

Summary of Educator Feedback on 306 Rules

March 2024 Sessions

Compiled by Christine Downing

General Description - Categories:

A google form was developed for feedback on the 306 rules. Each educator was provided a link to complete the form. The following question was provided for educators to indicate their recommendations based on the categories listed below. The graph that follows the categories indicates the percentages for each category. There were no educators who recommended options 1, 2, or 3 through their review process. 15.1% selected option 4 and 84.9% selected option 5.

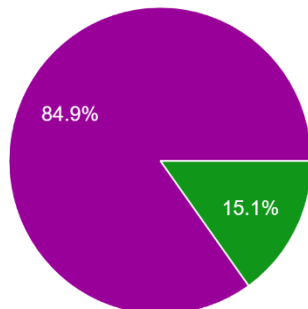
Definition note – The phrase “proposed rules” referred to the February 15, 2024, draft of the 306 rules presented by the NH State Board of Education at its meeting on that date.

Please select your recommendation for the section you reviewed. *

- 1 - Proposed rules are not necessary to support the content area and should be removed completely.
- 2 - Proposed rules should be removed from 306 and included in state academic standards.
- 3 - Proposed rules should be moved to another section of the 306 rules.
- 4 - Proposed rules should remain in current section with minor wording changes.
- 5 - Proposed rules should remain in current section with significant wording changes.

Please select your recommendation for the section you reviewed.

212 responses



- 1 - Proposed rules are not necessary to support the content area and should b...
- 2 - Proposed rules should be removed from 306 and included in state acade...
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- 4 - Proposed rules should remain in current section with minor wording ch...
- 5 - Proposed rules should remain in current section with significant wordin...

General Description – Open Responses:

Four open response questions were included on the form.

- Describe how the proposed rules improve the quality of education in public schools.
- Provide suggestions or changes you would like to be considered regarding the proposed rules. (This can be a summary of general changes based on the specific notes made in the shared Google document for the content area.)
 - The second method of collecting educator feedback included shared Google documents separated by the 21 different content areas. Educators provided specific language changes and editing recommendations in these different documents for each content area.
- Provide any questions you have about the proposed rules.
- Provide any overall comments related to the review that you would like to include which were not covered by previous prompts.

Please use this box to describe how these proposed rules improve the quality of education in public schools.

The proposed changes do not improve the quality of education in public schools.

Scary and some of the worst ideas I have seen in education for a very long time!

When school psychologists are able to support comprehensive needs of students, beyond the minimal requirements of the special education process, they are much more able to progress. Without these additional details, school districts will not have the support and guidance of the level of support school psychologists can provide an entire school district. The NHED is moving forward with initiatives such as the MTSS-B Framework, which School Psychologists are able to support. However, school districts are likely unaware of the level of expertise they already have, saving them time and money. The proposed rules do not support this approach.

The proposed changes were unclear and were in two sections when we really only needed one section. The changes we made today - make the rules more clear for all educators and families while still supporting the important work of Career and Technical Education. It is important for all students to have access to Career and Technical Education and these rules are an important way to help all schools create and support systems to provide this access.

The move toward "competencies" presents issues of equity of educational opportunity across districts. Whereas one district's competencies might be narrow in scope, another districts' competencies might be broad; whereas one district's capacity to develop measures for meeting proficiency (e.g., proficiency assessments), another district might have a limited understanding of or skill for developing measures to determine proficiency attainment. Students are then

impacted by the extent to which their district has the capacity to engage in this work. The proposed rules only perpetuate this gap.

The proposed rules do not convey improvement to the quality of education in public schools. Students utilize technology and digital tools on a daily basis. We need updated and specific guidelines for the usage of modern tools and what competencies are included in "digital literacy."

Our changes would guarantee access to World Language education for ALL NH students regardless of age. The proposed rules would diminish the importance of World Language in K-12 education.

Our changes to wording make the rules more specific and definitive. The changes in wording from 'may' to 'shall' provide a greater required baseline for all districts. This will lead to more gaps and inconsistencies.

The changes outlined under Mathematics Curriculum ED 306.39 or ED 306.43 contain essential components of mathematics education. These components outlined in the Mathematics Curriculum document are not contained in the Common Core Standards and therefore would not be referenced as part of the State of NH Mathematics Standards. It is therefore essential that this language be preserved. Removal of this language will not support effective instruction in mathematics.

Our proposed rules provide an overview of the critical components of mathematics education. They outline the critical elements and overarching philosophy not included in the content standard which are needed to provide common expectations across the state. Without these elements/philosophy regarding mathematics education, it will lead to inconsistency by district across the state.

We currently do not have 306 rules for personal finance literacy.

I don't think the new rules, as proposed, would improve the quality of education in public schools because the intentional ambiguity of the proposals would allow for districts to lower standards and broaden the definition of curriculum that meets the "adequate" standard. The proposed changes are clearly an overt attempt to expand for the privatization of education and the transfer of public funds into private coffers.

The rules ensure a baseline that local educational agencies must meet in terms of concrete levels of opportunity for their students. The rules support educational equity and equality, something sorely needed in NH. However, as proposed, the current version falls very short of this purpose.

Proposed rules for computer science keep this important subject area in focus as this, and subsequent rule making evolves. The proposed rules consider the variation of resources and

availability of certified educators across NH districts. This aspect is not included in the academic standards. Presuming these changes seek to add flexibility to local schools and not diminish the effectiveness of local schools in the education ecosystem, the changes would allow school districts to allocate resources appropriately until adequate funding can be provided. For these reasons, there should be both rules and standards for computer science. Do not simply refer to standards.

The proposed rules in their current draft do not improve the quality of education in public schools. They are not detailed enough, and would deny NH students the guarantee of a relevant, current, comprehensive education.

The rules as proposed do not provide adequate guidance to ensure an equitable science education for all student in NH. Science is a vital subject for all students to understand. Many decisions we make as a society are based on science and we want proper understanding of science to make sure we make the best decisions for our society and our planet.

The DOE proposed 306 rules creates such ambiguity and the lack of specificity allows school districts to maintain operation with minimal educational requirements.

They do NOT improve the quality of education in public schools.

The currently proposed rules do not support quality education for students in public schools. They diminish the professional judgement and responsibilities of a school psychologist to do their job to the best of their abilities.

These rules drastically decrease the quality of education in public schools, as the proposed rules removed all competencies of a school psychologist. This is evidenced by my rating of a 5 above and the four hours of editing and collaborating with those in the field to make recommendations to rules that govern and guide the work of School Psychologists in NH.

They do not improve the quality of education in public schools as evidenced by our choice of 5 in the previous question. They would decrease the quality of education in public schools.

They don't improve the quality of education in public schools; they work to dismantle it and open the door for privatization.

The proposed rules would not improve the quality of education. Moving forward with these rules would set us back from years of work to move our state forward. I cannot see any ways in which these changes, in the K-8 docs or, more broadly, in the entire bank of revisions, improve the quality of education in public schools.

It doesn't, in fact it weakens elementary and middle level Social Studies.

The proposed rules did not provide/require quality SS instruction for elementary and middle school. The instruction at these levels would be weakened or even lost completely if the proposed language were adopted.

These proposed rules do not improve the quality of education in public schools. In fact, they weaken, distort, and dilute it to a worrisome degree. The language is very vague and misleading. The proposed rules omit many of the ways of knowing that are unique to the field of Social Studies. They undermine the rigor and academic integrity of this discipline. This seems deeply problematic, given that Social Studies curriculum is providing our community with the foundation of our ability to function as a successful democratic society.

The use of "may" instead of "shall" could allow for local districts to have students pursue a deeper learning of a narrower portion of the discipline. However, at this stage of a student's education, they need to be exposed to a broad range of content. Some districts will provide their students with a great education due to their resources, while others with limited resources may leave science reduced to a bare minimum.

This will set up public education for failure, this would open the window for public funds to be removed to non-public schools. There are no requirements and measures to ensure proper education of the students.

The rules as proposed would allow local school boards to severely limit or even eliminate quality world language education in our New Hampshire schools. This would curtail our students' opportunities in many aspects of their future.

The wording is vague and the way it is currently written, the ELA 306.33 document is very confusing and missing valuable information for our elementary and middle school ELA teachers. The current proposed rules are outdated and don't reflect best practice.

The proposed rules are outdated, and I wonder why educators and relevant stakeholders were not involved in the development of the proposed minimal standards. The word "MAY" is repeatedly used in relation to the minimal standards. This makes me feel extremely uncomfortable and causes me to question the intent of the changes made to this document. The fact that the wording in the minimal standards document is INTENTIONALLY VAGUE scares me!

The proposed rules in regard to Ed 306.38 Digital Literacy Curriculum do not improve the quality of education in public schools. In fact, according to the proposed language in the Digital Literacy Curriculum is to be integrated. However, there aren't any required subject areas identified for which this integration to happen. The following language in section 2 of Digital Literacy Curriculum refers to table 306-1. This table of "required subject areas" is missing. The document also doesn't appear to be complete, as it is missing several important current topics, such as Artificial Intelligence and specific tools and skills that are needed. Career Education and STEAM needs to be a part of the K-8.

Please use this box to provide any suggestions or changes you would like to be considered regarding the proposed rules. You may summarize general changes as specific recommendations will be recorded in your shared Google document in the drive folder.

Analysis note – At least 50% of the responses simply indicated “see Google documents.”

Art - Our proposed rules allow for adequate arts education in every grade level, taught by an appropriately qualified teacher. An arts course in all grade levels is essential for all students, providing well-rounded and creative, independent thinkers.

Science - Our proposed rules improve the quality of education in public schools by clarifying statements. We helped to make sure there are consistencies from the various grade levels. We worked on defining terms. We tried to include language from the NGSS to align skills across the grade levels.

Science - Our rules provide consistent and specific criteria that deliver the opportunity for an adequate education across all grade levels. Definitions of the disciplines to be included in a science education program are clearly explained in what their scope of work includes. The rules as modified provide the framework for a substantive educational program thus allowing for an adequate education.

Personal Finance Literacy - We have provided a recommendation of embedding financial literacy across K-8 and requiring a .5 credit course in Personal Finance for all high school students. The content requirements are narrower than the full credit course required for Business.

World Language - Our suggestions include consistent language that is in accordance to what our NH World Language state standards include as well as language from our National World Language Organization.

Arts - There are more up to date standards. NH standards have not been updated since 2003. We aligned these to the New Hampshire Cornerstone Arts Competencies, which were revised and adapted in 2019, based on the National Core Arts Competencies. The cumulative skills and knowledge expected of all students in arts were aligned with the Anchor Standards. By including the Cornerstone Arts Competencies into the Ed. 306 sections, students now have the opportunity to display their knowledge and skills in an effective and inclusive way.

Mathematics - Our rules will provide a clearer explanation of how math instruction should happen in NH schools.

This proposal clarifies what should be under local control and what should not.

School Psych Services - Our suggestions clarified definition of school psychological services in NH schools to improve services to students in our schools. Please see the School Psychology services document from Hampton.

Physical Education - NH standards have not been updated for 20 years. I find the SHAPE America standards easy to follow. My suggestion is for the state standards to align with the national standards as recommended by SHAPE America. The proposed changes come from SHAPE America which are being revised this year. The NH standards have not been changed since 2003

CTE - There are 2 sections related to CTE, which we combined. There is another section labelled "Career Education" that could be incorporated into the CTE rules. The major changes we made were to develop clear language, remove redundancies, and combine two sections into one dedicated section to CTE.

School Counseling - It is suggested that school counseling curriculum be revised to link classroom curriculum to RSA 193 H:1-a in the same way that other content areas are linked to specific (relevant) RSA's. Further, it is suggested that school counseling classroom curriculum be afforded scheduled classroom time to deliver their specific curriculum AND that they continue to collaborate with teachers across all curriculum areas.

Social Studies - The additions to the proposal add in more focus on local history and an emphasis on source citing. The thought is to have more of a link to the local community in order to engage parents and community members in what students are learning about. In addition, having students able to cite evidence using proper sources is an important skill, that happens to be assessed in NHSAS and is a part of most Social Studies standards (C3) and ELA programs and standards.

Digital Learning - Outdated - Inserted components from ISTE standards, as well as more current technology areas (privacy/security, virtual learning tools, artificial intelligence, etc). We changed "may" to "shall" for elementary education, defined "World Language" and made language consistent. Include AI literacy, language should say 'shall' not 'may', comprehensive K-12 digital literacy with specific competencies and standards included.

World Language - In summary, we added a definition of world language, added a requirement for WL instruction at the elementary level, and provided consistent language throughout the document.

English Language Arts - Ultimately, both sides of the reading rope need to be addressed in the Ed rules.

Mathematics - The word "shall" must be used as opposed to "may" so that school districts around the state are required to provide quality mathematics curriculum and quality mathematics education to students. In addition, former Mathematics Curriculum Ed 306.43, must be linked and referenced under the "Ed 306.21 High School Curriculum, Credits, Graduation Requirements, and Co-curricular Programs" of the rules.

General Language Use across different content areas - Keep reference to grades rather than schools since different schools encompass different grades (middle schools can be 5-8 or 7-8, etc.). Must use language of shall to require district to comply with any of the information provided in the minimum standards.

The language of "shall" as opposed to "may" is imperative. It is essential that all students across all schools have the opportunity to access high quality education of comparable standards. The "grade" should be listed as opposed to "school" schools throughout NH look different based on some elementary schools being K-6 and some being K-4. Some middle schools are 5 - 8 and some are 7 and 8.

Be sure that the vocabulary list has clear definitions for competencies and other education words. We got delayed because we had to share 4 different schools definitions in order to move forward.

Do not get rid of the content specific 306 rules, they are needed to ensure a fair and equal education for all.

As a whole, there should be a sense of vertical alignment among grade level standards within a content field, featuring similar language that conveys increased sophistication of skills as students move through a school system. The skills should also be clearly measurable ("appreciation of literature," for example, is not measurable). In general, the language in these documents is incredibly important and requires many set of eyes to ensure it is has applicability to all of our public schools.

It would be beneficial to define the terms "course" and "program" in terms of length, whether instruction is in-person or remote, and if it is graded or not.

World Language - A key change in our suggestions includes the change of the word "may" provide or include to "shall" include to ensure that all students have access to a world language education in NH. Additionally, we added in language to define world languages and added in language to clarify terms such culture (products, practices & perspectives). We also tried to keep the language consistent between elementary, middle and high school descriptions. We noted specific changes and purposes within the comments area of the document. We also clarified language around changing 'program' to courses to ensure that the arts is instructed by a certified educator versus a book or online platform as a substitute for teacher instruction.

My biggest suggestion is that the language needs to reflect that there are enough qualified teachers to teach the various arts subjects. The proposed rules could potentially allow for 1 music/art teacher for a school district.

English Language Arts - Mostly, this was a matter of wordsmithing and updating using current research on ELA best practices. I do not feel we made radical changes in what English/language arts *means* in our schools.

Computer Science - Establish a link to NH Computer Science Academic Standards that appear comprehensive and relevant to fortify the proposed rules.

Science - We've developed a new section that will explain what the main concepts are within each branch of science that is mentioned in all 3 of the grade bands (elementary, middle, and high). This will take the place of specifying out very specific content only within the high school grade band. Keep language consistent across grade levels (elementary, middle, and high schools). Incorporate language that aligns with NGSS.

Science - 1. Consistent Language 2. Use of curriculum over program- programs are paid for, curriculum requires different skill set. 3. Inclusion of specifics in regard to tools and science equipment to ensure students are doing hands on. 4. Vertical Alignment of all levels including Kindergarten.

Science - Changes I proposed included... - Listing general topics taught for each science area (physical science, life science, earth and space science). These topics are general enough that they cover the major concepts K-12 within those three areas, but we are leaving out the level of specificity that was previously in the rules. By extending these topics to all three grade bands (elementary, middle, and high school) instead of just high school, that will ensure that whether schools use the NGSS or not, the state law will at least provide guidance on the most basic of topics that should be covered in science. In addition, this now allows elementary and middle to be held accountable for that content coverage, not only high school. We do not need the level of detail given before as it is all listed in the NGSS standards specifically, and the topics proposed are already in the NGSS at each grade band at varying levels of depth. - Wording changes to ensure that the words portray a requirement of following them instead of the ability for things to be interpreted as optional (for example "shall require" versus "may provide" and another statement example was "that enables students" versus "enables each student" to ensure that all students receive these experiences. - Other changes were about the language and requirements around the skills that students at each level should have. We did modify what was there and combine some statements to try to minimize wordiness since we knew that was a concern of those above us, however some needed clarification, like adding in wording regarding the use of scientific tools/equipment and lab safety to make sure labs appear a vital part of the science curriculum proposed. In addition, some language was changed to better match the NGSS without directly quoting from it or linking it too much that the laws would struggle if we moved away from NGSS. The words just helped create a more 3D based proposed approach and focused on skills such as questioning, modeling, analyzing data, phenomenon, etc. instead of using more common place terms, for example "labeling drawings" instead of just saying "modeling". more educator input in methodology, instruction, resources, scope and sequence of courses. Rules will promote a more rigorous, overall science education. Promoting the Sci graduation requirement to 3 would

broaden the student's knowledge more. Systematic curriculum would create an even playing field for all students and districts.

Extended Learning Opportunities - Changes/suggestions made to specific language regarding Extending Learning Opportunities. The specific guidelines for local control and policy to keep all stricken details for ELO. Without these ELO is no longer validated as having part of the educational program.

K-8 and High School Curriculum Sections - The suggestions our team provided were well thought out and will provide improved guidelines. Significant edits are necessary, many of the proposals are well intended but have significant effects on the budgetary considerations of a school in a low-income district. "Courses" should be used instead of learning opportunities which is too open; much of the explicit guidance that has been redlined needs to be returned to ensure rigor, local control, and clear guidance is provided to high schools; process of aligning competencies to graduation requirements needs to be clarified; see comments within document. See comments in the CIA high school document. Changes are necessary to ensure equity of access to educational opportunity for ALL NH students regardless of their zip code. The proposed rules regarding required credits and ELO's diminish student choice and access to rigorous, academically viable, and innovative learning opportunities.

Social Studies - I do not believe that Social Studies can be required at the high school level without foundational skills in elementary and middle school Social Studies. Social Studies by nature should be cyclical and scaffolded in order for students to deepen understanding and skills over time. Elementary and middle school Social Studies should not be optional for instruction in schools. Discipline specific skills informed by the C3 should be added. It is not adequate to simply require SS at the high school level without setting the foundation throughout both Elementary and Middle School.

Social Studies - It is ironic that the knowledge, understanding, skills, and ways of knowing that unique to this discipline are exactly the skills that we need to utilize to improve the proposed rules. This is exactly why this work matters! We used additional resources from national professional organizations such as the C3 framework in order to add deeper, more meaningful, and more rigorous requirements for Social Studies knowledge, skills, and dispositions that students should have opportunities to develop. We strengthened the language to reinforce the importance of Social Studies curriculum having dedicated, required time at each academic level, not just high school. Finally, we established stronger connections in the curriculum requirements across elementary, middle, and high school to demonstrate the importance of developing a progression of learning opportunities that build gradually over time. All of these changes reflect best practices within this discipline, as well as our commitment to prepare students more holistically for successful participation in a democratic society.

General - Overall, the reviewed proposed changes undermine choice, rigor, and academic integrity. They generalize what should be specific and specify what should be more open. Much

is removed that should remain in order to preserve the fidelity of the education we here in NH public schools are offering our students and communities.

General - Let's not confuse rules that hold local school boards accountable for providing high quality education with recommended standards for proficiency in a subject.

English Language Arts - Refer to the ELA document from New London- specifically: Use of a valid, reliable, and evidence-based universal screener; diagnostic assessment for students identified as at risk; early intervention for these students, with regular progress monitoring; and support for teachers with interpreting data. (see RSA:58-62)

General - I implore NH legislators to work collaboratively with NH public educators to garner their input into minimal standard requirements.

Digital Literacy - I highly recommend the revised document on Digital Literacy Curriculum as written by the final working groups submitted in March be seriously considered to make this section more relevant.

School Psych Services - I believe that the 10 standards of practice that had been deleted from the 2014 ED 306 version are essential. We updated these to account for the updated 2020 NASP standards (previously they were written on the 2010 standards). We also kept in the need for supervision. Supervision is essential for new school psychologists who are entering the field. The most important change would be to add in the NASP 2020 standards for school psychological practices. Reinstating the supervision and supervisor requirements.

Business Education - We wanted to make it clear that Business courses is a CTE center, but somehow it should be stated that if a high school does not have a CTE, then they can offer a business course. We also feel that "shall" must be added to the opportunities.

School Counseling - Counselor loads shall be 250 to one at all levels. Please see comments in the Meredith School Counseling Current Language. We need to make sure that ASCA National standards are referenced, if not by title. We also must be sure that there is a dedicated time for school counseling curriculum to be delivered to all students.

Social Studies - The proposed SS rules do not meet the demands of Social Studies in the 21st century. The skills needed in today's society are more important than some of the specific content. These rules need to be updated to reflect these new 21st century demands. Please refer to our proposed changes in the shared Google Doc. We added our changes upon review of changes suggested by Hampton and New London.

Please use this box to provide any questions you have about the proposed rules.

(1) Why didn't the state form educator work sessions to help contribute to and inform this work?
(2) Why are there limited attempts to apply CBE principles to the proposed revisions? (3) Why isn't there formal communication from the state to each educator on this work, making these changes transparent? A lack of communication breeds suspicion and makes educators leap to conclusions which may or may not be accurate.

"May" versus "Shall" - I don't understand how this is the only language that was changed. An update should be reviewing the substance of the content for any new developments in the discipline rather than making it entirely optional.

We are concerned by what was proposed, why would a state want to lower standards rather than raise them? I also read the "Alternative Programing" section and it is very prescribed and generic at the same time.

The K-8 document appears to be lacking clear language in regards to Arts education. Where can we help beyond this level? EDUCATORS need to be heard!!!

How will the state be held accountable?

ELA - We thought PD should be removed from this rule but would like to see it represented somewhere else if not already? Also wondering about viewing in literacy and if it is the viewing being assessed or if it is the spoken or written comprehension of this.

IS Holocaust and Genocide instruction to be included cross-curricular or will it "count" only if it is in a social studies course?? Is rhetoric and logic to be woven throughout math, science, social studies, music, art, ELA, etc., or is it supposed to be part of only one domain? One specific course within one domain? An unfunded mandate?? These sorts of things have a dramatic impact on staffing and scheduling, especially at small schools--which are legions in NH.

I have a number of questions about the creation of these rules and the lack of transparency afforded to teachers throughout the process.

Will the perspective of teachers be incorporated into the new minimum standards?

Why would we take the language out for specific content areas (physical, earth/space, life, chemistry, physics) if not all schools are required to follow NGSS?

I have to question why, when New Hampshire is typically ranked high in national standings, is the state dismantling the public education system? Also, why was there little to no apparent effort on the state's part on involving teachers in the proposed rule changes?

Would the proposed rules allow districts to have only one art class for a middle school, one for elementary, and one for a high school. Why remove the 1-12 language? Art should be in all grades.

School Psych Services - What was the nature of including ESSA, when schools in general are already required to follow these federal laws? Additionally, parent consent is required for any evaluation or screening to be conducted by a school psychologist, therefore it's a component of the process and I question if it is necessary to be in the rules.

How will these rules affect licensure and setting minimum standards?

Would the revised language allow for an arts program to be taught via an online course?

Why were these changes undertaken with such a lack of transparency? Why were editing changes (to wording and format) not separated from significant content changes?

Why are the people tasked with enacting these changes not involved in making them?

Social Studies - Why do the proposed rules not reflect best practices for Social Studies instruction, as supported by numerous national organizations and teacher preparation programs? Why are we still waiting for the Social Studies framework to be updated after all these years? How is it possible to have a divisive concepts law AND a Holocaust and Genocide Studies law at the same time? On what foundation is this document built? Do these Social Studies rules have any grounding or basis without established state academic standards? Why is there no example of Social Studies competencies and state academic standards to support local districts in this work like there is for other content areas? Even though we don't assess this subject area in state standardized tests, and even though this discipline doesn't always lend itself well to standardization, why can't we expect more of our Social Studies curriculum? Why can't the model from Holocaust and Genocide Studies serve as an exemplar for all other content areas for how to center teacher expertise when revising these rules? Doesn't New Hampshire expect better of itself? Why not hold ourselves to a higher standard? What risks are we taking as a society by sticking with the status quo of the proposed rules?

Will educator feedback actually be taken into consideration and applied?

Why not have sessions like this every 10 years?

Who was involved in writing the "new draft" of the minimal standards?

Please table these proposed rules until educators can edit, update, and submit curriculum that makes sense and has our students in mind.

What is the definition of ELOs in the K-8 schools?

If the National Center for Competency Based Learning was paid \$75K to do this work...,what did they actually do?

Please tell us why things were reduced and cut out of the previous rules.

Why would you remove these standards in the first place? Why were the 306 rules updated without adequately consulting teachers and various professionals (school psychologists, school counselors, etc.) who are impacted and have knowledge of these areas?

Why the hurry? More time should be taken to consider all sections not expiring in 2024. It would be best to spend more time developing these sections with thoughtful consideration in collaboration with many professionals.

It was difficult to follow the written document, since there is so much language crossed out.

More time is needed to do a comparison of previous rules, provide clarity on newly proposed expectations, and provide guidance on hiring appropriate personnel.

In order to provide districts time to find qualified individuals to fill the role, would it make sense to say something like "beginning with the 205-2026 school year and beyond" caseload sizes will not exceed 250:1?

Could there be a better time to get out of this field? If they are trying to drive people out and ruin public education, it is working....

Were any of the state's school counselors and/or members of NHSCA consulted and/or asked for feedback when developing the rules for school counseling.

It seems that there was room to revise the standards to better reflect current knowledge of the science of reading. I don't understand why the only language that was changed was to make the standards optional.

I'd like to know who the professionals were involved in the process to understand their perspective.

It seems that Education is not a priority, rather workforce training is the goal.

What will be the impact of changing language from certification to license?

Why do the proposed rules not reference the National Core Arts Standards? Those are our golden standards for providing an equitable, competent, and diverse arts education.

Has student voice been added to this document?

Will this change any of the procedures at the state level regarding ensuring that schools meet the minimum standards? How does the state enforce the rules as written for each local school board?

A lot of pedagogy was built into the Mathematics sections...and they were an older set of rules. What might an updated mathematics section look like? Maybe other states have ones to look at?

The black table 306-1 must remain to provide minimum course offering guidance beyond simply the minimum needed to provide a (non-differentiated) path to graduation. The red table 306-1 containing minimum graduation requirements should be considered (I DO like the inclusion of a half credit requirement in statistics as we move into an increasingly data driven world), but the provision of only minimum graduation requirements should NOT be sufficient for course offerings at a high school.

Is there a misconception that firm curriculum requirements are somehow not able to be applied to modern times or engaging as they exist?

How will New Hampshire students be competitive in the workplace and when applying to colleges if the proposed rules are adopted? What is the true motivation behind the proposed rules? How many World Language and ASL educators were part of the creation of the proposed rules? Why make all of these cuts? What does this achieve? Who does this benefit?

Has anyone from NEASC looked at this? This seems to eliminate much of what is valued in this accreditation process. Some of the changes make no sense and are contradictory. How will schools pass Accreditation?

Please use this box for any overall comments related to your review of the proposed rules .

Our input will improve the quality of education in public schools because educators are providing a lens of updated brain-based research and its impact on the learning process. However, the feedback cycle should be more than a one-day opportunity. There needs to be a feedback loop to review what has been collected through the sessions and educators reaching consensus on the suggested language that should be considered. We would like to see a systematic review from educators in their designated fields and incorporation of their informed revisions.

The weakening of minimum educational standards in the arts is abhorrent. Music in itself is essential. It is one of the most important manifestations of our cultural heritage. It provides a powerful form of expression for the human spirit that enriches everyone's lives. Music provides an outlet for individuality, uniqueness, creativity, self-expression and self-worth. It is our way to express our deepest and truest thoughts and feelings. Music teaches children about their relationship with the world, cultures and others in their community. Thus, our curriculum is designed to support the strong values of musical appreciation, literacy, and play. Music provides an avenue where everyone can contribute and express him or herself. The main purpose of music

is to give students the opportunity to experience meaningful musical moments that they create. Students channel their energy positively, creating performances and music in traditional and non-traditional settings. In music class students will stretch their potential. Each child's voice has value and strength. We work towards equipping children to become empathetic, cooperative members of society, working and living with dignity. These concepts and skills will help guide children in acting with compassion and kindness. You do not find any of this in academic standards. This is why the rules are essential to serve as the umbrella for academic standards. The biggest change that needs to be included in the end, is that any issuances of 'May' need to become 'Shall.'" To have any instances of 'May' leaves the ambiguity that arts is optional, and not required. This is, of course, incorrect. We felt it necessary to incorporate the NCAS standards because the current state standards for NH were written in 2001.

The 306 needs major clean up, so that it creates an educational system that addresses the needs of all our students in all our districts.

It is important for all of the rules to be in sync with the other rules and laws. A general clean-up of outdated rules and guidelines should be part of this. For example, if we are a Competency based state, why is the 180 school days recommendation still on the books? Keeping the rules aligned by grade span is also important and allowing enough flexibility to ensure local control over curriculum, assessment, and instructional practices is vital. This is all work that still needs to occur.

Reviewing the proposed rules was difficult. It was hard to follow/understand the intent and purpose of the proposed changes. It is believed this was done on purpose to create confusion. Input from teachers about technology usage from 2020-present is critical in making the digital literacy standards relevant. The change and updates in technology during and post covid must be represented.

Personal finance is a critical skill that was once taught at home, but with the complexities of today's society needs to be taught in schools as well.

I would like to see this rule be supportive of student learning, consistent across grade levels, and provide some opportunity for flexibility within each classroom while still holding schools and classrooms in the state accountable.

I enjoyed connecting with other educators, but I wonder how much of this work will actually be recognized and considered by the DOE. It seems, especially under this state's current administration, that there is a clear agenda to allow for the transfer of public tax dollars into private entities under the guise of "freedom of education." I just wonder how much of our feedback as real educators in public schools will be actually considered by politicians who have unabashedly put their political and financial interests above the interests of NH students, taxpayers, and community members.

Proposed rules in ELA are not radically different than I would expect as a veteran teacher of 40 years. I am much more concerned about provisions regarding Learn Everywhere, high school graduation requirements, logic and rhetoric, personal finance, "competency-based" requirements, etc. (ED 306.21).

It was refreshing and empowering to be able to provide feedback. I look forward to more state-initiated invitations to provide professional insight. A lack of teacher participation in this level of decision-making fails to recognize teachers as the educated professionals they are, shows a disregard for the value of public education, and conveys a lack of care for students, who we (the teachers) are best suited to advocate for. It is short-sighted at best and devastating to our students at worst.

The new language we proposed is intentional to meet the necessary skills and practices for learners to live and operate in a digital world that is rapidly changing .

Rules need to have vertical consistency to allow for an increase in complexity as the learner progresses through their educational journey. The definitions should be clear that defines the vertical articulation of skills and content K-12.

The proposed rules lack consistency, appreciation for science education curriculum (program), and should focus on providing students with accessible hands-on authentic science experiences throughout all levels of their science education. The proposed rules do not provide scaffolding for the progression from one grade. We made suggestions and revisions to allow the progression of science content from one band to another. Of particular concern to me was the preservation of language that provides the use of laboratory and field work.

Thank you for offering this opportunity for us to provide feedback. The fact that content standards for the entire state would be reviewed without the input of educators across the state that are in the field, actively teaching these content areas and working with today's students is ridiculous. I am also surprised that the PSB was not more involved in this process as they would have done this process of speaking with educators in the field through focus groups, why was this set of standards not allowed to be tackled by them?

Don't make changes without consulting people who actually work in education.

Art needs to be in every grade level for consistency and rigor.

The components and edits of the proposed rules seem driven by an agenda related to a specific interest of lawmakers, with disregard for the field and without the input from practitioners. Very grateful for this opportunity to work with colleagues in the field to examine the rules and make recommendations. Thank you.

The proposed rules appeared to water down the provision of school psychological services to a point where baseline standards would be in question. Further, the proposed changes could result in a greater discrepancy between citizens of this state, widening the known gap between the "haves" and the "have nots." Why the overemphasis on parent consent? That seems to contradict or undermine a standardized process with respect to special education and valid assessment for promoting data-driven decision making.

I thought it was helpful to really analyze the wording and the intent behind it to affirm that we are keeping the public-school body of students in mind. It became very clear to me that we must be purposeful in our language to ensure that we don't leave the opportunity available for the state to see the arts as optional.

I don't even know where to start - the proposed changes in this document are very concerning for an equitable public education system in NH. This is very scary for the future of education in the state of New Hampshire. Moving to these rules would lower the bar for what our students are required to do. I fear for what that would mean for future generations of students who come from districts with limited funding and high poverty rates. Post secondary numbers will plummet and those districts will become further and further away from what the rest of the country is expected to do.

The confluence of editing with content revision has led to a very, very confusing document with many red strikeouts; it's hard not to see this approach as a deliberate attempt to obscure potentially high-impact changes under a barrage of red editing shifts.

There is no doubt that the minimum standards need to be updated to meet the developing knowledge and skill requirements of our population and future generations. These standards need to be aligned with competency principles and related to knowledge attainment, skill application and dispositions.

Discipline specific skills are necessary (for example informed by the C3) with increasing complexity and rigor should be required in the proposed rules for Social Studies.

Educators need to be involved in reviewing 306 rules; they are the experts.

Teachers are already undervalued, to have the elements of our profession that provide guidance, relevance, and rigor (curriculum with relation to skill and excellence) so significantly diminished is offensive and minimizing.

Never enough time!

Hampton did a great job starting this. The numbers in 306.16 numbering must be looked at.

CTE Education should be combined into just 306:16

It is imperative that the thoughts of educators are heard and seriously considered. The current proposed document from the State Board and Commissioner of Education, Frank Edelblut, will dismantle the current system taking way opportunity, rigger, and access to quality education.

After working on the previous revision (2014) I was extremely disappointed with how the process changed for these revisions. It is essential to gather information from people who are currently working in the field. I spend countless hours invested in working as a school psychologist, seeking professional development, reading research, and applying that knowledge directly in my day-to-day work with children. I can't think of any other person, who is not currently working as a school psychologist, to have the knowledge of what we do and should be minimally offering in school districts.

The proposed rules would harm the children and families of New Hampshire and have ongoing negative consequences for generations.

School counseling rules took up just over one page. It hardly touched upon the many professional responsibilities that a school counselor manages daily within their role.

I am thankful for the opportunity to contribute, but I fear that I have barely even scraped the surface on what needs to occur with the work on providing edits. School Counseling is a crucial part of our schools and touches upon curriculum, family engagement, emotional health and wellness, scheduling, testing, graduation, etc. 1 day to review one page was ok, but in order to do justice to my work and my colleagues, I feel strongly that more time is needed to be sure that the information on that one page connects cohesively to the rest of the document.

I wish I had more time to work with my colleagues. I think this work is necessary and having a group of specialists at all different grade levels collaborate over multiple sessions will create a comprehensive set of minimum standards, which is of great importance. Again, thank you for doing this; not everyone has been kept abreast of the current changes in educational legislation. We only wish there was more time to make these edits before the 4/3 hearing.

School Counseling - This section needs the time dedicated to it in the same manner that we are committed to content areas. Perhaps a group specifically of administrators, counseling directors, HR ?

The proposed rules seem to remove many statements specifying what students should be able to demonstrate because of their learning experiences essentially giving very little guidance as to what schools should be providing for their students in order to ensure an adequate education. I would like to see a systematic review from educators in their designated fields and incorporation of their informed revisions.

I would like to see educators who have been working closely with ELOs review the list of requirements that has been moved to the policy section to make sure adequate rigor will be

ensured. This is a curriculum area which is rapidly developing. It would be good to review it on a more frequent basis than other curriculum areas.

Most of the proposed changes are dismantling public education.

The overall impact of the proposed rules is the systematic dismantling of public education.

A well-educated population makes a civilized and progressive society. These rules do not promote an educational system which will improve society.

Educator voice in reviewing, editing, and updating the rules is crucial for ensuring students' needs are adequately met and enriched.

This was fascinating to see what non-educators seem to think we do in education.

Trusting professional teachers to provide a purposeful and meaningful learning experience for all students.

General Participation Comments:

This was an enjoyable experience getting to collaborate with fellow educators in hopes of making meaningful change. Thank you for the opportunity to have our voices heard.

Thanks for the opportunity to share educator voices in this important matter!

Thank you for giving us an opportunity to present our input in the rules. I enjoyed having the opportunity to collaborate with fellow educators to make meaningful change. Thank you very much for your involvement and giving us the opportunity to speak and suggest our changes.

Thank you for providing this opportunity to have our voices heard in the process.

I truly enjoyed working with peers from other districts around NH. This form of PD is valuable on MANY levels. Many thanks for making this opportunity available .

Thank you for the opportunity to be part of this process! I can't imagine rule changes to what school psychologists do without any school psychologists present.

This session was very informative and productive. It was a pleasure to be a part of this important work.

I appreciate having the time to engage in this work. More time and more educators are needed to engage in this work.

I appreciate the opportunity to collaborate with colleagues to ensure we have a voice in developing the rules of our craft.

This was a very worthwhile use of my time.

Our group of WL educators worked very well together and had good debate about a number of topics.

Thank you for doing all of this work and allowing teachers a window to share their knowledge.

Thank you for giving educators/specialists in the field the opportunity to look at these rules.

Thank you for giving educators in the field the opportunity to voice their opinions on something that is so important to our students' experiences.

Thank you for giving current educators in the field the opportunity to be a voice in this process.

Thank you for the opportunity to participate. It is critical that educators be heard in this process.

Great opportunity to work across grade levels to see how the rules impact each level, not to mention school districts.

Thank you for the opportunity to provide a voice for educators.

I was here as a High School Principal. The presentation was very informative, and the breakout sessions were productive.

Thank you for this opportunity for educators to provide essential feedback on the proposed rules, based on our professional expertise and experience!

Thank you to the people who have generously volunteered their time to allow us this work. This was an interesting process.

Thank you for your work, Christine. Your grass roots efforts are vital to the future of education in New Hampshire. With gratitude!

Very thankful to be included. I highly recommend the changes and support the work that is being done by these groups of educators.

Appreciated the opportunity to work with colleagues and provide feedback from the field regarding the rule changes.

This was a phenomenal process to be a part of. Working with other educators around the state to review these rules and have thoughtful conversations about how best to support the education of all students, particularly our most underserved and marginalized, was very rewarding. This is the process NHED and Edelblut should have used. Special thanks to Christine Downing for her leadership and efforts to raise the collective voice of those working in education, directly with students in schools. By raising our voices, she raises the voices of students in public schools. Thanks for your work on this.