered in 3 of the 4 areas of:</p> <p>a. Energy and power technologies, including electricity, electronics, power mechanics, transportation, alternative energy, and energy conservation;</p> <p>b. Process technologies, including manufacturing, construction, wood, metal, medical, agricultural, and biotechnology;</p> <p>c. Communication and information technologies, including engineering graphics/CAD fundamentals, architectural design including modeling and the virtual environment, photography, printing, desktop publishing, graphic arts and design; and</p> <p>d. Engineering principles and design; and</p> <p>(5) Systematic instruction and activities designed to enable students to:</p> <p>a. Understand the factors of production, including capital, labor, and management, in relation to industrial organization, systems and structure;</p> <p>b. Utilize the engineering design process to propose, build, test and assess technological problems in a systematic and economically sound manner;</p> <p>c. Develop skills in specific machine and tool operations;</p> <p>d. Plan, design, produce and/or use measuring instruments, jigs, fixtures, and templates to control, test and assess parts of a technological process;</p>	
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<p>d. Plan, design, produce and/or use measuring instruments, jigs, fixtures, and templates to control, test and assess parts of a technological process;</p> <p>e. Use a variety of problem-solving tools to develop and apply critical thinking skills to technological problems;</p> <p>f. Exhibit an understanding for the importance of using resources in a way that is economical, efficient and respectful of our shared environment;</p> <p>g. Develop those habits of mind necessary to a lifelong learner such as the ability to question, investigate, design, experiment, and evaluate; and</p> <p>h. Develop leadership abilities required in a technological society such as communication, cooperation, and collaboration with individuals and groups.</p>	<p>e. Use a variety of problem-solving tools to develop and apply critical thinking skills to technological problems;</p> <p>f. Exhibit an understanding for the importance of using resources in a way that is economical, efficient and respectful of our shared environment;</p> <p>g. Develop those habits of mind necessary to a lifelong learner such as the ability to question, investigate, design, experiment, and evaluate; and</p> <p>h. Develop leadership abilities required in a technological society such as communication, cooperation, and collaboration with individuals and groups.</p> <p><i>(d) Sound assessment practices consistent with Ed 306.24;</i></p>	
<p>Ed 306.48 <u>World Languages Program.</u></p> <p>(a) The local school board may provide instruction in one or more world languages in an elementary school. The extent of this instruction and the students to whom it is offered shall be determined by local school board policy.</p> <p>(b) Pursuant to Ed 306.26 the local school board may provide supplemental instruction in one or more world languages in a middle school.</p> <p>(c) If world language instruction is offered, the program shall be designed to provide:</p> <p>(1) Opportunities for students to develop a basic proficiency in a second language or to explore 2 or more languages other than English;</p>	<p>Ed 306.48 <u>World Languages Program.</u></p> <p>(a) The local school board may provide instruction in one or more world languages in an elementary school. The extent of this instruction and the students to whom it is offered shall be determined by local school board policy.</p> <p>(b) Pursuant to Ed 306.26 the local school board may provide supplemental instruction in one or more world languages in a middle school.</p> <p>(c) If world language instruction is offered, the program shall be designed to provide:</p> <p>(1) Opportunities for students to develop a basic proficiency in a second language or to explore 2 or more languages other than English;</p>	<p>Revised language</p> <p>Added paragraph (g)</p>

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<p>(2) Instruction which emphasizes basic competency in the 4 skills of listening comprehension, reading, speaking, and writing;</p> <p>(3) Activities designed to make students aware of the culture of the countries in which the language(s) is/are spoken; and</p> <p>(4) Systematic instruction and activities designed to enable students to:</p> <p>a. Gain basic linguistic knowledge in one or more second language(s);</p> <p>b. Acquire basic communicative competence by applying the skills of listening comprehension, speaking, reading, and writing;</p> <p>c. Understand the contributions of other cultures and compare elements of those cultures with American culture;</p> <p>d. Recognize and respect linguistic and cultural differences and be enriched by other societies' contributions to the human experience;</p> <p>e. Be aware of the concept of global interdependence; and</p> <p>f. Become familiar with the relationship between second language skills and future career choices.</p> <p>(d) Pursuant to Ed 306.27, the local school board shall require that a world language program in each high school provides:</p> <p>(1) Opportunities for students to become familiar with the linguistic and cultural elements of classical and/or modern languages;</p>	<p>(2) Instruction which emphasizes basic competency in the 4 skills of listening comprehension, reading, speaking, and writing;</p> <p>(3) Activities designed to make students aware of the culture of the countries in which the language(s) is/are spoken; and</p> <p>(4) Systematic instruction and activities designed to enable students to:</p> <p>a. Gain basic linguistic knowledge in one or more second language(s);</p> <p>b. Acquire basic communicative competence by applying the skills of listening comprehension, speaking, reading, and writing;</p> <p>c. Understand the contributions of other cultures and compare elements of those cultures with American culture;</p> <p>d. Recognize and respect linguistic and cultural differences and be enriched by other societies' contributions to the human experience;</p> <p>e. Be aware of the concept of global interdependence; and</p> <p>f. Become familiar with the relationship between second language skills and future career choices.</p> <p>(d) <i>The school board shall provide a world language education program in each high school consistent with course competencies pursuant to Ed 306.27, which may include:</i></p>	
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<p>(2) Opportunities for students to develop a knowledge and understanding of the skills necessary for effective communication in the language(s) studied as well as an understanding of the nature and contributions of the related culture(s); and</p> <p>(3) Systematic instruction and activities designed to enable students to:</p> <p>a. Acquire progressive proficiency in the skills of listening comprehension, speaking, reading, writing and structural analysis;</p> <p>b. Increase knowledge and understanding of the countries, cultures, and attitudes of the peoples whose languages are being studied;</p> <p>c. Appreciate one's own cultural heritage;</p> <p>d. Plan education and career development in areas related to world languages; and</p> <p>e. Develop career and technical interests and activities associated with the study and use of world languages.</p> <p>(e) Each high school shall offer courses totaling 5 credits comprised of a 3-year sequence in one world language and a 2-year sequence in a second world language.</p> <p>(f) American Sign Language (ASL) shall qualify as a world language for purposes of this section and for the purpose of meeting a high school world language graduation requirement.</p>	<p>(1) Opportunities for students to become familiar with the linguistic and cultural elements of classical and/or modern languages;</p> <p>(2) Opportunities for students to develop a knowledge and understanding of the skills necessary for effective communication in the language(s) studied as well as an understanding of the nature and contributions of the related culture(s); and</p> <p>(3) Systematic instruction and activities designed to enable students to:</p> <p>a. Acquire progressive proficiency in the skills of listening comprehension, speaking, reading, writing and structural analysis;</p> <p>b. Increase knowledge and understanding of the countries, cultures, and attitudes of the peoples whose languages are being studied;</p> <p>c. Appreciate one's own cultural heritage;</p> <p>d. Plan education and career development in areas related to world languages; and</p> <p>e. Develop career and technical interests and activities associated with the study and use of world languages.</p> <p>(e) Each high school shall offer courses totaling 5 credits comprised of a 3-year sequence in one world language and a 2-year sequence in a second world language.</p> <p>(f) American Sign Language (ASL) shall qualify as a world language for purposes of this section and for</p>	
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	<p>the purpose of meeting a high school world language graduation requirement.</p> <p><i>(g) Sound assessment practices consistent with Ed 306.24;</i></p>	
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