

PART Ed 306 Administration of Minimum Standards in Public Schools

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:

(a) Except as provided in (b) below, a public school shall be approved as an elementary school if it contains any of the learning levels kindergarten through 8 and meets the rules applicable to all schools and to each elementary school;

(b) As determined by vote of the school board, any combination of the learning levels 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

(c) A public school or a public academy shall be approved as a high school if it contains any of the learning levels 9 through 12 and meets the rules applicable to all schools and to each high school.

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #2787, eff 7-31-84; ss by #4851, eff 6-25-90; amd by #5107, eff 4-2-91; ss by #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; ss by #10556,

Ed 306.02 Definitions. Except where the context makes another meaning manifest, the following words have the meanings indicated when used in this chapter:

(a) “Acknowledgement of achievement” means when a student has demonstrated achievement of competencies at a proficient level associated with a program or course of study;

(b) “Career and technical education” means organized educational activities that offer a sequence of learning opportunities that:

(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 careers in current or emerging vocational fields; and

(2) Provide technical skill proficiency, an industry-recognized credential, a certificate, or an associate’s degree;

(c) “Competencies” are statements that define what a student will know and be able to do as a result of a specific set of learning opportunities;

(d) “Competency based assessment” means an assessment of student proficiency with regard to one or more competencies;

(e) “Credit” means the record keeping system for acknowledging student demonstration of achieving competencies associated with a program or course of study;

(f) “Department” means the New Hampshire department of education;

(g) “Educator” means administrators, educational specialists, instructional specialists, teachers, paraeducators, educational interpreter/translator, school nurses, and any other individuals credentialed by the State Board of Education;

(h) “Extended learning” means the personalized learning process that allows for demonstration of competencies through means outside the traditional classroom;

(i) “Instructional time” means the period of time in the school day during which a school is offering instruction;

(j) “Nutrient dense foods” means those foods defined by 7 CFR Part 210.10;

(k) “Nutrient density of foods” means the amount of a specific nutrient in a food as defined in 7 CFR Part 210.11;

(l) “Nutrition targets” means the specific number and types of food that a student selects. The targets are the scientific basis 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;

(m) “Personalized learning” means a process which encourages student curiosity by connecting learning with learner’s interests, talents, passions, and aspirations including actively participating in the design and implementation of their learning;

(n) “Personalized learning plan” means a learner-centered plan, developed and progress monitored at the district level, which employs strategies to connect learning with the interests, talents, passions, and aspirations of the learner, including the active participation in the design and implementation of the plan by the learner;

(o) “Proficiency” 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;

(p) “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;

(q) “School board” means the local school board of a district under RSA 189:1-a.

(r) “State board” means the state board of education established in RSA 21-N:10;

(s) “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.

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #2787, eff 7-31-84; ss by #4851, eff 6-25-90; amd by

#5107, eff 4-2-91; ss by #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; amd by #10047, eff 12-17-11;

Ed 306.03 Statutory and Policy Requirements.

(a) In order for a school to be an approved school under these rules, the school board shall comply with all applicable state laws and rules.

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #2787, eff 7-31-84; ss by #4851, eff 6-25-90; ss by #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; ss by #10556, eff 3-27-14

Ed 306.04 Policy Development.

(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.

(b) In accordance with Ed 303.01, the school board shall adopt and implement written policies and procedures relative to:

(1) Absenteeism and attendance;

(2) Promoting school safety, to include procedures relative to:

a. On school buses and on the school grounds, including playgrounds;

b. During authorized school activities, such as field trips;

c. Within the school building, including classrooms and laboratories;

d. Off school grounds during school sanctioned activities, including, but not limited to extended learning opportunities, work-based learning, internships, and other learning activities that involve engagement with businesses and the community at large;

e. In online and hybrid learning;

- f. In managing the behavior of children including describing how and under what circumstances restraint shall be used pursuant to RSA 126-U; and
 - g. Providing immediate and adequate emergency care for students and school personnel who sustain injury or illness during school hours or during scheduled school activities.
- (3) Discipline, including behavior management and intervention for students. Such policy shall include:
- a. Provisions regarding student rights and responsibilities, rules of conduct, and penalties for misbehavior;
 - b. Be written in age-appropriate language;
 - c. Be disseminated to parents and guardians; and
 - d. Be available in written or oral form for students, parents, and guardians for whom English is a second language, whenever necessary;
- (4) Records retention, including electronic files, which shall require that:
- a. Complete and accurate records of students' attendance and scholarship be permanently kept and safely stored in a fire-resistant file, vault, or safe;
 - b. A schedule for the retention and disposition of original records and information be established in accordance with RSA 189:29-a;
 - 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. 1232g and RSA 91-A, Access to Public Records; and
 - d. Provide for adequate school staff to maintain all school records in accordance with local policy, state laws and rules, and federal laws and regulations;
- (5) Character and citizenship, which shall incorporate in courses of study or instilled, by example, in a caring, educational environment, those elements of character and citizenship including but not limited to:
- 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;

(6) Student hazing;

(7) Student harassment, including bullying, as required by RSA 193-F;

(8) Sexual harassment, as detailed in Ed 303.01(j) and (k);

(9) Reporting of suspected abuse or neglect;

(10) Promotion of a school environment that is conducive to learning and supports strong family and community partnerships. Such policy shall include:

- a. Engagement opportunities for parents and family members of students of all ages and learning levels;
- b. Parent educational activities throughout the school year to help parents support their children's learning;
- c. Curricular and learning materials made available to parents, consistent with copyright licensure of such materials;
- d. Frequent communication of school performance, student progress, and personalized learning plans, using both print and online formats;
- e. Working with agencies and businesses to support community-based developmental activities that prepare young children for school and promote ongoing achievement;
- f. Promote collaboration among parents, schools, and community on school improvement and student achievement projects;
- 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 student in achieving necessary skills and knowledge; and
- h. Encouragement of business partnerships to assist students in the successful transition to employment or further education;

(11) Distance education, as provided in Ed 306.22;

(12) Providing alternative means of earning credit toward a high school diploma or equivalent;

(13) Homeless students;

(14) Supporting student physical and emotional health needs;

(15) Supporting healthy foods and beverages in schools which shall include:

- a. Standards for nutrient dense foods and beverages for learning level needs of elementary, middle and high school;
- b. Portion size for nutrient dense foods and beverages in schools which support the framework for healthier food choices in all school environments;
- 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; and
- d. 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;

(16) Air quality in school buildings as required by RSA 200:48;

(17) A policy for how districts utilize personal learning plans, which include the process, if applicable, by which each student is assisted to develop and continually revise, as needed, their personal learning plan;

(18) The policy by which credit is granted to students based upon demonstrated acknowledgement of competencies;

- a. The policy shall include 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;
- b. The policy shall describe how a student demonstrates acknowledgment of competencies, including what would constitute defensible evidence collected towards acknowledgment of competencies;
- c. The policy shall include an affirmative statement as to the acceptance of earned Learn Everywhere credits when requested by the student;
- d. The policy shall describe how students can graduate early. 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 he/she 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 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.

(19) Basic Learning Standards policy to include:

- a. A policy on homework, including its relationship to formative assessment;
- b. A policy for promoting students from one learning level to another based on achievement of competencies;
- c. A policy that outlines how digital literacy will be integrated in a developmentally appropriate manner across all learning levels;
- 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;
- e. A policy for informing students and families about ways to pursue extended learning opportunities, and career readiness activities. The policy shall address:
 1. The administration and supervision of the program
 2. How certified school personnel oversee an individual student's program;
 3. Requires that each extended learning proposal meets rigorous measurable standards and be approved by the school;
 4. Access to the program by middle school students;
- f. A policy for informing students of how to include summer activities in their personalized learning plan;

(20) 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.

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #2787, eff 7-31-84; ss by #4851, eff 6-25-90; ss by #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; amd by #10047, eff 12-17-11; ss by #10556, eff 3-27-14; ss by #12845, eff 8-9-19; amd by #12845, eff 8-9-19 (See Revision NOTE #2 at part heading for Ed 306)

Ed 306.05 School Philosophy, Goals, and Objectives. 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. The aforementioned shall be visible to students, staff and parents. Provisions shall be made for the review of the philosophy, goals, and objectives at least every 5 years.

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #2787, eff 7-31-84; ss by #4851, eff 6-25-90; ss by #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; ss by #10556, eff 3-27-14

Ed 306.06 Culture and Climate.

(a) The school policies adopted by the school board shall reflect:

- (1) The acknowledgement of diversity and respect for differences, affording all students equitable opportunities;
- (2) Shared ownership and responsibility for the success of the school among students, their families, and the community;
- (3) Student leadership through involvement in decision-making; and
- (4) Respectful use of language and behavior by all school members that is void of any and all stereotypes and biases.

(b) The school administration and staff shall develop a plan to address academic under-performance of individual students and the elimination of barriers to learning;

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #2787, eff 7-31-84; ss by #4851, eff 6-25-90; ss by #5546, eff 7-1-93; ss by #6366, eff 10-30-96; amd by #7512, eff 7-1-01; ss by #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; ss by #10556, eff 3-27-14

Ed 306.07 School Facilities.

(a) For school facilities operated by the school district, the school board shall:

- (1) Consistent with RSA 189:24, a require that all facilities, including the learning environment, grounds, and any locations where school-building related activities are supported are operated in a clean, healthy, and safe manner including but not limited to the following;

- a. All facilities shall be in compliance with the state building code as provided in RSA 155-A;
- b. All facilities shall be in compliance with the state fire code under RSA 153:1, VI-a and Saf-Fmo 300, as amended by the state board of fire control and ratified by the general court pursuant to RSA 153:5;
- c. All facilities shall meet the New Hampshire code for barrier-free design under Abfd 300;
- d. If food service operations are to take place in the facility, the operators shall be in compliance with the bureau of food protection in the New Hampshire department of health and human services, as provided in He-P 2304;
- e. All facilities shall be in compliance with regulations relating to school building, sanitation, sewage disposal, water supply, and other matter affecting public health; and
- f. All facilities have a site-specific emergency operation plan on file with New Hampshire homeland security and emergency management as required by RSA 189:64;

(2) The 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.

(3) 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

(4) Schools shall minimize the use of toxic chemicals for cleaning and pest control and not permit staff to bring cleaning products or pesticides into a school without approval from the school administration.

Ed 306.08 Learning Resources

(a) The school board shall require that each school:

(1) Provides a developmentally appropriate collection of curriculum and learning resources, including online and print materials, equipment, and learning technologies, that shall be current, comprehensive, and necessary to support the curriculum as well as the instructional needs of all students;

(2) Provides that learning resources are, as appropriate:

- a. Organized and accessible to students, staff, and parents;

- b. Managed through circulation policies and procedures that are designed to maximize the use of the resources; and
- c. Utilize community resources;

(3) Provides opportunities for instruction in:

- a. Accessing information efficiently and effectively;
- b. Evaluating information and sources critically and competently;
- c. Citing sources and not plagiarizing;
- d. Using information accurately and creatively;
- e. Pursuing information related to personal interests;
- f. Appreciating literature and other creative expressions of information;
- g. Striving for excellence in information-seeking and knowledge generation;
- h. Recognizing the importance of information to a democratic society;
- i. Practicing ethical behavior in regard to information and information technology;
- j. Participating effectively in groups to pursue and generate information; and
- k. Activities to promote the development of reading, viewing, and listening skills.

(4) Implements a district specific plan for ongoing development, organization, acquisition, maintenance, replacement, and updating of curriculum and learning resources necessary to support the needs of students.

Ed 306.10 Administrative Support Services. 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.

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #2787, eff 7-31-84; ss by #4851, eff 6-25-90; ss by #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; ss by #10556, eff 3-27-14

Ed 306.11 Food and Nutrition Services.

(a) The school board shall:

(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;

(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

(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).

(b) All food service employees shall, within their first year of employment, obtain a certificate of completion for an approved sanitation course.

(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.

(d) Students shall be provided with an adequate time to consume meals in each elementary school in accordance with the federal Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265).

(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).

(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).

(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.

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #2787, eff 7-31-84; ss by #4851, eff 6-25-90; ss by #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; amd by #10047, eff 12-17-11; ss by #10556, eff 3-27-14

Ed 306.12 School Health Services.

(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.

(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 license 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 has a current first aid and cardiopulmonary resuscitation certification (CPR) certification shall be available.

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #2787, eff 7-31-84; ss by #4851, eff 6-25-90; ss by #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; ss by #10047, eff 12-17-11; ss by #10556, eff 3-27-14; ss by #12418, eff 11-14-17

Ed 306.13 RESERVED

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #2787, eff 7-31-84; ss by #4851, eff 6-25-90; ss by #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; ss by #10556, eff 3-27-14; rpld by #10556, eff 3-27-14

Ed 306.14 Basic Learning Standards.

(a) The school board shall require that each school has a learning program which includes 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;

Source. (See Revision Note #2 at part heading for Ed 306) #12845, eff 8-9-19

Ed 306.15 Provision of Staff and Staff Qualifications.

(a) To carry out the educational program established by these rules and school board policy, the school board shall require that each school provides:

(1) The services of a certified principal, a certified library media specialist, and a certified school counselor(s);

(2) For the hiring and training of educators certified under Ed 500 to facilitate learning in their certified content area;

(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);

(4) In each middle and high school, a library media specialist to support the learning resources program and facility requirements of Ed 306.08; and

(5) Educators in accordance with class size requirements in Ed 306.17.

(b) The school board shall require that in carrying out the school counseling program established by Ed 306.39:

(1) The counseling load in each elementary school shall not exceed the equivalent of one full-time certified school counselor per 500 students enrolled;

(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;

(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

(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.

(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.

(d) The school board may provide for each school the services of additional staff to facilitate the use of the learning resources described in Ed 306.08 and the technological resources needed to facilitate the digital literacy program described in Ed 306.42.

(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.

(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 insure that the individual has the appropriate level of content knowledge.

Source. #5546, eff 7-1-93; ss by #6366, eff 10-30-96,
EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-
05

New. #8354, eff 7-1-05; amd by #10047, eff 12-17-11; ss
by #10556, eff 3-27-14; amd by #12845, eff 8-9-19

Ed 306.16 Professional Development. In accordance with Ed 513:

(a) The school board shall require:

- (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;
- (2) That the goals in the professional development master plan align with the district/school improvement goals;
- (3) That the professional development master plan guides each professional staff member's individual professional development plan in its design, implementation, and evaluation; and
- (4) The regular assessment and evaluation of the needs, design, implementation, and impact on student learning of professional development activities and programs; and

(b) The school administration shall require that:

- (1) Each certified educator's individual professional development plan required under Ed 513.03 is aligned with the professional development master plan;
- (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
- (3) The professional development activities included in the local professional development master plan under Ed 513.02(c)(7):

a. Are:

1. Student focused;
2. Data driven;
3. Research based;
4. Intensive;
5. Sustained; and

b. Include:

1. Job-embedded activities;
2. Research;
3. Collaboration;
4. Practice; and
5. Reflection.

Source. #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; ss by #10556, eff 3-27-14

Ed 306.17 Class Size.

(a) Class size for instructional purposes, in each school shall be:

- (1) Kindergarten – learning level 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;
- (2) Learning level 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
- (3) Middle school and high school, 30 students or fewer per educator.

(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 video.

(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.

Source. #5546, eff 7-1-93; ss by #6366, eff 10-30-96; and by #7925, eff 7-24-03; ss by #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; ss by #10556, eff 3-27-14

Ed 306.18 School Year.

(a) Pursuant to RSA 189:1 and RSA 189:24, each school district shall maintain a school year as provided below, 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):

- (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;
- (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;
- (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;
- (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;
- (5) 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
- (6) Distance education conducted in accordance with Ed 306.22 shall count toward the required amount of instructional time.

Source. #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; ss by #10047, eff 12-17-11; ss by #10556, eff 3-27-14; amd by #12814, eff 6-15-19; amd by #13001, EMERGENCY RULE, eff 3-12-20, EXPIRES: 9-8-20

Ed 306.19 School Calendar. Each school shall maintain a school calendar 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.

Source. #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; ss by #10047, eff 12-17-11; ss by #10556, eff 3-27-14

Ed 306.20 Career and Technical Education Programs.

(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:

(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

(2) Every public high school shall make all students aware of programs available at the regional CTE center.

(b) Receiving districts shall make every effort to offer opportunities 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.

(c) CTE cooperative agreements shall require sending and receiving school districts to coordinate calendars and schedules to maximize student access to CTE programming;

(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;

(e) Prerequisites shall include requirements to ensure:

(1) Successful completion of the program of core technical competencies vetted by business and industry and postsecondary institutions;

(2) Seamless transition into postsecondary institutions; and

(3) Employment preparedness;

(f) Prerequisites shall have a direct and necessary relationship to the CTE program.

Source. #5546, eff 7-1-93; ss by #6366, eff 10-30-96,
EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; rpld by #10047, eff 12-17-11; ss by #10556, eff 3-27-14

Ed 306.21 Alternative Programs.

(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.

(b) An alternative program may be housed in the same facility as a standard school or at a different location.

(c) An alternative program shall be:

(1) Designed to address the personalized needs of students, including, but not limited to, dropout prevention, soft skills, and career pathways; and

(2) Approved by the school board in a plan that:

a. States the goals of the program and curriculum to be provided;

b. Enables students to opt into the program at the request of the family;

c. Specifies the procedures for assessing and implementing its program plan consistent with RSA 193-C:3, III;

d. Specifies when the program would be offered, which may be at a time other than during the regular school day;

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

f. Details how extended learning opportunities will be incorporated as a learning option for all students.

(d) Alternative programs for students with disabilities shall meet the requirements of Ed 1119.

(e) Prior to implementing an alternative program, a school administrative unit shall submit to the department the following:

(1) A copy of the school board's approval, including the plan submitted;

(2) The location of the alternative program; and

(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.

(f) Each student participating in an alternative program shall participate in the state assessment exam, when applicable.

(g) Assignment of students to alternative programs shall be voluntary and shall require written approval from the parent or guardian.

(h) Staff assigned to alternative programs shall meet the same certification requirements as staff assigned to standard schools in accordance with Ed 306.15.

(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.

(j) The school year for alternative programs shall meet the requirements of Ed 306.18.

(k) Alternative programs which result in the award of a high school diploma shall meet the requirements of Ed 306.27(q).

(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.

(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.

Source. #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; ss by #10047, eff 12-17-11; ss by #10556, eff 3-27-14

Ed 306.22 Distance Education.

(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);

(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;

(c) Distance education may be offered only:

(1) When inclement weather makes it unsafe to safely transport students to or from in-person instruction; or

(2) As an option for a parent or guardian making a request for distance education;

(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;

(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.

(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.

(g) A student shall remain in distance education until the conclusion of the appeal in (f) above. If 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.

(h) School districts may cooperate to share delivery of distance education.

Source. #5546, eff 7-1-93; ss by #6366, eff 10-30-96; amd by #7512, eff 7-1-01; ss by #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; ss by #10556, eff 3-27-14

Ed 306.23 Statistical Reports; Accountability.

(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.

(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.

(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.

Source. #5546, eff 7-1-93; ss by #6366, eff 10-30-96; amd by #7512, eff 7-1-01; amd by #7797, eff 11-28-02; ss by #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; amd by #10047, eff 12-17-11; ss by #10556, eff 3-27-14

Ed 306.24 Assessment.

(a) The school board shall require that each school:

- (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;
- (2) Participates in the state-wide education improvement and assessment program as provided in (c) below;
- (3) Participates in the New Hampshire performance assessments;

(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

(5) Supports student development of individual student digital portfolios.

(b) The following elements shall be used as evidence by the department in determining whether a school complies with the requirements of (a) above:

(1) The school has a process for the selection, use, and interpretation of local assessment instruments;

(2) The school supports the authentic assessment of student learning outcomes through multiple formative and summative assessment instruments, including, but not limited to:

a. Educator observation of project-based learning, including off-site learning projects;

b. Competency-based or performance based assessments;

c. Educator observations of student performance; and

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;

(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

(4) The school has a systematic process for collecting and analyzing assessment data to:

a. Identify needs for improvement; and

b. Determine the effectiveness of educational programs in meeting student performance goals.

(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:

(1) Written guidelines for the inclusion of and accommodations for student participation, including, but not limited to, inclusion of and accommodations for:

a. Students in major racial and ethnic groups;

b. Students with disabilities;

c. Economically disadvantaged students; and

d. Students with limited English proficiency;

(2) Procedures for test security and the accurate inclusion of student data; and

(3) Procedures by which assessment results are communicated in a timely manner to:

- a. Parents;
- b. Faculty; and
- c. The community.

(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:

- (1) A summary of individual student performance to parents at least 3 times each year; and
- (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.

Source. #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; ss by #10556, eff 3-27-14

Ed 306.25 Comprehensive School Psychological Services.

(a) If a district employs a school psychologist as an optional service pursuant to RSA 189:49, IV, the standards in (b)-(e), in addition to the requirements below, shall apply.

- (1) Nothing in this section shall prevent a school district from contracting services with a qualified school psychologist.
- (2) All such psychological services must comply with federal Every Student Succeeds Act requirements, including informed written consent; and
- (3) All such services must comply with state and federal student privacy laws and rules.

(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.

(c) The school psychologist shall provide comprehensive psychological services throughout various learning environments to help children and youth develop academic, social, behavioral, and emotional competence through:

- (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;

- (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;
- (3) Interventions and learning 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;
- (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;
- (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;
- (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;
- (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;
- (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;
- (9) Research and program evaluation to support educational decision-making and evaluate programs; and
- (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.

(d) School psychologists shall utilize assessment findings to diagnose educational and behavioral disorders and to facilitate educational treatment planning.

(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 overall development, implementation and professional supervision of school psychological service programs.

(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.

(g) Employing school districts shall insure that parental consent and student information are protected as required under applicable state and federal law.

Source. #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; rpld by #10047, eff 12-17-11; ss by #10556, eff 3-27-14 (from Ed 306.44)

Ed 306.26 Kindergarten. Grade 8 School Curriculum.

(a) The school board shall require that in each school there is:

(1) A broad and well-balanced elementary school curriculum that outlines competencies for the learning levels 1-8 program in compliance with RSA 193-C:3, III; and

(2) A learning program that includes:

- a. Procedures for identifying learner needs, learning styles, and interests;
- b. Methods and strategies for facilitating student learning;
- c. Research-based learning opportunities;
- d. Techniques for the evaluation of student outcomes, including performance assessment of competencies; and
- e. Provision of differentiated instruction for students based on learning styles, needs, and interests.

(b) The school board shall adopt where applicable, 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:

(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;

(2) Child development and learning in all domains, including, but not limited to:

- a. Physical;
- b. Social;
- c. Cognitive; and
- d. Language;

(3) Child-directed experiences based upon the district's identified early childhood best learning practices and play-based learning that comprise:

- a. Movement;
- b. Creative expression;
- c. Exploration;
- d. Socialization; and
- e. Music; and

(4) A guided-reading literacy program.

(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 learning level 1-8 in the school:

(1) For the elementary learning levels 1-8, where no middle school has been established by vote of the school board:

- a. Ed 306.31, relative to a competency-based arts program;
- b. Ed 306.37, relative to a competency-based English/language arts and reading program;
- c. Ed 306.40, relative to a competency-based health education program;
- d. Ed 306.41, relative to a competency-based physical education program;
- e. Ed 306.42, relative to a competency-based digital literacy program;
- f. Ed 306.43, relative to a competency-based mathematics program;
- g. Ed 306.45, relative to a competency-based science program; and
- h. Ed 306.46, relative to a competency based social studies program; and

(2) For middle school:

- a. Ed 306.31, relative to a competency-based arts program;
- b. Ed 306.37, relative to a competency-based English/language arts and reading program;
- c. Ed 306.40, relative to a competency-based health education program;
- d. Ed 306.41, relative to a competency-based physical education program;
- e. Ed 306.38, relative to a competency-based family and consumer science program;

- f. Ed 306.42, relative to a competency-based digital literacy program;
- g. Ed 306.43, relative to a competency-based mathematics program;
- h. Ed 306.45, relative to a competency-based science program;
- i. Ed 306.46, relative to a competency-based social studies program; and
- j. Ed 306.47, relative to a competency-based technology and engineering program.

(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.

(e) If a co-curricular program is offered, it shall consist of those activities that are designed to supplement and enrich regular academic instruction, provide opportunities for social development, and encourage participation in clubs, athletics, performing groups, and service to school and community.

(f) If a middle school student requests an ELO, the school shall make a reasonable effort to accommodate them. The extended learning opportunities shall:

- (1) Provide the opportunity to develop and demonstrate achievement of competencies;
- (2) Promote the schools and individual students' educational goals and objectives;
- (3) Require that acknowledgement of achievement for an extended learning opportunity be approved by a certified educator;
- (4) Incorporate student participation in selecting, organizing, and carrying out extended learning opportunities;
- (5) Be available to all students.

Source. (See Revision Note #2 at part heading for Ed 306) #12845, eff 8-9-19

Ed 306.27 High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program.

(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.

(b) The required curriculum content shall comply with the following:

- (1) The program of studies shall include those learning opportunities in which students demonstrate achievement of competencies as well as other educational experiences and instructional activities required by Ed 306;
- (2) Learning opportunities shall be planned for the attainment of specific competencies leading to the high school diploma;

(3) The learning opportunities shall include:

- 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.

(4) The extended learning opportunities shall:

- a. Consist of activities designed to:
 1. Provide acknowledgement of achievement or supplement traditional academic experiences; and
 2. Promote the schools and individual students' educational goals and objectives;
- b. Be governed by the required policy adopted by the school board that:
 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 opportunity proposal be aligned with competencies, and be approved by the school
 4. Specifies that students will be able to attain acknowledgement of achievement through proficiency of competencies for extended learning opportunities
 5. Requires that credit shall be granted for any subject when a student is able to demonstrate proficiency in the required competencies that were approved by the school or certified educator;
- c. Incorporate student participation in selecting, organizing, and carrying out extended learning opportunities; and
- d. Be available to all students

(5) A co-curricular program shall be offered that provides opportunities for all students to participate in activities designed to meet their needs and interests, including, but not limited to:

- 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:
 - 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.

(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:

- (1) Ed 306.31, relative to a competency-based arts program;
- (2) Ed 306.33, relative to a competency-based business education program;
- (3) Ed 306.34, relative to a competency-based career and technical education program;
- (5) Ed 306.37, relative to a competency-based English/language arts and reading program;
- (6) Ed 306.38, relative to a competency-based family and consumer science education program;
- (7) Ed 306.39, relative to a school counseling program;
- (8) Ed 306.40, relative to a competency-based health education program;
- (9) Ed 306.41, relative to a competency-based physical education program;
- (10) Ed 306.42, relative to competency-based digital literacy program;
- (11) Ed 306.43, relative to a competency-based mathematics program;
- (12) Ed 306.44, relative to a competency-based computer science program;
- (13) Ed 306.45, relative to a competency-based science program;
- (14) Ed 306.46, relative to a competency-based social studies program;

(15) Ed 306.47, relative to a competency-based technology and engineering education program;

(16) Ed 306.48, relative to a competency-based world languages program; and

(17) Ed 306.27(b)(4), relative to extended learning opportunities.

(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.

(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:

(1) The student demonstrates knowledge and skills on an assessment approved by the school district for a particular course; or

(2) The student demonstrates knowledge and skills on an assessment approved by the department if the school district has not developed an assessment.

(f) Department approved assessments shall include assessments that measure achievement of the competencies contained within the course.

(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 supports student achievement and demonstration of competencies.

(h) Credits shall be based on the demonstration of competencies and not on time spent achieving these competencies.

(i) Students may receive acknowledgement of achievement for competencies through student demonstration of a defensible collection of work or other assessment evidence at a proficient level gained through learning activities.

(j) The items in (c) above shall not limit opportunities to develop programs that meet the needs of each student.

(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/language arts and mathematics competencies during every year they are enrolled in high school even if all required competencies for English/language arts 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. 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.

(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.

(n) The following shall apply relative to the required program of studies:

(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 306.25;

(2) Each high school may use any relevant title to identify a particular course;

(3) School boards may propose innovative ways to meet or exceed the requirements in Table 306-1, pursuant to Ed 306.29;

(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. 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.

(5) The required courses in program areas offered by each high school shall be distributed as specified in Table 306-1 below:

Table 306-1 Required Program Areas and Courses of Study

Required Program Areas	Courses
Arts education	3 courses
Business education	3 courses
Family and consumer science	3 courses
Digital literacy	½ course
World languages	5 courses
Health education	½ course
Physical education	2 courses
Technology education	4 courses
English	6 courses
Mathematics	6 courses
Science	5 courses
Social studies	5 courses
Computer science	2 courses

(6) Course requirements under Ed 306.27(n)(5) may be met through school identified and sanctioned distance education programs under Ed 306.22 subject to the following:

a. Students shall be provided courses in a classroom setting that will enable them to demonstrate achievement of competencies in courses required for graduation. Students shall not be required to take these courses in order to demonstrate achievement of competencies leading to graduation Duplicate, equivalent, or additional courses in those program areas may be offered through distance education, extended learning opportunities, or other alternative methods;

b. Distance education courses or other alternative courses or programs to be counted toward the 43 courses required by Ed 306.27(n)(5) shall be identified in the school's program of studies;

c. The school shall provide all equipment, software, and internet connectivity necessary to participate in distance or alternative education programs that are to be counted toward the 43 courses required by Ed 306.27(n)(5);

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(n)(5); and

e. At least one staff member shall be identified and available to assist students having difficulty with distance education courses and other alternative programs;

(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 306.27(n)(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(v);

(8) Nothing in this section shall prevent a high school from offering classroom learning opportunities, 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(n)(5). Schools shall not be required to pay for student registration or similar fees for these additional courses or programs; and

(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(v) consistent with local district policies.

(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 as demonstrated in Table 306.-2

(p) 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.

(q) The school board of a district which does not operate a high school may award a high school diploma if the following are met:

(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

(2) Students have attended a school other than the public academy;

(r) The awarding of different types of diplomas shall be governed by the following:

(1) A school shall award a regular diploma for achievement and demonstration of the competencies that lead toward graduation;

(2) A school may award a special diploma that recognizes academic achievement;

(3) Competencies achieved and demonstrated in adult education, including but not limited to night school, may be used to earn a regular diploma; and

(4) Students may earn certificates of completion or equivalency diplomas, but these shall not be equal to a regular high school diploma;

(s) 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. 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;

(1) In Arts, the ability to demonstrate competency in:

- a. Creating, presenting, and performing artistic works;
- b. Responding and connecting to artistic works;

(2) In Digital Literacy, the ability to use diverse technology tools and media to demonstrate competency in:

- a. Building new knowledge by inquiring, thinking critically, identifying and solving problems;
- b. Communicating clearly and creatively;
- c. Working effectively with others in ways that are safe, legal, and ethical;
- d. Locating and critically assessing digital content to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others;

(3) In English, the ability to demonstrate competency in:

- a. listening and speaking thoughtfully and purposefully to understand others and convey meaning;
- b. comprehending, analyzing, and critiquing a variety of literary and informational texts;

- c. creating written explanations, narratives and logical arguments that effectively convey ideas, analyses and critiques encompassing broad topics suitable for a variety of audiences;
- d. correctly using the conventions of standard English, such as grammar, punctuation, spelling, capitalization, and word usage, in all written work;

(4) In Mathematics, the ability to demonstrate competency in:

- a. understanding number systems and number sense, including computation concepts, strategies, procedures;
- b. understanding numerical and graphical representations of data and the underlying logical and relational statements represented by those data;
- c. understanding geometric relationships and representations and underlying mathematical principles;
- d. reasoning mathematically in the development of argument and logic;

(5) In Science, the ability to demonstrate competency in:

- a. understanding foundational principles of physical and life sciences;
- b. designing and carrying out investigations to explore biological, chemical, and physical phenomena;
- c. analyzing and interpreting data to engage in argument from evidence;
- 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;

(6) In social studies (US and NH History, Government and Civics, Economics and World History), the ability to demonstrate competency in:

- a. understanding the history of the United States through multiple perspectives, including founding principles and the on-going struggle to realize those principles;
- b. understand the governance and functioning of local, state and federal government in a constitutional republic through multiple perspectives;
- 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;
- d. understanding important events marking world history and how those events have shaped cultural, political and other aspects of civilization through multiple perspectives;

- e. recognizing local, state, national and global geography and understand how geography has influenced humanity through multiple perspectives;
- f. understanding economic systems and their effect on society;
- g. effective planning and management of personal financial resources;
- h. researching, inquiring, analyzing, and explaining historical, civic, government, geographic and economic developments, including interaction and interdependence, through multiple perspectives;

(7) In Health and Physical Education, the ability to demonstrate competency in:

- a. researching and comprehending concepts related to health promotion and disease prevention;
- b. setting goals, advocating for and pursuing positive health outcomes for self and others;

(8) In open electives, an opportunity to demonstrate competency in:

- a. pursuing areas of personal interest that instill a passion for lifelong learning;
- b. making connections between education and career paths;

(9) In all programs and courses, the ability to demonstrate competency in:

- a. Communicating effectively using multiple modalities, interpreting information using multiple senses, and demonstrating ownership of the work;
- b. Thinking originally and independently, taking risks, considering alternate perspectives, and incorporating diverse resources;
- c. Contributing respectfully, listening and sharing resources and ideas, accepting and fulfilling roles, and exercising flexibility and a willingness to compromise in both an academic and a career setting;
- d. Persevering in completing complex, challenging tasks, using self-reflection to influence work and goals, and engaging stakeholders to gain support;

(t) 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.

Table 306-2 Required Subjects and Credits for High School Graduation

Required Subjects	Credit(s)
Arts education	½ credit
Digital literacy	½ credit

English	4 credits
Mathematics	3 credits, including algebra credit that can be earned through a sequential, integrated, or applied program
Physical sciences	1 credit
Biological sciences	1 credit
US and NH history	1 credit
US and NH government/civics	½ credit
Economics, including personal finance	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credit
Open electives	6 credits
Totals	20 credits

Table 306-3 Required Credits for Graduation

Required Graduation Competencies by Content Areas	Credit(s)
Arts education	½ credit
Digital literacy	½ credit
English	4 credits
Mathematics that encompasses algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics and data analysis	3 credits,
Physical sciences	1 credit
Biological sciences	1 credit
US and NH history	1 credit
US and NH government/civics	½ credit
Economics, including personal finance	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credit
Open electives	6 credits
Totals	20 credits

(u) The rigor and number of competencies shall align with the equivalent of the credits as outlined in Table 306-3.

(v) Any competency in a subject area may be earned through interdisciplinary learning,;

(w) 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:

- (1) Students with an individualized education program (IEP) that has been developed in accordance with Ed 1109;
- (2) Students for whom early graduation has been approved as provided in (ad) below; or
- (3) Those individuals in special or unusual circumstances as provided by school board policy.

(x) 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.

(y) Each high school shall provide reasonable accommodations for cocurricular activities as appropriate in order to allow for full access and participation by students with disabilities.

Source. #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; amd by #9940, INTERIM, eff 6-9-11, EXPIRED: 12-6-11; amd by #10047, eff 12-17-11; ss by #10556, eff 3-27-14; amd by #12845, eff 8-9-19; amd by #13159, eff 1-15-21

Ed 306.28 Approval Process.

(a) Pursuant to RSA 186:8, I, and RSA 21-N:6, V, the department shall administer Ed 306;

(b) The following school approval categories shall apply to the administration of Ed 306:

- (1) Approved for a 5 year period provided that a school meets and continues to meet all requirements of Ed 306;
- (2) Conditionally approved; and
- (3) Unapproved.

(c) A school which does not meet all of the applicable requirements of Ed 306 shall be designated as conditionally approved, provided that:

- (1) All identified deficiencies and a timetable for their correction shall be incorporated into the approval designation; and
- (2) The department shall work with the school officials and the school board toward correcting all deficiencies.

(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.

(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:

(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>

(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.

(f) A school not meeting the requirements of (f)(2) above shall be designated as unapproved.

(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.

(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.

(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.

(j) The commissioner shall notify in writing the chairperson of the school board and the superintendent of each school's final approval designation.

(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.

(l) Such evidence shall be submitted to the commissioner or designee within 30 days of receipt of the commissioner's proposed designation.

(m) 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 Ed 306.28(b).

(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).

(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) 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.

(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.

(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.

Source. #5546, eff 7-1-93; ss by #6366, eff 10-30-96; ss by #7512, eff 7-1-01; ss by #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; amd by #10047, eff 12-17-11; ss by #10556, eff 3-27-14; amd by #12845, eff 8-9-19

Ed 306.29 Alternative Approval.

(a) In order to meet the provisions of these rules and encourage innovation to achieve high standards for students, a school board may request approval of an alternative method of compliance with the relevant rule or rules.

(b) To apply for alternative approval, the school board shall submit a written request to the commissioner of education that includes:

- (1) The name(s) of school(s)/district;
- (2) The SAU number;
- (3) The contact person and telephone number;
- (4) The grades covered by the request;
- (5) The number of students affected;
- (6) Identification of the rule(s) for which the alternative plan is being submitted;
- (7) The school board chairperson's signature;
- (8) A clear and concise written justification of the request; and

(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.

(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 306.25, if the request meets the following criteria:

- (1) The information provided is thorough and complete;
- (2) The school district has demonstrated that it is able to implement the alternative; and
- (3) The alternative is educationally sound and is consistent with the intent of the rule(s).

(d) The commissioner shall notify the school board chairperson and the superintendent in writing of the decision.

(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.

(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.

Source. #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; ss by #10556, eff 3-27-14

Ed 306.30 Delay in Full Compliance.

(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 school, as established in these rules, if any of the conditions listed in (c)(1)-(5) below justify delay in full compliance.

(b) A request for delay in full compliance shall be submitted in writing by the chairperson of the 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.

(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:

- (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.

(d) The commissioner shall notify the school board chairperson and the superintendent of the state board's decision.

(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 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.

Source. #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; amd by #10047, eff 12-17-11; ss by #10556, eff 3-27-14

Ed 306.31 Arts Education Program.

(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:

- (1) Systematic and sequential instruction in the arts disciplines of music and visual art, while developing opportunities for dance and theatre, where students will:
 - a. Create, perform, and respond with understanding;
 - b. Participate actively in at least one of the art forms of dance, music, theatre or visual art;
 - 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;

- 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;
- e. Relate various types of arts knowledge and skills within and across the arts and other disciplines;
- f. Use technology as ways to create, perform, or respond in various arts disciplines; and
- g. Become familiar with career opportunities in the arts or with the impact of the arts on everyday life;

(2) Planned curriculum that is consistent with RSA 193-C:3, III; that will provide for:

- 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;
- b. The best interests of students regarding safety and health issues associated with materials, tools, equipment, supplies and procedures;
- 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;
- 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;
- e. Developing artistry and artistic skill sequentially over time;
- f. Critical thinking skills and artistic choices in the creation and evaluation of artworks;
- g. Addressing opportunities available beyond the regular classroom; and
- h. Embedding in the students global arts-related history and culture; and

(3) Sound assessment practices consistent with Ed 306.24.

Source. #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; ss by #10556, eff 3-27-14; ss by #10870, EMERGENCY, eff 6-29-15, EXPIRED: 12-26-

15; ss by #11020, eff 1-8-16 (See Revision Note #1 at part heading for Ed 306); amd by #12845, eff 8-9-19 (See Revision Note #2 at part heading for Ed 306)

Ed 306.32 RESERVED.

Source. #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; rpld by #10556, eff 3-27-14

Ed 306.33 Business Education Program.

(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:

(1) Opportunities for students to become familiar with business principles, practices, attitudes and procedures basic to successful participation in the business world;

(2) Planned activities designed to increase students' knowledge and skills and enable students to function as economically literate citizens in domestic and international venues;

(3) Opportunities for students to acquire fundamental business knowledge and skills in:

- a. Business essentials;
- b. Business technology applications; and
- c. Personal finance; and

(4) Courses totaling at least 3 credits in business education which shall be distributed as follows:

- a. One credit in business essentials that will encompass career exploration in:
 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;

b. One credit in business technology applications that shall encompass business technologies in:

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;
9. Ethical issues; and
10. Careers in business using technology applications; and

c. One credit in personal finance that will encompass financial literacy in:

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.

(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.

(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.

(d) Sound assessment practices consistent with Ed 306.24

Source. #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; ss by #10556, eff 3-27-14

Ed 306.34 Career and Technical Education Program.

(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.

(b) An approved CTE program shall be one that:

(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:

(2) Utilizes competencies aligned with national industry standards that have been vetted through both business and industry and postsecondary education;

(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;

(4) Implements third-party assessments as recognized and designated by the department;

(5) Is in one of the following nationally recognized career cluster areas:

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;
- l. Law, public safety, and security;
- m. Manufacturing;
- n. Marketing, sales, and services;
- o. Science, technology, engineering, and mathematics including technology education;
and
- p. Transportation, distribution, and logistics;

(6) Provides instruction that embeds:

- a. Program-related, competency-based academic knowledge;
- b. High employability skills and performance skills, including:
 - 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;
 - 9. Modeling integrity, ethical leadership and effective management;
 - 10. Planning education and career path aligned to personal goals;
 - 11. Using technology to enhance productivity; and

12. Working productively in teams while using cultural/global competence;

c. Math, English language arts, and science consistent with RSA 193-C:3, III;

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

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;

(7) Offers approved CTE programs in a safe environment for students that:

a. Meets safety standards established by national associations and adopted as administrative rules by New Hampshire licensing boards for the particular career;

b. Do not exceed 24 students in each laboratory class; and

c. Comply with all state and federal child labor laws;

(8) Coordinates with postsecondary or apprenticeship programs, or both; and

(9) Coordinates with business and industry based programs.

(c) Receiving districts shall collaborate with various CTE stakeholders, including, but not limited to:

(1) Business and industry, including, but not limited to:

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;

(2) Postsecondary institutions;

(3) Specific program area state governing boards, including, but not limited to, the:

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;
 - f. National automotive technicians education foundation;
 - g. Bureau of emergency medical services; and
 - h. NH fire standards and training commission;
- (4) State department of labor;
 - (5) U.S. office of vocational and adult education;
 - (6) U.S. office for civil rights; and
 - (7) Other such governing bodies as are identified by the department.

(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.

(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.

(g) Each CTE center shall report the academic performance of each student on a regular basis as follows:

- (1) Distribute a summary of individual student performance to parents at least 3 times each year;
- (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
- (3) Report aggregate data to all sending schools regarding student performance disaggregated by each career and technical education program.

(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.

Source. #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; ss by #10556, eff 3-27-14

Ed 306.37 English/Language Arts and Reading Program.

(a) The school board shall provide an English/language arts and reading program in each elementary school, consistent with competencies determined pursuant to Ed 306.26, which may include:

- (1) Systematic and continuous instruction which develops students' knowledge of language arts, including listening, speaking, reading, writing, and viewing;
- (2) Instruction which emphasizes how to clarify, order, interpret, and communicate experiences through the skillful use of language;
- (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;
- (4) An environment which promotes the importance of reading and utilizes the science of reading;
- (5) Opportunities for each child to become literate;
- (6) Methods for assessing students for appropriate placement in the reading/language arts program, including diagnostic assessment for remediation;
- (7) Support for teachers on interpreting test results;
- (8) Continuous monitoring of each student's progress from grade to grade;
- (9) Early intervention or remediation;
- (10) Instruction for teachers in reading in the content areas; and
- (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.

(b) The school board shall provide an English/language arts and reading program in each middle school consistent with competencies determined pursuant to Ed 306.26, which may include:

- (1) Instruction which emphasizes the use of language to clarify, order, interpret, and communicate experiences including instruction in listening, speaking, reading, writing, and viewing;
- (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
- (3) Systematic instruction and activities designed to enable student to:
 - 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;

- b. Recognize and create literary elements, such as plot, character, setting and point of view in a variety of genres;
- c. Apply the writing process, including choosing a topic, generating ideas and locating information, drafting, revising, and editing;
- d. Increase vocabulary through semantics, use of the dictionary, structural analysis, including prefixes and suffixes, and other strategies;
- e. Apply previously learned reading skills to content materials;
- f. Acquire new reading skills and fluency through remedial, developmental, and enrichment programs;
- 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;
- h. Read to satisfy personal interests and recognize that fiction and informational materials can offer insight into life; and
- i. Employ appropriate study skills, including the ability to locate materials, take notes, organize information, and use a variety of sources.

(c) The school board shall provide an English/language arts program in each high school, consistent with course competencies determined pursuant to Ed 306.27, which may include:

- (1) Opportunities for students to become familiar with the history, structure, and use of English as the basic medium of communication in our society;
- (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;
- (3) Courses totaling at least 6 credits in English which shall be distributed as follows:
 - a. At least 4 credits required of all students and planned as a purposeful sequence of study which promotes:
 - 1. The development of the basic language skills of listening, speaking, reading, writing, and viewing;
 - 2. The acquisition of knowledge; and
 - 3. The understanding of literature and our literary heritage; and
 - 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

(4) Systematic instruction and activities designed to enable students to:

- a. Develop effective listening and discussion techniques, distinguish fact from opinion, and identify the principle idea;
- b. Write and present speeches for a variety of purposes and audiences;
- 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;
- d. Correctly use the conventions of standard English, such as grammar, punctuation, spelling, capitalization, and word usage, in all written work;
- e. Increase reading speed and comprehension and develop thinking skills, such as inference, applying knowledge, and making judgments;
- f. Develop word recognition skills, such as context clues, prefixes, suffixes, and phonetic analysis, in order to develop an increased vocabulary;
- g. Understand ideas presented in a variety of visual formats such as television advertisements and political cartoons;
- h. Know and appreciate both traditional and contemporary literature, including English, American, and works in translation;
- i. Understand literary analysis through discussion and writing activities;
- j. Recognize how our literary heritage relates to the customs, ideas, and values of today's life and culture; and
- 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.

Source. #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; ss by #10556, eff 3-27-14; ss by #10870, EMERGENCY, eff 6-29-15, EXPIRED: 12-26-15; ss by #11020, eff 1-8-16 (See Revision Note at part heading for Ed 306)

(a) The school board shall provide a family and consumer science education program in each middle school consistent with competencies determined pursuant to Ed 306.26, which may include:

(b) Planned learning strategies and opportunities to prepare independent, educated consumers that are literate in life skills that provide:

(1) Students with teaching and instructional practice that:

- 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;

(c) The school board shall provide a family and consumer science education program at each high school consistent with course competencies determined pursuant to Ed 306.27, which may include:

(d) Planned learning strategies and opportunities that:

(1) Enable students to develop an awareness of career opportunities and to function as leaders in family, community, and work settings;

(2) Provide students with knowledge and experience in the following areas of:

- a. Foods and nutrition;
- b. Human growth and development;
- c. Consumer and resource management; and
- d. Textiles and design.

(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.

(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.

(g) Sound assessment practices consistent with Ed 306.24

(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.

Source. #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRES: 5-17-05

New. #8354, eff 7-1-05; ss by #10556, eff 3-27-14

Ed 306.39 School Counseling Program.

(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.

(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:

- (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 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;
- (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;
- (3) Responsive services to meet students’ immediate needs and concerns and counselor teaming in crisis response;
- (4) School counseling program management including data-driven decision-making reflective of the school’s needs; and
- (5) Consultation and collaboration with parents, teachers, other educators, and community organizations, and referral of students for additional assistance.

(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.

(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 achievement, attendance, and behavior to the local school board at least once a year.

(e) The staff requirements for provision of the comprehensive developmental guidance and counseling program shall be as set forth in Ed 306.15(b).

Source. #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; ss by #10556, eff 3-27-14

Ed 306.40 Health Education Program.

(a) The school board shall provide a health education program at all schools consistent with course competencies determined pursuant to Ed 306.26 and Ed 306.27, which may include:

- (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.

(b) The local school board shall require that each school health education program provides:

- (1) Systematic instruction in grades K-12, designed to enable students to:
 - 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;
 - c. Demonstrate the ability to access valid health information and health-promoting products and services;

- d. Demonstrate the ability to practice health enhancing behaviors and reduce health risks;
- e. Analyze the effect of culture, media, technology, and other influences on health;
- f. Demonstrate the ability to use interpersonal communications skills to enhance health;
- g. Demonstrate the ability to use goal-setting and decision making skills to enhance health; and
- h. Demonstrate the ability to advocate for personal, family, and community health;

(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:

- a. Alcohol and other drug use prevention, in accordance with RSA 189:10;
- b. Injury prevention;
- c. Nutrition;
- d. Physical activity;
- e. Family life and comprehensive sexuality education, including instruction relative to abstinence and sexually transmitted infections in accordance with RSA 189:10;
- f. Tobacco use prevention;
- g. Mental health;
- h. Personal and consumer health; and
- i. Community and environmental health; and

(3) Sound assessment practices consistent with Ed 306.24

Source. #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; ss by #10556, eff 3-27-14; ss by #10870, EMERGENCY, eff 6-29-15, EXPIRED: 12-26-15; ss by #11020, eff 1-8-16 (See Revision Note at part heading for Ed 306); amd by #12845, eff 8-9-19

Ed 306.41 Physical Education Program.

(a) The school board shall provide a physical education program at each school consistent with course competencies determined pursuant to Ed 306.26 and Ed 306.27, which may include:

- (1) Physical education as provided in (b) below; and
- (2) Family and community partnerships.

(b)

Systematic instruction in grades 1-12, designed to enable students to:

- a. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities;
 - b. Demonstrate understanding of movement concepts, principles, and performance of physical activities;
 - c. Participate regularly in physical activity;
 - d. Achieve and maintain a health enhancing level of physical fitness;
 - e. Exhibit responsible personal and social behavior that respects self and others in physical activity settings; and
 - f. Value physical activity for health, enjoyment, challenge, self expression, and social interaction;
- (2) A planned 1-12 curriculum in physical education that will provide for:
- a. A variety of motor skills that are designed to enhance the physical, mental, social, and emotional development of every child;
 - b. Fitness education and assessment to help children understand and improve or maintain their physical well-being;
 - c. Development of cognitive concepts about motor skills and fitness;
 - d. Opportunities to improve children's emerging social and cooperative skills and to gain a multicultural perspective;
 - e. Promotion of regular amounts of appropriate physical activity now and throughout life; and
 - f. Utilization of technology in attaining instruction, curricular, and assessment goals; and
- (3) Sound assessment practices consistent with Ed 306.24

Source. #5546, eff 7-1-93; ss by #6366, eff 10-30-96,
EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; ss by #10556, eff 3-27-14; ss by #10870, EMERGENCY, eff 6-29-15, EXPIRED: 12-26-15; ss by #11020, eff 1-8-16 (See Revision Note at part heading for Ed 306); amd by #12845, eff 8-9-19

Ed 306.42 Digital Literacy Program.

(a) The local school board shall provide an integrated approach to the use of digital tools, including, but not limited to technology and communication tools, within all curriculum areas through the adoption of a digital literacy program in learning levels 1 - 12 that provides opportunities at developmentally appropriate levels for students to:

- (1) Develop knowledge of ethical and responsible use of technology tools in a society that relies heavily on knowledge of information in its decision-making;
- (2) Become proficient in the use of digital tools to access, manage, integrate, evaluate, and create information within the required subject areas identified in Table 306-1; :
- (3) Use digital tools to develop cognitive proficiency in literacy, numeracy, problem solving, decision making, and spatial/visual literacy;
- (4) Use digital tools to develop technical proficiency at a foundation knowledge level in:
 - a. Hardware;
 - b. Software applications;
 - c. Networks; and
 - d. Elements of digital technology; and
- (5) Create digital portfolios which:
 - a. Address the following components:
 1. Basic operations and concepts;
 2. Social, ethical, and human issues;
 3. Technology productivity tools;
 4. Technology communications tools;
 5. Technology research tools; and
 6. Technology problem solving and decision-making tools;

b.

(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.

(c) The local school board shall provide opportunities for students to complete a ½ credit digital literacy course prior to high school graduation;

Source. #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; ss by #10556, eff 3-27-14; ss by #10870, EMERGENCY, eff 6-29-15, EXPIRED: 12-26-15; ss by #11020, eff 1-8-16 (See Revision Note at part heading for Ed 306); amd by #12845, eff 8-9-19

Ed 306.43 Mathematics Program.

(a) The school board shall provide a mathematics program at each elementary school consistent with competencies determined pursuant to Ed 306.26, which may include:

(1) Opportunities for all students to solve problems by:

- a. Using multiple strategies;
- b. Communicating mathematical ideas through speaking and writing; and
- c. Making logical connections between different mathematical concepts;

(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;

(3) Opportunities for authentic tasks that:

- a. Promote student decision making and questioning;
- b. Encourage students to develop unique problem solving strategies while allowing students to defend their strategies and results;

(4) Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level;

(5) Opportunities for all students to develop positive attitudes such as inquisitiveness and appreciation of the multiple ways to approach and solve mathematical situations;

(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

(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.

(b) The school board shall provide a mathematics program at each middle school consistent with course competencies determined pursuant to Ed 306.26, which may include:

(1) Opportunities for all students to solve problems by:

- 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;

(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;

(3) Opportunities for authentic tasks that:

- a. Promote student decision making and questioning; and
- b. Encourage students to develop unique problem solving strategies while allowing students to defend their strategies and results through inductive and deductive reasoning;

(4) Opportunities for all students to explore the historical and cultural development of mathematics;

(5) Opportunities for all students to:

- a. Explore mathematically-related careers; and
- b. Have direct interaction with the mathematics involved in various careers;

(6) Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level;

(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;

- (8) Sustained projects and labs that are designed to:
 - a. Incorporate multiple mathematical ideas, research, technology, mathematical communication, and interdisciplinary interaction; and
 - b. Encourage students to solve problems that are meaningful and unique to their lives;
- (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
- (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.

(c) The school board shall provide a mathematics program at each high school consistent with course competencies determined pursuant to Ed 306.27, which may include:

- (1) Opportunities for all students to solve problems by:
 - 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;
- (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;
- (3) Opportunities for authentic tasks that:
 - a. Promote student decision making and questioning; and
 - 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;
- (4) Opportunities for all students to explore the historical and cultural development of mathematics;
- (5) Opportunities for all students to:
 - a. Research mathematically-related careers;
 - b. Have direct interaction with the mathematics involved in various careers; and
 - c. Research the mathematical requirements of various college majors;

(6) Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level;

(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;

(8) Sustained projects and labs designed to incorporate multiple mathematical ideas, research, technology, mathematical communication, and interdisciplinary interaction, and to encourage students to solve problems that are meaningful and unique to their lives;

(9) Interactive instruction and sustained activities developed to increase mathematical maturity and allow students to be successful in solving problems outside of the classroom;

(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.

(11) Such competency may be met by satisfactorily completing:

a. A minimum of 4 courses in mathematics; or

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.

(12) Interactive instruction and sustained activities designed to enable all students to demonstrate proficiency on the state assessment; and

(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.

(14) Sound assessment practices consistent with Ed 306.24.

Source. #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; ss by #10556, eff 3-27-14; ss by #10870, EMERGENCY, eff 6-29-15, EXPIRED: 12-26-15; ss by #11020, eff 1-8-16 (See Revision Note at part heading for Ed 306); amd by #12845, eff 8-9-19

Ed 306.44 Computer Science Education.

(a) The school board shall provide a computer science education program at each elementary and middle school consistent with competencies determined pursuant to Ed 306.26, which may include:

(1) Integrated, developmentally appropriate instruction in the concepts of computational thinking and the impacts of computing, where students will:

- 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;
- b. Use collaborative tools and processes to effectively work together to create complex artifacts;
- c. Recognize and define computational problems;
- d. Develop and use abstractions to manage complexity;
- e. Create, test, and refine computational artifacts; and
- f. Communicate with diverse audiences about the use and effects of computation and the appropriateness of computational choices; and

(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.

(c) The school board shall provide a computer science education program in each high school consistent with course competencies determined pursuant to Ed 306.27, which may include:

(1) Offers 2 credits in coursework and competencies in one or more of the following core content areas:

- a. Computing systems;
- b. Networks and the internet;
- c. Data and analysis; and
- d. Algorithms and programming;

(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

(3) Sound assessment practices consistent with Ed 306.24.

[Source](#). #12845, eff 8-9-19 (See Revision Note #2 at part heading for Ed 306)

(a) The school board shall provide a science education program at each elementary school consistent with competencies determined pursuant to Ed 306.26, which may include:

(1) Planned activities designed to:

- a. Develop students' critical thinking skills;
- b. Promote the acquisition of positive attitudes, including, but not limited to, curiosity, initiative, self-reliance, and persistence; and
- c. Develop an awareness of and involvement with the natural world;

(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

(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:

- a. Explore, collect, handle, sort, and classify natural objects;
- b. Use strategies to organize and identify the questions children ask from natural world observations;
- c. Use tools, including, but not limited to, nonstandard measures, rulers, and magnifiers, to enhance observations and collect represent and interpret data;
- d. Organize data in multiple ways using tools of technology, including calculators, computers, and handheld electronic devices;
- e. Communicate through reading, writing, speaking, listening, creating, and viewing to describe their observations of the natural world; and
- f. Model and communicate safety and health related issues relating to exploration, activities, and inquiry associated with materials, tools, and procedures.

(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.

(c) The school board shall provide a science education program in each middle school consistent with competencies determined pursuant to Ed 306.26, which may include:

(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;

(2) Instruction in grades 6 to 8 which provides a semester or yearlong and content connected experiences in biology life science, physical science, and earth space science;

(3) Opportunities for students to develop a knowledge and understanding of process skills such as observing, classifying, measuring, graphing, inferring, experimenting, and communicating; and

(4) Systematic instruction, laboratory experiences and activities designed to enable students to:

- a. Gather scientific data through laboratory and field work;
- b. Employ safe practices and techniques in the laboratory and on field trips;
- c. Apply scientific concepts and skills in solving real problems and in everyday situations;
- d. Understand the impact of science and technology on daily life;
- e. Be aware of science-related societal issues;
- f. Investigate the natural world and acquire an understanding of scientific explanations of natural phenomena;
- g. Acquire an understanding of the history of science and its impact on society and the realization that science is a human endeavor;
- h. Become familiar with science and technology related careers;
- i. Engage in full and partial inquiries;
- j. Use their understanding of background content and theories to guide their design of observations and investigations;
- k. Shape and modify their background knowledge through experiments and observations;
- l. Develop their abilities in systematic observation, making accurate measurements, and identifying and controlling variables; and
- 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.

(d) Each district shall establish a comprehensive curriculum that provides for continued growth in all content areas consistent with RSA 193-C:3, III.

(e) The school board shall provide a science education program at each high school consistent with competencies determined pursuant to Ed 306.27, which may include:

(1) Opportunities for students to become familiar with the impact, limitations, fundamental principles, and methods of science;

(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;

(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;

(4) Courses totaling at least 5 credits in science comprised of offerings in each of the following areas:

- a. Physical science
- b. Biology
- c. Chemistry
- d. Physics
- e. Earth space science

(5) Systematic instruction, fieldwork, experimentation and activities designed to enable students to:

- 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;
- g. Apply scientific concepts and skills in solving real problems and in everyday situations;
- h. Communicate observations and experimental results both quantitatively, through the use of mathematical relationships, and qualitatively, in clear and concise spoken or written language;
- i. Appreciate the unifying concepts and principles within the natural sciences;

- j. Be aware of the philosophical, ethical, legal, political, and economic impacts of science and technology;
- k. Acquire an understanding of the history of science and the realization that science is a human endeavor; and
- l. Be aware of concerns about the current and future impacts of science and technology on society and the environment.

Source. #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; ss by #10556, eff 3-27-14; ss by #10870, EMERGENCY, eff 6-29-15, EXPIRED: 12-26-15; ss by #11020, eff 1-8-16 (See Revision Note at part heading for Ed 306); amd by #12845, eff 8-9-19

Ed 306.46 Social Studies Program.

(a) The school board shall provide a social studies program in each elementary school consistent with competencies determined pursuant to Ed 306.26, which may include:

(1) Opportunities for students to:

- a. Acquire knowledge and understanding of civics, economics, geography, and history in a program consistent with RSA 193-C:3, III; and
- b. Become familiar with the skills of decision making, data gathering, and critical thinking;

(2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and

(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.

(b) The school board shall provide a social studies program in each middle school consistent with competencies determines pursuant to Ed 306.26, which may include:

(1) Opportunities for students to acquire knowledge and understanding of civics, economics, geography, and history in a program consistent with RSA 193-C:3, III;

(2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and

(4) Systematic instruction and activities designed to enable students to:

a. Acquire and use information to clarify issues and seek solutions to societal problems;

b. Value and apply critical thinking, interpersonal relations, and decision-making skills in both individual and group problem-solving situations;

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

d. Become familiar with careers in history, the humanities, and the social sciences.

(c) The school board shall provide a social studies program in each high school consistent with course competencies determined pursuant to Ed 306.27, which may include:

(1) Opportunities for students to acquire knowledge and modes of inquiry in the areas of civics, economics, geography, world history, and United States and New Hampshire history in a program consistent with RSA 193-C:3, III, including the related areas of sociology, anthropology, and psychology;

(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;

(3) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(4) Courses totaling at least 5 credits in social studies comprised of offerings in each of the following areas:

a. At least one credit in national and state history pursuant to RSA 189:11;

b. At least one credit in world history or global studies;

c. At least one credit in geography;

d. At least ½ credit in United States and New Hampshire government/civics;

e. At least ½ credit in economics; and

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

(5) Systematic instruction and activities designed to enable students to acquire the skills of critical thinking, effective decision making, and human relations.

(d) Sound assessment practices consistent with Ed 306.24

Source. #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; ss by #10556, eff 3-27-14; ss by #10870, EMERGENCY, eff 6-29-15, EXPIRED: 12-26-15; ss by #11020, eff 1-8-16 (See Revision Note at part heading for Ed 306); amd by #12845, eff 8-9-19

Ed 306.47 Technology/Engineering Education Program.

(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.

(b) The local school board shall provide a technology/engineering education program in each middle school consistent with competencies determined pursuant to Ed 306.26, which may include:

(1) Opportunities for students to develop an understanding of the technological world in which they live and will someday work;

(2) Opportunities for students to develop positive attitudes and knowledge about present and future technologies in 3 or more of the following content areas:

- a. Medical technologies;
- b. Agricultural;
- c. Biotechnologies;
- d. Energy and power technologies;
- e. Information and communications technologies;
- f. Transportation technologies;
- g. Manufacturing technologies;
- h. Construction technologies; and
- i. New and emerging technologies;

(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;

(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

(5) Systematic instruction and activities designed to enable students to:

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;

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;

c. Understand industry and technology, their systematic structures, and their place in our culture;

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;

e. Learn leadership and group-process skills;

f. Recognize and build upon individual talents and interests; and

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.

(c) The school board shall provide a technology/engineering education program in each high school consistent with course competencies determined pursuant to Ed 306.27, which may include:

(1) Opportunities for students to develop insight, understanding, and application of technological concepts, processes, and systems;

(2) Opportunities for students to develop safe and efficient habits in the application of tools, materials, machines, processes, and technical concepts;

(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;

(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:

a. Energy and power technologies, including electricity, electronics, power mechanics, transportation, alternative energy, and energy conservation;

- b. Process technologies, including manufacturing, construction, wood, metal, medical, agricultural, and biotechnology;
- 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
- d. Engineering principles and design; and

(5) Systematic instruction and activities designed to enable students to:

- a. Understand the factors of production, including capital, labor, and management, in relation to industrial organization, systems and structure;
- b. Utilize the engineering design process to propose, build, test and assess technological problems in a systematic and economically sound manner;
- c. Develop skills in specific machine and tool operations;
- d. Plan, design, produce and/or use measuring instruments, jigs, fixtures, and templates to control, test and assess parts of a technological process;
- e. Use a variety of problem-solving tools to develop and apply critical thinking skills to technological problems;
- f. Exhibit an understanding for the importance of using resources in a way that is economical, efficient and respectful of our shared environment;
- g. Develop those habits of mind necessary to a lifelong learner such as the ability to question, investigate, design, experiment, and evaluate; and
- h. Develop leadership abilities required in a technological society such as communication, cooperation, and collaboration with individuals and groups.

(d) Sound assessment practices consistent with Ed 306.24.

Source. #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

New. #8354, eff 7-1-05; ss by #10556, eff 3-27-14; ss by #10870, EMERGENCY, eff 6-29-15, EXPIRED: 12-26-15; ss by #11020, eff 1-8-16 (See Revision Note at part heading for Ed 306)

(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.

(b) Pursuant to Ed 306.26 the local school board may provide supplemental instruction in one or more world languages in a middle school.

(c) If world language instruction is offered, the program shall be designed to provide:

(1) Opportunities for students to develop a basic proficiency in a second language or to explore 2 or more languages other than English;

(2) Instruction which emphasizes basic competency in the 4 skills of listening comprehension, reading, speaking, and writing;

(3) Activities designed to make students aware of the culture of the countries in which the language(s) is/are spoken; and

(4) Systematic instruction and activities designed to enable students to:

a. Gain basic linguistic knowledge in one or more second language(s);

b. Acquire basic communicative competence by applying the skills of listening comprehension, speaking, reading, and writing;

c. Understand the contributions of other cultures and compare elements of those cultures with American culture;

d. Recognize and respect linguistic and cultural differences and be enriched by other societies' contributions to the human experience;

e. Be aware of the concept of global interdependence; and

f. Become familiar with the relationship between second language skills and future career choices.

(d) The school board shall provide a world language program in each high school consistent with course competencies determined pursuant to Ed 306.27, which may include:

(1) Opportunities for students to become familiar with the linguistic and cultural elements of classical and/or modern languages;

(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

(3) Systematic instruction and activities designed to enable students to:

a. Acquire progressive proficiency in the skills of listening comprehension, speaking, reading, writing and structural analysis;

- b. Increase knowledge and understanding of the countries, cultures, and attitudes of the peoples whose languages are being studied;
- c. Appreciate one's own cultural heritage;
- d. Plan education and career development in areas related to world languages; and
- e. Develop career and technical interests and activities associated with the study and use of world languages.

(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.

(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.

(g) Sound assessment practices consistent with Ed 306.24.

Source. #5546, eff 7-1-93; ss by #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRED: 5-17-05

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