

**Q2. I have the following general comments regarding Minimum Standards for Public School Approval document:**

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|---|---|-----------------------|
| 1 | Suicide is a significant issue for NH students. There needs to be a requirement that all school personnel are trained in suicide prevention in order to reduce the number of suicides by school-age children. Only if everyone receives this type of training can we ensure that we can safely assist our children  | Sep 16, 2013 1:54 PM  |
| 2 | <p>In your first statement above, I have reviewed the Minimum Standards for Public School Approval document however, I do not approve of removing Family &amp; Consumer Science from the required list of offerings in the NH public high schools. I am presently a teacher of Family &amp; Consumer Science in Dover NH (with 43 years experience) &amp; also a member of the NH legislature (serving my 12th year.) I have served 6 years on the NH Professional Board of Standards as well as the National Assessment of Family &amp; Consumer Science. While it may at first appear to be self serving to give testimony, you must realize that I am at the end of my teaching career, but will continue to be a tax payer. I believe in public service, but I also know that serving on a board for the most part takes the member away from the real heart beat of what is really happening, thus the illusion of "stitch &amp; stir". Contrary to some, we do have standards, tests, &amp; competencies. My classes have had full enrollment &amp; continue to do so even after all these years. I have taught at college, high school, &amp; middle school. My B.S.is in Family &amp; Consumer from Kansas State Univ.( # 3 in the nation for family &amp; consumer science); my M.S. is in Guidance &amp; Counseling. I rank 97 on family &amp; consumer subject area national testing. I am faxing my curriculum to Mary Mayo, but have included a brief overview for your consideration. * My Interior Design/Architecture program can be used as an art credit. I have also served as a consultant &amp; taught Interior Design courses at UNH. I have training &amp; teach a CAD program of Chief Architecture to my students. Historical homes &amp; furniture designer are studied. Many times we have as a class gone to the Currier Museum in Manchester &amp; visited the Zimmerman"s Frank Lloyd Wright home. We cover zoning, ownership option &amp; trends, housing for special needs, work heights &amp; efficiency, elements &amp; principles of design, creating functional, safe, &amp; aesthetic spaces, prospective drawings, model building, &amp; housing-related careers. This project based approach utilizes art concepts, technology, higher order thinking, communication, management &amp; measurements. * Child Dev. was taught last year for Southern New Hampshire dual credit.(high school &amp; college) The course deals with diversity in our changing world &amp; early childhood development from a research base. It is the only course offered in our high school that builds a foundation for future teachers &amp; child care workers. It includes practical experience in five different school/care settings. It places emphasis on early learning &amp; environment producing future success. Students actually get to teach lessons. * Early Childhood: Students analyze principles &amp; conditions of human growth &amp; development from conception through age 12 using the "ages &amp; stages" approach. Prominent theories of child psychology, learning, &amp; play unlock valuable insights into the inner workings of childhood &amp; provide influences which produced far reaching strategies in learning &amp; ways of dealing with children. They use project based analysis, observation, &amp; interactions in their practical experiences with children at four child care centers. Guidance, behavior management, &amp; positive interaction skills are emphasized. * Foods &amp; Nutrition includes: safety from selection through consumption &amp; sanitation, dietary choices &amp; nutrition discussion, expanding &amp; reducing recipes (down to 1/2 egg), food from ground to table &amp; beyond (including composting...I am an avid gardener &amp; in charge of a organic community garden.), food preparation &amp; clean up, dietary alternatives, &amp; current scientific findings. * Family &amp; Consumer Science: This is an overview course that covers decision</p> | Sep 15, 2013 11:34 PM |

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making, practical life skills, budget analysis, financial literacy including credit & banking skills, consumer rights & responsibilities, family crisis & problem solving, personal growth & understanding, future trends & career planning (interviewing, resumes & cover letters). \*Clothing I & Advanced Clothing Design: A study of textiles & use of the elements & principles of design to create, construct & alter clothing. We also cover hand sewing (needle point & embroidery) as well as quilting. Inside the classes, the unwritten curriculum becomes personal growth, problem solving, independence, & self sufficiency. I am proud of the over 10,000 students I have taught who have gone on to be productive citizens. Commonly they remind me who they are, what I taught them, & what a difference it has made in their life. It is not enough to say they can receive this knowledge elsewhere. The approach is different; results are different. For example, many students tell me I teach them more about health than they get in their health classes which are taught by the physical education department. By opening the door & not leaving family & consumer science as a part of the minimum required high school curriculum, you have essentially closed the door on this subject area. Local control means it will be gone in the next budget rounds. Towns are scrambling for money due to the reductions made at the state level through the legislature. It becomes an excuse, if not a mandate, to not fund the program. Earth science went last year. In Dover, there is no Family & Consumer Science program at the middle school & there has not been a part time program for several years. However, I understand Dover Middle School is up for State Approval this school year. Will that make a difference? I do not know. Your actions are important. They do matter to the future students that will never have that opportunity. If change needs to occur in some consumer science programs, then so be it. Education has always been about change. And if we wait long enough, we even come back to the same place we started, only maybe a little wiser. Thank you for the opportunity to give my comments. I hope some one is listening.

Respectfully,

Representative Marsha Pelletier

Honorable

3	I would like to see the term "written personalized learning plan" inserted into the definitions and used in place of "personalized learning strategies".	Sep 13, 2013 8:19 PM
4	Overall, several proposed changes are poorly thought out and poorly presented for statewide application. In several sections the language of the minimum appears to be specific for grades 9 - 12 and lacks language and expectations of minimums needed for K-12 or specifically K-6. An over arching concern is the committee represented DOE staff and Superintendents (who in effect are budget managers) limiting the scope of impact for raising standards for students. The proposed changes are a product of work constructed *without* teacher, curriculum director, building leadership (as appropriate student) input and reflect the narrow, single voice of one view. The process flirted with transparent, in the narrowest of intent, but it was never inclusive.	Sep 13, 2013 5:45 PM
5	Suicide is a significant issue for NH students. There needs to be a requirement that all school personnel be trained in suicide prevention in order to reduce suicides by school aged children	Sep 13, 2013 3:08 PM
6	Suicide is a significant issue for NH students. There needs to be a requirement that all school personnel are trained in suicide prevention in order to reduce the number of suicides by school-age children.	Sep 13, 2013 3:07 PM

**Q2. I have the following general comments regarding Minimum Standards for Public School Approval document:**

7	Suicide is a significant issue in New Hampshire. There needs to be a requirement that all school personnel are trained in suicide prevention in order to reduce the number of suicides by school age children. Suicide is the second cause of death in NH for teenagers.	Sep 13, 2013 3:07 PM
8	Suicide is a significant issue for NH students. There needs to be a requirement that all school personnel are trained in suicide prevention in order to reduce the number of school-age children.	Sep 13, 2013 3:05 PM
9	These standards need to include a requirement that all school personnel be trained in suicide prevention in order to reduce the number of suicides by school aged children.	Sep 13, 2013 3:05 PM
10	Suicide is a significant issue for NH students. There needs to be a requirement that all school personnel are trained in suicide prevention in order to reduce the number of suicides by school-age children.	Sep 13, 2013 3:03 PM
11	I do not agree with the new proposal.	Sep 12, 2013 9:51 AM
12	We object to the proposed Ed 308 rules because of the mandatory involvement of psychologists who replace traditional guidance counselors. We are alarmed at this invasiveness and lack of real protection of student and family privacy. Selectman Mark LeDoux Julie Le Doux Hollis, NH	Sep 11, 2013 6:24 PM
13	Look carefully at the use of the term K-12. For example, in the proposal from the DOE for content areas the physical education standard says there will be a program for each K-12 student. That would mean 4 years of PE in high school and 3 years in middle school. I don't think you really mean that. The term K-12 should only be used for things that are required every year.	Sep 11, 2013 9:25 AM
14	NH students need to successfully complete one credit of high school World Geography to have the skills to compete in a global work place. To require anything less handicaps our students to a secondrate education and limits their opportunities. Please consider this requirement change.	Sep 10, 2013 9:36 AM
15	physical activity needs to be included in minimum standards! we need to get kids moving--as much and as often as possible, physical activity should be encouraged.	Sep 10, 2013 8:21 AM
16	Please keep as much physical activity as possible in our schools for our future generations. There are so many concerns regarding sensory processing body awareness balance and spatial relations that relates to academic learning and brain development that it is scary to think that children will have even less of an opportunity to have exposure to this in their day. Health ed at the earliest level is so important to how a child will grow up and take care of themselves. I have taught lessons on dental health , nutrition, safety etc that the children go home and teach the parents what they have learned. Please keep as much as possible in our standards !!!	Sep 9, 2013 11:21 AM
17	Please see the comments submitted below regarding 306.43 (mathematics program). These are drafted and approved by the executive board of the NH Teachers of Mathematics. Please see the numerous e-mails that we submitted for public record along with support documents.	Sep 9, 2013 8:10 AM

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18	Family and Consumer Sciences needs to remain as a minimum standard for school approval in high schools. These courses make real life connections with academics. New Hampshire students should not lose out on these courses that states like New York consider important.	Sep 8, 2013 6:59 PM
19	Increasing Math standards already happens for the competent and capable student, they do it on their own... I have serious concerns about the middle to low functioning student being able to meet these expectations. If adopted we are losing a program that services middle to low functioning students and I might add one that All students should be required to take! We talk about college and career readiness, readiness for life and all the challenges it brings belongs in this statement as well. Family and Consumer Sciences should be required, not deleted, of all students. A 21st century student applies math, science, and technology in the program and is in need of application skills taught in a core offering such as Adult Roles and Responsibilities. We have an obesity epidemic in our country, we need to understand that there is a way to help tackle this issue head on in Family and Consumer Sciences. Times have changed and Family and Consumer Sciences has changed to meet the ever changing needs of our society and our students.	Sep 7, 2013 9:23 AM
20	I think the two required languages should each have three levels, rather than one have three levels and the second have two levels. The way it is written, (in ED 306.48 as submitted by NHAWLT on June 30, 2013) the weight will be on the language with three levels because students will know that the other only offers two levels and will opt no to take it.	Aug 26, 2013 1:35 PM
21	Remove Common Core Standards. This is an UNFUNDED Mandate and violates 28-a of the NH Constitution. The BOE will be telling NH residents that mediocre standards are ok for NH students. Our kids deserve BETTER REMOVE Competency Based Ed. No data on how this improves academic achievement.	Aug 26, 2013 11:43 AM
22	see my suggested edits to the social studies standards below	Aug 22, 2013 10:33 AM
23	I believe that it is essential to the well being of our state that Public Schools in NH require Health Education competencies. Particularly as they pertain to behavioral health, we are currently proving how dangerous it is not to educate our population at a young age about the consequences of rewarding ourselves with sugar, tobacco, alcohol and other drugs. We have an epidemic of obesity, diabetes, and substance abuse disorders. We have a culture now where it is ten times more likely today than it was ten years ago to be addicted to narcotics at birth. Our children need to be aware of the cause and effect relationship between their choices and their quality of life and the quality of life for their children. This is a moral obligation we have as responsible adults. It is also a fiscally intelligent choice because, the over use of alcohol alone cost our state over a billion dollars last year in lost revenue, medical expenses and incarceration costs. Health education needs to be made a priority at all levels, K - 12.	Aug 19, 2013 1:52 PM
24	I have concerns about the proposed language on 306.26(f)(2)(e) and 306.27(4)(b)(5).	Aug 18, 2013 3:41 PM
25	An additional science credit for graduation should be added. This is essential if	Aug 16, 2013 11:30 AM

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we are to remain competitive and for our students to be college and career ready.

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| 26 | There are a couple areas that I very much cannot support: ELO policy, college and career definition, the section on business education and the required number of credit, the exclusion of the state board from the document as part of an appeal process or a "go to" body when all other avenues have been exhausted.   | Aug 16, 2013 7:51 AM |
| 27 | We need to incorporate more sexual health education in the schools. Teens are having sex and sexual contact at a younger and younger age. Without the knowledge HOW to protect themselves we are seeing a lot of teen births. Although NH has the lowest teen pregnancy rate in the nation, there are areas in NH (such as Manchester) with a rate of teen pregnancy just as high as the national level (in Manchester 34 teen births per 1,000 teens). This in-turn effects their future, and their child's future. Statistics show that teen moms are more likely to drop out of school, and not move on to higher education. Teen births are an education-issue. Teens decide to have sex or other sexual contact without knowing the consequences or having the education to make healthy decisions. Whether or not we educate them, teens have sex. Sex is all around them in the media, and they are at a time where they are curious about their bodies and peer approval is so important. We can either decide to not-educate them and let them make poor choices with no guidance, OR we can provide education in their daily school-setting lives so they can be prepared to take care of themselves, and get connected to positive people in the community that will help them toward their goals. There are initiatives already in place in the state that could aid the schools in teaching teens about the consequences of sex, while providing comprehensive sexual education. I strongly encourage that sex health be more integrated in the school-day.                          | Aug 15, 2013 9:35 AM |
| 28 | Pertaining to Ed 306.40 section (23) f.7 there needs to be put in place a health education competency in place for the state.   | Aug 14, 2013 4:43 PM |
| 29 | As a Past-President of the NHAFACTS, I have been working with our "newly elected" incoming President. We have met with Mary Mayo at the Dept. of Ed. several times to clarify a few things. Mary has been very helpful and easy to work with. This past Monday we submitted the changes that we would like to see at the end of the ED 306 document in the "content area"(pages 58-62) of Family and Consumer Science for both middle and high school. We have brought the "language" in the document to reflect the current language that is being used throughout. It is my understanding that the Steering Committee for the re-write of EDU 306 decided to "strike" Family and Consumer Science as a required program of study at the high school level at a meeting that was attended by only a few superintendents and many members of the committee were not present at that meeting. It would be an incredible shame to lose the opportunity for ALL high school students to access Family and Consumer Science Programs in the State of New Hampshire because of a handful of superintendents that are not happy with their own programs within their own school district. They need to correct "in-house" what is being offered and not effect all the Family and Consumer Science Programs within the State of New Hampshire. The way the language is currently being written in the "working document" of the proposed EDU 306 in the content area of Family and Consumer Sciences is as follows: "If the local school board decides to offer a family and consumer science education | Aug 14, 2013 3:24 PM |

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program....” We strongly feel that this would be a “death sentence” for all Family and Consumer Science Programs within the State of New Hampshire. I understand that local school boards have to pay attention to the “bottom line” when developing a budget for their school district. We feel that if local school boards are given the option, that they will cut our programs as a “cost-saving” measure for the local taxpayers. My feeling is that the community will pay either way. To me it is more practical to offer classes in parenting, nutrition, financial literacy, human growth and development in public education when you can education “the masses” and not have to create agencies in a community to address these issues. Public education is “education for all”. It is a “golden opportunity” to address so many societal issues that we face in our communities today. We want this document to remain the way it was written in 2011: “Pursuant to ED 306.27, the local school board shall require that a family and consumer science education program in each high school provides: etc.” We also do not want “Family and Consumer Science Courses” to be stricken from Page 33, (f) Items 1-15 and Page 35, Table 306-1. We would also like to be included on page 5 (23) where it reads Graduation competencies in alignment with RSA 193-C:3 that students are expected to demonstrate for graduation in content areas as follows;. We would also like to be included in Table 306-2 Required Credits for Graduation and Graduation Competencies. Many of our Family and Consumer Science teachers include Personal Finance in their curriculum. I include personal finance curriculum at Inter-Lakes at the high school level. We are pleased that Family and Consumer Science Programs are still being required for Grades 7 and 8. That is the age at which I begin to introduce nutrition, as obesity has now been deemed a “disease” in this country. We are currently trying to get our message out loud and clear that we “do not want to be optional at the high school level, but remain required”. We strongly believe that this will be a “death-sentence” for high school Family and Consumer Science Programs in the State of New Hampshire. We want “if” to be changed to “shall” in the proposed document.

30	We should require that acknowledgement of achievement for an extended learning activity shall be approved by a school administrator in consultation with a relevant content certified educator.	Aug 6, 2013 6:36 PM
31	Pertaining to Ed 306.40 Section (23) f.7 We are Monadnock Alcohol & Drug Abuse Coalition located in Keene, NH. Thank you for the opportunity to stress the urgent importance of incorporating a health education competency for NH. It simply cannot be overstated the importance of helping youth and young adults to understand fully the short and long-term consequences of their choices. This competency could help further our young people’s understanding of the impact their behavioral choices will have on their lives and those they love regarding the use or abuse of alcohol and other illicit drugs. Our country and numerous other countries, have been for decades, battling numerous drug epidemics including heroin, meth, alcohol, and prescription drugs, and it is imperative that the powers that be make in inherent investment in educating our next generations about the importance of making healthy decisions around these issues. One more heroin overdose is unacceptable. I cannot thank you enough for asking for input regarding this incredibly urgent matter, and encourage anyone that has been directly or indirectly effected by alcohol or drug abuse, to strongly consider implementing this as part of NH’s endeavor to invest in our children on a very basic level. Kind Regards, Mary Drew, MS, MEd, CPS Monadnock Alcohol & Drug Abuse Coalition Director Of Welfare: Town of Jaffrey Town of Rindge Town	Aug 5, 2013 9:23 AM

**Q2. I have the following general comments regarding Minimum Standards for Public School Approval document:**

of Fitzwilliam Town of Richmond

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| 32 | Please see comment below regarding 306.27 Table 306-2.  | Jul 3, 2013 9:19 AM   |
| 33 | The health education standards which are based on the national standards are too lengthy to cover in a 1/2 credit course. Furthermore, important issues that schools are facing such as bullying, suicide, and GSTL issues are often lumped onto the health curricula to teach. This makes the educators job that much more difficult. I applaude the legislature for proposing a K-12 system that requires parental notification however this stops short at the senior high level if you only mandate 1/2 credit. Then we will continue to have issues with serious health issues such as teen pregnancy, mental health, etc. This is a critical issue for the state to consider that will pay off long term with productive healthy citizens.  | Jun 11, 2013 10:15 AM |
| 34 | I firmly believe that high school students should be required to take and pass 1 year of Health Ed for graduation. It is a lengthy curriculum and does require a lot of time - family, parenting, mental health, health careers, and community health are all factors that need to be addressed esp in school systems with no FCS requirements.   | Jun 11, 2013 10:10 AM |
| 35 | Feedback on Proposed New Minimum Standards for Schools/Ed 306 Page 5- Graduation competency list a-m; are these then prescribed for graduation, or does this just mean that the comprehensive high school offers each of these subject areas and must, therefore, have competencies for them? Page 7-What is the difference between a teacher and an educator? I think this is too broad a change and needs definition. If there is to be accountability, identify who is held accountable. Repeat use of learning level will confuse everyone. What does it mean? Does it mean students can advance within a finite time period (course, grade, year, etc.) because they are still going to be entering school based on a fairly arbitrary date of birth and the State, has compulsory education laws determined by age. I can se this language as being extremely problematic in its implementation. Page 15, 2) Teacher is replaced with educator (same problem as above) but then it says to teach Page 15, 5) Same thing; educator and then teach Page 15/16-b) 1 & 2-Don't like this language change at all re: counselor vs. guidance counselor. There are many types of counselors who are not involved in guiding students through an educational program. This is way too broad a change. I can see this being very problematic for the parents who think the State and the local schools are trying to manage their children from the cradle to the grave. They will object strongly to their child being counseled in ways that do not involve assisting them through the educational program. It also opens the door to a very expensive change in staffing if a district wished to interpret this liberally. Page 16-3) The number 4-which should be the word four- is arbitrary and may not reflect the school's population at all; it's not a magic number. Page 16-g) teacher/educator again. Define what an educator is if it is not a teacher. Page 17-3) Somewhere there needs to be something about content knowledge, since learning content doesn't end at the baccalaureate level; everything here is about pedagogy, but pedagogy of what? Outside of elementary education, all programs have a content title before the word education which means the content and the pedagogy are equal. Page 22-(c) 2) This seems like an administrative function and not a Board function. It looks like micromanaging to me. The Board should approve, as they do in 1), not identify. Page 22-(3) 2)-This change, while in keeping with the state competency movement, takes us away from standards at the very same time that the national | Jun 7, 2013 11:16 PM  |

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department of education is moving toward common standards. Where this is about remaining competitive with other schools, some reference to common national standards vs. just a reference to in-state competencies would be appropriate. This would apply not just to this particular part of the document but might require looking at the document as a whole. Page 24-(a) (3)-What are the New Hampshire performance assessments? Be specific. Does NH have any that are just for NH? Or does NH simply have assessments that they use but are not NH-specific? Page 24-(a) (5)-This is not measurable and can be reduced to a single line that says, "we support student creation of digital portfolios", meaning nothing. This is addressed on page 39 where it is measurable. Page 24-(b) (1)-Procedures don't articulate; policies do Page 24-b. Performance based assessments are competency based Page 24-c. Too vague; contradicts what you say in b., above; is unnecessary if competency based assessments are already identified. If you want to include written and oral assessments/verbal communication assessments, say so. Page 24-d. Why include the word project at all? Get rid of one use of the word evaluate. School Psychologist additions seem sweeping. It does imply that you may not have one at all; is that true? Page 27-(2) d. Performance and competencies. This language is, again, problematic; do you want students to demonstrate competencies or do you want them to perform? The word perform implies action while the word demonstrate is much more inclusive. Page 28-(2) e. This should be a high school requirement. All schools should be required to provide this instruction to all students. The State has killed this programming with their addition of health as a graduation requirement. All high school students should have family/consumer science, health, and personal finance-that's what home economics used to cover and it can be done in one class. Return to it. It will reduce the obesity problem (trying to live on limited funds means cheap/fatty food if the student doesn't know how to economize) and the debt problem. Students who learn these skills in grades 7 and 8 are likely to forget them; students who learn them late in their school years when they are actually thinking about becoming independent are much more likely to retain what they learned. Additionally, there are many schools that would be required to add labs to their buildings and unless the State is giving away funds for this purpose and supplementing increases in insurance premiums, this is unreasonable. Page 32-(d) What if mastery is not achieved? Can't a student be proficient and graduate? What will you do with special education students who will never master certain parts of the educational program? Page 33-first paragraph; the document is contradictory in that the number of hours students must spend in school for the year and the number of hours per day are prescribed/limited, entry is based on date of birth, students cannot leave school before a certain age, yet the school cannot award credits or link competency to time spent. You can't have it both ways. If you want students to be able to move through an educational program in six years if they are gifted and talented, make it possible. If you don't, simply drop this line and remove the contradiction. Make it a positive-about meeting competency-instead of a negative-"it can't be" based on this. Page 33-put family and consumer science back into the high school; it is where students will benefit most from it Page 33-inser the word guidance after school and before counselor to distinguish them from mental health counselors Page 34-philosophical contradiction in the first paragraph. Students must take four years of English and math even if they have demonstrated mastery of English and math competencies. Flies in the face of your no seat time rule, above, and the idea that students can move from one learning level to another. The last part about these being in other courses does not remove the contradiction. Page 34-(4)

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What does this mean? That all outside opportunities must be paid for by the local district? Page 35-Put family and consumer science back in Page 35-(6) a. You know this will be a problem. If everyone could sit home, check in once a week or at set times, they would be...in college. Page 37-(l) (1) The word mastery is not present, but simply achieved and demonstrated. Need a consistency check on this; do you want students to be proficient? To master? Page 37/38-same material as previous pages Page 38-adding personal finance is redundant; anyone who is following the state frameworks is already teaching it. I chaired the economics portion of the frameworks revisions and we made sure that personal finance was an integral part of the new document. Page 41-this requirement should be five learning opportunities and this should be elaborated on; what if a student took four learning opportunities in one semester? I don't think that's your intent but it could be construed to mean that. Late 40s/early 50s pages-general comment-the vocational courses are so clearly defined compared with other courses. I am a former business teacher and believe strongly in work ethic being something that should be taught, reinforced, and can be measured. Under the competency movement, most schools have eliminated any kind of assessments for these very attributes that employers seek-timeliness, time management/meeting deadlines, working with others, personal responsibility/checking and correcting one's own work, problem solving, etc. Somewhere in this document there should be a "green light" for these important skills. It is better to have a good reliable worker than a brilliant worker who only shows up when they feel like it. Page 61-still have a problem with the counseling language Page 64-Health Education-again just restates/takes over the family and consumer science curriculum but lacks the empowerment/performance-based skills and problem solving that FCA provides at the high school level

**Q4. Ed 306.02 - I have the following comments on the "Definitions" section (Please be as specific as possible):**

1	I suggest adding a definition of "written personalized learning plan", as well as amending the definition of Career and Technical Education to include a reference to students with disabilities who may access CTE courses with appropriate modifications of instruction and/or competencies, even if their program does not lead to a nationally or state-recognized practitioner's certificate of license...	Sep 13, 2013 8:19 PM
2	(l) Mastery - high level of interdisciplinary application of content knowledge and skills using practices that demonstrate command of a subject or subjects. Mastery of a subject is not necessarily proficiency in a competency. For example: one can have mastery of mathematical content, but be an incompetent engineer. (p) delete "passions" from Personalized Learning - multiple meanings and not appropriate for statewide document; interests, talents and aspirations fully convey your definition of personalized learning (r) work study practices does not seem to be developmentally appropriate to the developmental science of K-5. Also, doesn't fully capture the essence of 21st century skills such as collaboration, communication, critical thinking, creativity and more. As a published definition, and organized as a bullet list, work study practices creates the image: of an obedient compliant student who does as told. Suggest: perseverance, responds to conflict effectively, engages in continuous learning, Respecting authority? - how about respects self and others in support of a learning community. What ever happened to respects self and others and challenges authority?	Sep 13, 2013 5:45 PM
3	Please consider adding to 306.02 (b) clarification for student's with disabilities. "Career and Technical Education courses and/or programs may include modifications as well as accommodations for students with disabilities so long as the modifications and/or accommodations are included in the student's IEP or 504 plan and are necessary in order for the student to achieve his/her annual goals and participate in the program. Such modifications may involve modifying the curriculum and/or the anticipated outcomes or competencies, with the understanding that these modifications may impact the student's ability to fulfill the requirements for certification, or credentialing in the program's field." And consider adding to 306.02(b)(1)(c) "so long as such prerequisites have a direct and necessary relationship to the program for which they are required."	Sep 8, 2013 11:53 AM
4	I have no concerns	Sep 7, 2013 9:23 AM
5	Educator has some errors in the working. College and career readiness is vague, especially when the term is used interchangeably with common core. I believe additional thought needs to go into this since different programs demand readiness for different colleges (i.e., engineering vs. art); I am not sure the current definition allows for anything other than academics. The term "work study practices"...is using a college term (work study) so even with the definition it is a bit confusing. If this is the term used by an organization (i.e.21st Century Learning) then that reference would help clear it up. The competency definition seems to be OK but I do believe the different types of competencies need to be better explained espeically if you are giving "district" competencies its own place. CTE uses state-wide competencies and I believe that has to be inserted as these are very different than district competencies in their defination and far different in the process that creates these industry based benchmarks.	Aug 16, 2013 7:51 AM
6	With all of the talk of nutrition, nutrient density, wellness, personalized learning,	Aug 14, 2013 3:24 PM

**Q4. Ed 306.02 - I have the following comments on the "Definitions" section (Please be as specific as possible):**

portion size, etc. I cannot believe that the steering committee is proposing to make Family and Consumer Science Programs optional at the high school level. In most schools, Family and Consumer Science is the only place where nutrition, portion control, nutrient density of foods and how to properly purchase and prepare them is taught. Many of the Community Service Projects, College and Career Readiness Skills, Internships and Independent Study projects are completed within the Family and Consumer Science Programs.

7 See Above

Jun 7, 2013 11:16 PM

**Q6. Ed 306.03 - I have the following comments on the section dealing with "Statutory and Policy Requirements":**

1 No concerns

Sep 7, 2013 9:23 AM

2 Overall, yes, I agree however I believe there needs to be something inserted giving state board a place in the school approval process. The DOE operates with little authority and the strength of the state board, I believe, is critical.

Aug 16, 2013 7:51 AM

3 See Above

Jun 7, 2013 11:16 PM

**Q8. I have the following comments on section Ed 306.04 Policy Development:**

1	(23) - item (i.) delineates the specificity of mathematics, closer to the common core standards grades 6 - 12. Add: numbers and operations, number systems to item 23 (1). Actually, only mathematics has such a descriptive entry. Why? List as in RSA 193-C or expand for all content. To address the lack of specificity in Literacy. Item 23 (e.) English/Language arts and reading lacks the specificity given to mathematics. To align with Common Core (which is closer to the math list) it should read: English Language Arts & Literacy that encompasses reading literature, reading informational texts, reading foundation skills, writing, language, speaking and listening To align with NH Curriculum Frameworks it should read: Reading that encompasses fluency and accuracy, vocabulary, word identification skills, literary text, informational text and breadth of reading; Written and oral communication that encompasses reading connections, expressive writing, informational writing, conventions and oral communication	Sep 13, 2013 5:45 PM
2	Put Family and Consumer Sciences back on the list!	Sep 8, 2013 6:59 PM
3	I do not feel that the current health curricula that are being used in many school systems in this state truly comply with RSA 189:10. How effective is a policy that can be interpreted in such a broad manner. Are our youth receiving the information they need to make healthy life decisions?	Aug 19, 2013 1:52 PM
4	I think career and technical education is well placed here. I do think the committee should engage in some thoughtful discussion about business education. I will address this later.	Aug 16, 2013 7:51 AM
5	health education MUST incorporate SEXUAL HEALTH EDUCATION!	Aug 15, 2013 9:35 AM
6	Ed 306.04 Policy Development a. (23) h. Information and communication technologies [to include information literacy] Comments: Information literacy includes the skills to select, evaluate, and use information appropriately and effectively. This encompasses multiple literacies including digital, visual, textual, and technological. Information Literacy is essential for career and college readiness. American Association of School Librarians Standards for the 21st Century Learner - <a href="http://www.ala.org/aasl/standards-guidelines/learning-standards">http://www.ala.org/aasl/standards-guidelines/learning-standards</a> School Library Impact Studies - <a href="http://keithcurrylance.com/school-library-impactstudies/">http://keithcurrylance.com/school-library-impactstudies/</a> ESEA Reauthorization Bill - <a href="http://www.districtdispatch.org/2013/06/esea-reauthorization-bill-introduced-inu-s-senate/">http://www.districtdispatch.org/2013/06/esea-reauthorization-bill-introduced-inu-s-senate/</a>	Aug 14, 2013 8:40 PM
7	We want to see Family and Consumer Science included in this section as well. Our curriculum specifically addresses childhood obesity and other health related problems, including celiac disease, lactose intolerance, diabetes, meal planning and food preparation. A Family and Consumer Science Program offers the perfect learning environment for service learning and character and citizenship development. The descriptors listed above were the ones that I used in my FACS Community Serving Learning Program for eleven years. My high school students practiced them everyday in the program. We want this document to remain the way it was written in 2011: "Pursuant to ED 306.27, the local school board shall require that a family and consumer science education program in each high school provides: etc." We also do not want "Family and Consumer Science Courses" to be stricken from Page 33, (f) Items 1-15 and Page 35, Table 306-1. We would also like to be included on page 5 (23) where it reads Graduation competencies in alignment with RSA 193-C:3 that students are	Aug 14, 2013 3:24 PM

**Q8. I have the following comments on section Ed 306.04 Policy Development:**

expected to demonstrate for graduation in content areas as follows;. We would also like to be included in Table 306-2 Required Credits for Graduation and Graduation Competencies. Many of our Family and Consumer Science teachers include Personal Finance in their curriculum.

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| 8  | Ed 306.04 Policy Development a. (23) h. Information and communication technologies [to include information literacy] Comments: Information literacy includes the skills to select, evaluate, and use information appropriately and effectively. This encompasses multiple literacies including digital, visual, textual, and technological. Information Literacy is essential for career and college readiness. American Association of School Librarians Standards for the 21st Century Learner - <a href="http://www.ala.org/aasl/standards-guidelines/learning-standards">http://www.ala.org/aasl/standards-guidelines/learning-standards</a> School Library Impact Studies - <a href="http://keithcurrylance.com/school-library-impact-studies/">http://keithcurrylance.com/school-library-impact-studies/</a> ESEA Reauthorization Bill - <a href="http://www.districtdispatch.org/2013/06/eSEA-reauthorization-bill-introduced-in-u-s-senate/">http://www.districtdispatch.org/2013/06/eSEA-reauthorization-bill-introduced-in-u-s-senate/</a> | Aug 9, 2013 9:41 PM  |
| 9  | Ed 306.04 Policy Development a. (23) h. Information and communication technologies [to include information literacy] Comments: Information literacy includes the skills to select, evaluate, and use information appropriately and effectively. This encompasses multiple literacies including digital, visual, textual, and technological. Information Literacy is essential for career and college readiness. American Association of School Librarians Standards for the 21st Century Learner - <a href="http://www.ala.org/aasl/standards-guidelines/learning-standards">http://www.ala.org/aasl/standards-guidelines/learning-standards</a> School Library Impact Studies - <a href="http://keithcurrylance.com/school-library-impact-studies/">http://keithcurrylance.com/school-library-impact-studies/</a> ESEA Reauthorization Bill - <a href="http://www.districtdispatch.org/2013/06/eSEA-reauthorization-bill-introduced-in-u-s-senate/">http://www.districtdispatch.org/2013/06/eSEA-reauthorization-bill-introduced-in-u-s-senate/</a> | Aug 9, 2013 10:36 AM |
| 10 | Ed 306.04 Policy Development a. (23) h. Information and communication technologies [to include information literacy] Comments: Information literacy includes the skills to select, evaluate, and use information appropriately and effectively. This encompasses multiple literacies including digital, visual, textual, and technological. Information Literacy is essential for career and college readiness. American Association of School Librarians Standards for the 21st Century Learner - <a href="http://www.ala.org/aasl/standards-guidelines/learning-standards">http://www.ala.org/aasl/standards-guidelines/learning-standards</a> School Library Impact Studies - <a href="http://keithcurrylance.com/school-library-impact-studies/">http://keithcurrylance.com/school-library-impact-studies/</a> ESEA Reauthorization Bill - <a href="http://www.districtdispatch.org/2013/06/eSEA-reauthorization-bill-introduced-in-u-s-senate/">http://www.districtdispatch.org/2013/06/eSEA-reauthorization-bill-introduced-in-u-s-senate/</a> | Aug 9, 2013 7:39 AM  |
| 11 | Ed 306.04 Policy Development a. (23) h. Information and communication technologies [to include information literacy] Comments: Information literacy includes the skills to select, evaluate, and use information appropriately and effectively. This encompasses multiple literacies including digital, visual, textual, and technological. Information Literacy is essential for career and college readiness. American Association of School Librarians Standards for the 21st Century Learner - <a href="http://www.ala.org/aasl/standards-guidelines/learning-standards">http://www.ala.org/aasl/standards-guidelines/learning-standards</a> School Library Impact Studies - <a href="http://keithcurrylance.com/school-library-impact-studies/">http://keithcurrylance.com/school-library-impact-studies/</a> ESEA Reauthorization Bill - <a href="http://www.districtdispatch.org/2013/06/eSEA-reauthorization-bill-introduced-in-u-s-senate/">http://www.districtdispatch.org/2013/06/eSEA-reauthorization-bill-introduced-in-u-s-senate/</a> | Aug 8, 2013 3:12 PM  |

**Q8. I have the following comments on section Ed 306.04 Policy Development:**

12	(b) The policies and procedures required by (a) above shall apply to each school. Graduation competencies is policy requirement #24. If all policies are required for all schools, does this mean that all schools, regardless of their grade span (for example k-2), will be required to have graduation competencies?	Jun 26, 2013 5:10 PM
13	f1c should state 'consequences for misbehavior' rather than penalties. Absenteeism needs to have stronger consequences for excessive absent/tardy students. Language needs to be more specific and parents/guardians need to be held accountable when students exceed absence.	Jun 14, 2013 8:57 AM
14	See comments above	Jun 11, 2013 10:15 AM
15	See Above	Jun 7, 2013 11:16 PM

**Q10. I have the following comments on section Ed 306.05 School Philosophy, Goals and Objectives**

1	I believe this should be a living document, used and not just put on a shelf or hung on a wall	Sep 7, 2013 9:23 AM
2	See Above	Jun 7, 2013 11:16 PM

**Q12. I have the following comments regarding Ed 306.06 Culture and Climate.**

1	(a1) - A policy for diversity and respect for differences should be more than an acknowledgement. Based on changing populations in New Hampshire and the statewide spread of change of those populations, the school board policy should reflect: training for the school community to build an understanding of diversity and culture that builds respect for differences. (b1) - Review ways and ... barriers does not require implementation change. Does the administration as a matter of policy need to do more than meet, review and discuss? Must they act?	Sep 13, 2013 5:45 PM
2	NO. No reference to students with a religious background	Aug 26, 2013 11:43 AM
3	See Above	Jun 7, 2013 11:16 PM

**Q14. I have the following comments regarding Ed 306.07 School Facilities.**

1	I am not sure if this is the right place, but again, I feel the state board has to have power to enforce these rules when a school thumbs its nose at the DOE.	Aug 16, 2013 7:51 AM
2	See Above	Jun 7, 2013 11:16 PM

**Q16. I have the following comments regarding Ed 306.08 Instructional Resources.**

1	a 1 - please define "current". - a 3 (c) - activities to promote the development of reading, writing, viewing, listening and speaking skills - this expanded language is in keeping with the Literacy Plan of 2008 and incorporates the cross curricular expectations of the common core standards.	Sep 13, 2013 5:45 PM
2	(a) (2) a. Catalogued and classified according to practices accepted by the American Library Association [as specified in the Anglo-American Cataloguing Rules, Second Edition (AACR2), 2002 edition;] (4) (b) (3) b. Print [and digital materials] Comment 1 Cataloging rules are continuously evaluated and revised, so locking into a specific edition or date is problematic. Comment 2: Digital materials include e-books, audiobooks, etc.	Aug 14, 2013 8:40 PM
3	(a) (2) a. Catalogued and classified according to practices accepted by the American Library Association (delete -->as specified in the Anglo-American Cataloguing Rules Second Edition (AACR2), 2002 edition) (4) (b) (3) b. Print [and digital materials] Comment 1 Cataloging rules are continuously evaluated and revised, so locking into a specific edition or date is problematic. Comment 2: Digital materials include e-books, audiobooks, etc.	Aug 9, 2013 9:41 PM
4	Ed 306.08 Instructional Resources. (a) (2) a. Catalogued and classified according to practices accepted by the American Library Association [strikeout the following: "as specified in the Anglo-American Cataloging Rules; Second Edition (AACR2), 2002 edition"]; (4) (b) (3) b. Print [and digital materials] Comment 1 Cataloging rules are continuously evaluated and revised, so locking into a specific edition or date is problematic. The nationally accepted rules are under revision with new rules being rolled out in 2013-14. Comment 2: Digital materials include e-books, audiobooks, etc.	Aug 9, 2013 10:36 AM
5	Ed 306.08 Instructional Resources. (a) (2) a. Catalogued and classified according to practices accepted by the American Library Association [strike out the following: "as specified in the Anglo-American Cataloguing Rules, Second Edition (AACR2), 2002 edition"]; (4) (b) (3) b. Print [and digital materials] Comment 1 Cataloging rules are continuously evaluated and revised, so locking into a specific edition or date is problematic. Comment 2: Digital materials include e-books, audiobooks, etc.	Aug 9, 2013 7:39 AM
6	Ed 306.08 Instructional Resources. (a) (2) a. Catalogued and classified according to practices accepted by the American Library Association as specified in the Anglo-American Cataloguing Rules, Second Edition (AACR2), 2002 edition; (4) (b) (3) b. Print [and digital materials] Comment 1 Cataloging rules are continuously evaluated and revised, so locking into a specific edition or date is problematic. Comment 2: Digital materials include e-books, audiobooks, etc. Submitted by Board of Directors, New Hampshire School Library Media Association(NHSLMA)	Aug 8, 2013 3:12 PM
7	Materials need to be updated periodically within a 5 year window.	Jun 14, 2013 8:57 AM
8	See Above	Jun 7, 2013 11:16 PM

**Q18. I have the following comments regarding Ed 306.09, Custodial Maintenance Services**

1	School districts should not be required to provide custodial services beyond what	Sep 13, 2013 4:01 PM
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**Q18. I have the following comments regarding Ed 306.09, Custodial Maintenance Services**

is calculated in the adequacy aid formula .

**Q22. I have the following comments regarding Ed 306.11 Food and Nutrition Services.**

1	qualified individual should be emphasized and schools should not be allowed to have a Business Administrator performing dual duty as a Food Service Director.	Aug 31, 2013 2:01 PM
2	Foods such as highly refined carbohydrates, and artificial sweeteners which contain little or no nutritional value beyond calories should be strictly limited or absent from the food available to children at school.	Aug 19, 2013 1:52 PM
3	No comment; this area is not one I am familiar.	Aug 16, 2013 7:51 AM
4	This is the perfect opportunity for Family and Consumer Science Programs to partner with their local foodservice provider to collaborate educational efforts to ensure that students know and understand what nutrient dense food is, how to plan a balanced meal, how to successfully prepare a nutrient dense meal, etc. The local foodservice provider does not have the time to offer nutrition instruction to every student participating in the meal program. The Family and Consumer Science courses that are offered in the high school have that capability to offer nutrition education for all students.	Aug 14, 2013 3:24 PM
5	Chocolate is NOT a healthier option to sell for fundraising than other candies.	Jun 11, 2013 10:15 AM

**Q24. I have the following comments regarding Ed 306.12 School Health Services.**

1	I do not believe that you are helping the children to be safer when you ask LNA's and or LPN's with one yr or less to be the 'school nurse' as I have seen too many difficult and potential problems with adolescent health to leave that with someone not trained with more knowledge of nursing diagnosis in hospital and public health settings and practicums. If you just want paper pushers fine but if you want caring and competently trained people who seem to be doing more substituting for home presence of care-givers then I suggest you rethink this one.	Sep 6, 2013 11:53 AM
2	Ditto for #23.	Aug 16, 2013 7:51 AM

**Q26. I have the following comments regarding the changes in Ed 306.13 [Guidance Plan.] as presented in Ed 306.39**

1	(b) - language recommendation: consider replacing personal/social development with social foundation(s). Isn't academic and career development *personal* development? Ed 306.10 requires school staff to maintain all school records in accordance with policy, law and rules-state and federal. Why is it necessary for the school counseling program 5 (d) to report on student performance, attendance and behavior by student to the school board annually? No other content area does this as part of minimum standards. 5 (c) - to name a specific model such as the ASCA is out of line with the minimum standards document. The Common Core Standards are specifically not mentioned as to not limit the scope of the document for a decade of use. Neither is the NCTM, IRA, NGSS, NCAS and more mentioned. 2 - is it the work of the schools to assist students with "individual student planning" ... in establishing personal goals, future plans and attaining work study practices K-12?	Sep 13, 2013 5:45 PM
2	Whenever possible a counsellor trained to address substance abuse disorders should be available in every middle and high school setting.	Aug 19, 2013 1:52 PM
3	Not familiar enough with this area.	Aug 16, 2013 7:51 AM
4	Counseling, even called school counseling, is too broad.	Jun 7, 2013 11:16 PM

**Q28. I have the following comments regarding Ed 306.14 Basic Instructional Standards.**

1	(a) - does the instructional program need to enable students achieve grade level or grade span competencies? suggest replace graduation with a broader K-12 perspective that drives policy for a systemic view. Do students need to of achieved competency at the elementary level to advance to middle and high school levels? Over arching comment: why are district and graduation competencies delineated throughout? Is it reasonable to deduce that district competencies include grade learning competencies at every level *that results in graduation*? Why is graduation always highlighted? Or, another way to ask the question: If a student achieves district level competencies K-12, why is the concept of graduation segregated? This doesn't make sense. (f) - why is assessing ICT standards a school board policy? No other subject, content or domain is included in this section for a policy on assessing competency. Recommend it read: A policy that outlines how information and communication technologies literacy (ICT) will be integrated in developmentally appropriate manner across K-12 instruction. (g) awarding of credit - is that correct? Later the document asks for students to have competency based on courses and eliminates credits. (h) and (i) - policy for *encouragement* seems ridiculous. Do school boards need encouragement policies on summer activities if they don't have influence or resources on pathways to summer learning activities? Opposed to a policy *encouraging* students to participate in a dual college enrollment plan. That is beyond the scope of K-12 education and exceeds the enrichment opportunity of advanced placement. College enrollment plans have a financial attachment. Will the district "encourage" districts pay for that?	Sep 13, 2013 5:45 PM
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**Q30. I have the following comments regarding Ed 306.15 Provision of Staff and Staff Qualifications.**

1	Require suicide prevention training for all school staff	Sep 16, 2013 1:54 PM
2	For item (a) 1& 3 - why is a certified library media specialist listed twice? For item (a) 1 & (b) 1 - why is a certified guidance counselor listed for elementary load of 500? Why is thier no staffing limit for the library media specialist?	Sep 13, 2013 5:45 PM
3	Suicide prevention training should be required for ALL school personnel	Sep 13, 2013 3:08 PM
4	Require suicide prevention training for all school staff	Sep 13, 2013 3:07 PM
5	Require suicide prevention training for all school staff personnel.	Sep 13, 2013 3:07 PM
6	Require suicide prevention training for ALL school staff.	Sep 13, 2013 3:05 PM
7	All school personnel should be trained in suicide prevention in order to prevent and reduce suicides by school aged children.	Sep 13, 2013 3:05 PM
8	Require suicide prevention training for all school staff	Sep 13, 2013 3:03 PM
9	#3 may prove to be difficult for schools. This requires an additional staff person; I believe this may create a hardship.	Aug 16, 2013 7:51 AM
10	Ed 306.15 Provision of Staff and Staff Qualifications. (4) In each [elementary], middle and high school, a library media specialist to support the instructional resources program and facility requirements of Ed 306.08; and Comments: Ed. 306.8 sets the standards for K-12 libraries. In the current version of 306.15, elementary librarians are not included, yet they are essential to meeting all the provisions of the standards. The acquisition of information literacy skills begins at the elementary level and must be taught by elementary librarians as well as middle and high school librarians. Additionally, elementary librarians are essential in providing access to both digital and print instructional resources, equipment, and instructional technology for students and staff.	Aug 14, 2013 8:40 PM
11	(4) In each [elementary], middle and high school, a library media specialist to support the instructional resources program and facility requirements of Ed 306.08; and Comments: Ed. 306.8 sets the standards for K-12 libraries. In the current version of 306.15, elementary librarians are not included, yet they are essential to meeting all the provisions of the standards. The acquisition of information literacy skills begins at the elementary level and must be taught by elementary librarians as well as middle and high school librarians. Additionally, elementary librarians are essential in providing access to both digital and print instructional resources, equipment, and instructional technology for students and staff.	Aug 9, 2013 9:41 PM
12	(4) In each [elementary], middle and high school, a library media specialist to support the instructional resources program and facility requirements of Ed 306.08; and Comments: Ed. 306.8 sets the standards for K-12 libraries. In the current version of 306.15, elementary librarians are not included, yet they are essential to meeting all the provisions of the standards. The acquisition of information literacy skills begins at the elementary level and must be taught by elementary librarians as well as middle and high school librarians. Additionally, elementary librarians are essential in providing access to both digital and print instructional resources, equipment, and instructional technology for students and	Aug 9, 2013 10:36 AM

**Q30. I have the following comments regarding Ed 306.15 Provision of Staff and Staff Qualifications.**

staff.

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| 13 | Ed 306.15 Provision of Staff and Staff Qualifications. (4) In each [elementary], middle and high school, a library media specialist to support the instructional resources program and facility requirements of Ed 306.08; and Comments: Ed. 306.8 sets the standards for K-12 libraries. In the current version of 306.15, elementary librarians are not included, yet they are essential to meeting all the provisions of the standards. The acquisition of information literacy skills begins at the elementary level and must be taught by elementary librarians as well as middle and high school librarians. Additionally, elementary librarians are essential in providing access to both digital and print instructional resources, equipment, and instructional technology for students and staff.   | Aug 9, 2013 7:39 AM  |
| 14 | Ed 306.15 Provision of Staff and Staff Qualifications. (4) In each [elementary], middle and high school, a library media specialist to support the instructional resources program and facility requirements of Ed 306.08; and Comments: Ed. 306.8 sets the standards for K-12 libraries. In the current version of 306.15, elementary librarians are not included, yet they are essential to meeting all the provisions of the standards. The acquisition of information literacy skills begins at the elementary level and must be taught by elementary librarians as well as middle and high school librarians. Additionally, elementary librarians are essential in providing access to both digital and print instructional resources, equipment, and instructional technology for students and staff. Submitted by Board of Directors, New Hampshire School Library Media Association(NHSLMA) | Aug 8, 2013 3:12 PM  |
| 15 | Add to a (1): the services of a certified reading specialist. Add to a (3): " the services of a certified elementary reading specialist" Remove from a (3): "services of a library media specialist " Add (h) to 4:the reading specialist load in an elementary school shall not exceed the equivalent of one full time certified reading specialist per 400 students enrolled. Change to 4g: " less then 40% of the individuals work time Remove any requirements of teacher evaluation linked to district professional development plans.   | Jun 10, 2013 1:08 PM |
| 16 | Content is not identified as an area for educators to have ongoing professional development, yet it is here under their qualifications. If you really believe they know everything at 22, then you don't understand the lifelong learning that the school systems are supposed to be promoting.   | Jun 7, 2013 11:16 PM |

**Q32. I have the following comments regarding Ed 306.16 Professional Development. In accordance with Ed 512:**

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|---|--|----------------------|
| 1 | PD plans shall not be encumbered by excessive paperwork to 'prove' compliance  | Jun 14, 2013 8:57 AM |
| 2 | Remove 3a(2). Data driven Add to 3 5 b : activities can encompass one academic year Add that the local district will provide funding for teachers to attend National Conferences | Jun 10, 2013 1:08 PM |
| 3 | No room for increasing content knowledge   | Jun 7, 2013 11:16 PM |

**Q34. I have the following comments regarding Ed 306.17 Class Size.**

1	Kindergarten-grade 2: 20 or less, not 25 to start Grade 3-5, 25 or less, not 30 Middle to high: 25 or less, except band, study hall, etc. Career Tech & Science labs 18 or less	Sep 15, 2013 11:34 PM
2	(a) (2) - Grades 3-5 should follow the recommendations of K - grade 2. 30 students is 60% beyond optimal learning and outside the boundaries of research based practice. For K - 5 programs optimal learning is about 16 - 18 students. The target class size of 20 is within reach of best instructional practices for a skilled teacher. 30 is not. Grade 3 should be lumped with K- grade 2 as it is the final instructional year for early childhood education. There needs to be some significant thoughtful explanations on why a middle school, high school and 3rd grade teacher can all have the same size classes. In this standard - educator includes all certified staff. Recommend insert language to identify the primary teacher or teacher of record for K-6 per educator staffing. In elementary schools Reading specialist and therapists are all certified staff but do not have full responsibilities for the students. In this case the language change from teacher to educator, as educator defined in 306.02 is a loop hole subject to interpretation. Close it!	Sep 13, 2013 5:45 PM
3	I agree with the class size proposal for Kindergarten, and that should be applied to all grades k-12.	Aug 25, 2013 9:59 AM
4	I believe the maximum number stated above is too many students for one teacher. Although the preference is stated for the lower number in elementary school I believe it should be the maximum. Further 30 students in a middle school class is not realistic for effective teaching and learning and I believe the same holds true for high school.	Aug 16, 2013 7:51 AM
5	Kindergarten classes should be smaller, maximum of 18 students in order to better prepare them for the rigors of 1st grade.	Jun 14, 2013 8:57 AM
6	Limit K-2 to 20 students maximum Limit 3-5 to 20 students	Jun 10, 2013 1:08 PM

**Q36. I have the following comments regarding Ed 306.18 School Year.**

1	Contradicts other parts of the document	Jun 7, 2013 11:16 PM
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**Q38. I have the following comments regarding Ed 306.19 School Calendar.**

1	I would like to see and expectation in here about coordinating calendars with their region. although this language appears in the regional agreements with CTE centers, it is often ignored and causes major barriers to access. I would like to see "Each school shall maintain a school calendar. School calendars should be discussed and coordinated with all regional high schools to ensure access to career and technical education.	Aug 16, 2013 7:51 AM
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**Q40. I have the following comments regarding Ed 306.21 Alternative Programs.**

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|---|---|----------------------|
| 1 | 2 (e) - It was presented that extended learning opportunities might be called experienced learning opportunities. If these are under the heading of alternative programs, why is it necessary for this to be incorporated as a learning option for all students? As a matter of definition, isn't all policy explicit?? Recommend language change: 2 (e) Detail how extended learning opportunities will be accessible as an alternative learning option for all students.  | Sep 13, 2013 5:45 PM |
| 2 | I have not had time to thoroughly review this section however I believe it has to be compared with the language in administrative rules. There is widespread misunderstanding about the age a student can enter which leads to problems when tuition and transportation is requested. More and more I see alt ed programs simply "dusting them off" and getting them out the door with a GED, diploma, etc. and absolutely no lens to the next step. I believe, as a department, we need to be consistent with our expectation of postsecondary readiness and insert some language here to support that commitment.   | Aug 16, 2013 7:51 AM |
| 3 | Sometimes the alternative program does not work out for individual students and they are sent back to their sending school. Most of the time these students are placed back in electives in the middle of a quarter or a semester. This happens quite often in Family and Consumer Science programs and it is a seamless transition. It is usually very easy to accept these returning students partway through a course. It is a win-win situation for both the student and the school. Most of the time it is our Family and Consumer Science Program that keeps kids in school. They look forward to coming to our classes. They are able to achieve "hands-on" success and feel great about the work that they accomplish. For most it is the best part of their day. We also provide an opportunity for "project-based learning" for the student whose learning style for "hands on" learning is strongest. We also have an opportunity to talk to the student who might be considering dropping out of school in a more relaxed, informal setting. Many times we are successful in convincing the student to continue "plugging" along and getting the job done. We also offer programs in Early Childhood Education. Many of us have the opportunity to incorporate the "high-tech" infant simulators in our programs. I have worked closely with the LRGH Nursery Guild and our school nurse in providing parenting education. In the past seven years, we have significantly reduced the "teen pregnancy" rate in our high school with the on-going efforts of this partnership and education. I know that many superintendents are looking to fill some of the programming issues by sending their students to the local technical center. Not all students are capable to access these programs. I had a conversation with a former student about the culinary program that she was participating in. At the start of the semester, there were approximately 23 students in the program from various surrounding high schools. At the end of the program, only seven remained. Those 16 other students had been sent back to their sending high school and the guidance department was challenged to place the returning students in some type of class or program. Many of the returning students are placed in Family and Consumer Science courses upon their return, sometimes in the middle of the semester/quarter. Family and Consumer Science courses lay the "foundation" for many of the technical programs. Students cannot gain acceptance to Culinary College Programs without having taken coursework in Food Preparation or shown substantial experience. We have the opportunity to write letters of recommendations for these students based upon the competencies that they are able to show in our programs. | Aug 14, 2013 3:24 PM |

**Q42. I have the following comments regarding Ed 306.22 Distance Education.**

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|---|--|----------------------|
| 1 | Item C (2) - The school board is not responsible to acknowledge the student achievement of the competency of an individual student or group of students through distance learning. This is addressed in item (e) (2). Item (c) (2) recommend be removed. Recommend add competency to item (c) (1). This section needs work. Item 306.22 (1) speaks to high school courses. Is this for K-12? If so, it needs to reflect that population. (e) (2) - remove similar. Competencies should align (not necessary for a 1:1 correspondence) but similar is not aligned. This is a loop hole. Close it! (f) (1) - it's interesting that the minimum standards inform on how staffing ratios for classroom teachers and guidance counselors, but the maximum students for distance learning is left to local decision. What does the research say about staffing and instruction for distance learning? Insert guidelines. | Sep 13, 2013 5:45 PM |
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**Q44. I have the following comments regarding Ed 306.23 Statistical Reports; Accountability.**

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|---|---|----------------------|
| 1 | It is difficult to approve this section. If item (d) in the current 306.23 remains in item 306.28 as proposed, then it is appropriate. If item 306.28 is edited, then it is week. | Sep 13, 2013 5:45 PM |
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**Q46. I have the following comments regarding Ed 306.24 Assessment.**

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|---|---|----------------------|
| 1 | (a) (5) - aren't individual digital student portfolios required as part of the ICT standards? It is inappropriate to highlight one specific content standard in this section. (2) a. & c. - as written are essentially the same. Educator observation of a student performance is and isn't necessarily a project based assessment. Thus, (2) a. & D. overlap asking the educator to observe project based learning and then evaluate it using a rubric. This indicates a school must participate in New Hampshire performance assessments. Are these ready state wide? Where is the requirement for a Kindergarten Entry Assessment to be administered within 30 day of the first day of school? | Sep 13, 2013 5:45 PM |
| 2 | See first comments, above   | Jun 7, 2013 11:16 PM |

**Q48. I have the following comments regarding Ed 306.25 – Comprehensive School Psychological Services**

1	The language repeats - "employing school districts" suggesting that it is optional to employ a school psychologist. Not so. School Psychologists are required for special education services and therefore the "optional" suggestion of this wording is a manipulative loop hole. Recommendation: remove all language as is and leave a place for local school boards to set policy on psychological services that include the NASP, 2010.	Sep 13, 2013 5:45 PM
2	Standard should clearly indicate that employment of psychologist is optional. Requirement that new psychologists must be supervised by another psychologist is unreasonable and impractical.	Sep 11, 2013 9:25 AM
3	As a coordinator of a graduate program in school psychology I support the school psychological services as presented in ED 306.25. These standards are consistent with the most recent and highest standards as outlined by the National Association of School Psychologists (NASP) and will promote comprehensive and ethically sound services for all children, families, and communities in NH.	Sep 6, 2013 9:19 AM
4	Districts wii support moving away from school psychologists conducting aptitude/achievement testing to using an rti Intervention model	Jun 10, 2013 1:08 PM
5	Excellent work on these--they are up to date and will fully facilitate professional school psychology services.	Jun 5, 2013 11:33 AM

**Q50. I have the following comments regarding Ed 306.26 Kindergarten – Grade 8 School Curriculum.**

1	I support ED 306.48 as submitted by NHAWLT (June 30, 2013), in particular regarding the importance of World Language study. Students need to learn a foreign language sooner, rather than later. Our global connections demand that proficiency is crucial; whether people are meeting face to face OR using phones, technology (Skype), or written correspondence. Thank you, Barsha Cooke	Sep 15, 2013 11:07 PM
2	District competencies are not required in K-8 programs. And doesn't that leave the matter unreconciled for K-8 students required participation in the New Hampshire Performance Assessments? Currently that network is closed an be invitation only. (2) (e) - recommendation - shall develop a policy that acknowledges mastery of achievement to students taking coursework in the 7th or 8th grade toward district competencies in alignment with RSA 193-C:3 and includes the criteria for promoting students from one learning level to another based on achievement of district competencies as aligned with RSA 193-C:3 (2) (e) - extended learning activity can only be approved by certified educator of record ( educator by definition includes a much larger pool of people in every school building) loop hole - close it.	Sep 13, 2013 5:45 PM
3	Family and consumer science should not be required in grades 7&8 . There are many elementary schools which do not have the appropriate instructional space for this program. If renovations are required to implement this program who pays that cost ? This looks like an unfunded mandate unless the state is willing to pay for renovations or additions to make the program feasible .	Sep 13, 2013 4:01 PM
4	It's actually family and consumer sciences education. There should be an s on the word science.	Sep 8, 2013 6:59 PM
5	Proposed Language: Acknowledgement of achievement for an extended learning activity shall be approved by a school administrator in consultation with a relevant content certified educator.	Sep 5, 2013 7:58 PM
6	Acknowledgement of achievement for an extended learning activity shall be approved by a school administrator in consultation with a relevant content certified educator.	Aug 19, 2013 11:36 AM
7	306.26(f)(2)(e): Acknowledgement of achievement for an extended learning activity shall be approved by a school administrator in consultation with a relevant content certified educator.	Aug 18, 2013 3:41 PM
8	Thank you for making FACS Programs required for grades 7 and 8.	Aug 14, 2013 3:24 PM
9	The proposed language in ED 306.26 Section F/2 line e"Requires that acknowledgement of achievement for an extended learning activity can only be approved by certified educators;" This would not require a relevant content certified educator's approval for an extended learning opportunity. The language should require that approval for an extended learning activity be approved by a school administrator in consultation with a relevant content certified educator. It is important that these decisions be made by a certified educator in the area of study. Proposed change: Acknowledgement of approval for an extended learning activity shall be approved by a school administrator in consultation with a relevant content certified educator.	Aug 9, 2013 11:38 AM
10	...(f)(2)e. "Requires that acknowledgement of achievement for an extended	Aug 6, 2013 9:48 PM

**Q50. I have the following comments regarding Ed 306.26 Kindergarten – Grade 8 School Curriculum.**

learning activity can only be approved by certified educators;" should be revised to say certified content-specific educators The same language should be included for ELOs at the High School Level.

11	We should require that acknowledgement of achievement for an extended learning activity shall be approved by a school administrator in consultation with a relevant content certified educator.	Aug 6, 2013 6:36 PM
12	Acknowledgement of achievement for an extended learning activity shall be approved by a school administrator in consultation with a relevant content certified educator.	Aug 5, 2013 2:26 PM
13	Acknowledgement of achievement for an extended learning activity shall be approved by a school administrator in consultation with a relevant content certified educator.	Aug 5, 2013 2:20 PM
14	It differs from your document	Jun 7, 2013 11:16 PM

**Q52. I have the following comments regarding Ed 306.27 High School Curriculum, Credits, Graduation Requirements, and Co-curricular Program.**

1	I support NHAWLT's proposal for ED 306.48 (June 30, 2013).	Sep 15, 2013 11:07 PM
2	I suggest keeping FACS course as a requirement for high school graduation.	Sep 13, 2013 8:19 PM
3	This remains confusing. item (3) d. if the New Hampshire Performance Assessment is required, why does it have to be mentioned over and over and over again all over this document? (4) - recommend adding language that makes the ELO opportunity based on the competency of content and college and career ready standards or NH CUrriculum Frameworks. There seems to be a lot of redundancy in this section. (f) (5) English/Language arts and reading/writing program Table 306 -1 What is 1/2 a health course? What is 1/2 an ICT course? Which 1/2 - your 1/2, my 1/2 or can I take my 1/2 out of the middle? And if these are distance learning courses....which 1/2 is "similar"?	Sep 13, 2013 5:45 PM
4	Family and Consumer Sciences needs to be a requirement!	Sep 8, 2013 6:59 PM
5	Please add back in Family and Consumer Science Education to Section 306.27(f) and change the name to Human Sciences. I would like to see it added as a 3rd type of science requirement (but that may be asking too much right now). As an academic discipline that combines aspects of social and natural science, Family and consumer sciences (or Human Sciences) deals with the relationship between individuals, families, and communities, and the environment in which they live. These courses are increasingly more important in society today as advances in technologies enables us to communicate with less and less face to face interactions. It is essential that our children learn about social dynamics, healthy relationships, conflict management, etc. if they want to compete in a global society.	Sep 8, 2013 11:53 AM
6	As stated in number two, we are missing the boat if we do not include Family and Consumer Sciences in all of the above requirements or opportunities for students in the 21st Century. This content area is real and needed in today's society. I URGE YOU TO RECONSIDER REMOVING THIS CONTENT FROM THE MINIMUM STANDARDS FOR SCHOOL REQUIREMENTS. This decision will have negative consequences for future generations.	Sep 7, 2013 9:23 AM
7	Proposed Language: Acknowledgement of achievement for an extended learning activity shall be approved by a school administrator in consultation with a relevant content certified educator.	Sep 5, 2013 7:58 PM
8	World Language MUST be included in the requirements for a high school diploma. We live in an ever-changing global society, in which it is increasingly important to be able to communicate with others and to understand their cultures.	Aug 25, 2013 9:59 AM
9	"Schools shall provide a comprehensive program of study through which students shall be able to demonstrate district and graduation competencies in accordance with RSA 193-C:3 that align with the skills, knowledge and work-study practices students will need for success in both college and careers upon graduation from high school." I propose that schools should provide a comprehensive health education program through which students shall be able to demonstrate skills and knowledge they will need to maintain good physical and mental health throughout their lives.	Aug 19, 2013 1:52 PM

**Q52. I have the following comments regarding Ed 306.27 High School Curriculum, Credits, Graduation Requirements, and Co-curricular Program.**

10	Acknowledgement of achievement for an extended learning activity shall be approved by a school administrator in consultation with a relevant content certified educator.	Aug 19, 2013 11:36 AM
11	306.27(4)(b)(5): Acknowledgement of achievement for an extended learning activity shall be approved by a school administrator in consultation with a relevant content certified educator.	Aug 18, 2013 3:41 PM
12	I would like to see another science class required.	Aug 16, 2013 11:30 AM
13	It is important that there be an additional science credit added to the minimum competencies. Our frameworks have three domains and the earth-space science domain is important to understanding and helping students do better in the STEM fields and being college and career ready.	Aug 16, 2013 11:30 AM
14	3 years should be the minimum graduation requirement for science. It would make it easier to ensure that students learn each of the 3 science domains outlined in the State Science Frameworks.	Aug 16, 2013 11:24 AM
15	I believe some of the refernce numbers are incorrect; I expect this will be a focus later. Business education (306.33). To refresh, 5 classes are required for graduation. I would like to see the committee delve deeper into this requirement as I believe it is soon becoming an unsustainable venture. Business is offered in every high school and in just about every CTE center. Many times there is a duplication of efforts and in other cases schools want it delivered by CTE; budget cuts force the decision. As business teachers retire from high schools with vibrant business programs superintendents seem reluctant to hire when more in-depth business programs are offered in the regional centers. I woud like to recommend 2-3 course in basic business; I would be more than happy to pull together teachers from high schools, colleges and business and industry to look closer at this and propose a 2-3 course requirement for graduation wiht the upper level business being implemented at the CTE centers. Required credits towards graduation should not be increased. Career and technical educaiton is begin squeezed out of schedules because of increased emphasis on graduation requirements. Interestingly, CTE programs offer more dual enrollment and solid career paths than many academic programs so students need to be able to have access to these important programs. Also, CTE is not represented in the above information. All documents have been submitted and are expected to be inserted however since it is not here it should be noted.	Aug 16, 2013 7:51 AM
16	The way the language is currently being written in the “working document” of the proposed EDU 306 in the content area of Family and Consumer Sciences is as follows: “If the local school board decides to offer a family and consumer science education program....” We strongly feel that this would be a “death sentence” for all Family and Consumer Science Programs within the State of New Hampshire. I understand that local school boards have to pay attention to the “bottom line” when developing a budget for their school district. We feel that if local school boards are given the option, that they will cut our programs as a “cost-saving” measure for the local taxpayers. My feeling is that the community will pay either way. To me it is more practical to offer classes in parenting, nutrition, financial literacy, human growth and development in public education when you can education “the masses” and not have to create agencies in a	Aug 14, 2013 3:24 PM

**Q52. I have the following comments regarding Ed 306.27 High School Curriculum, Credits, Graduation Requirements, and Co-curricular Program.**

community to address these issues. Public education is “education for all”. It is a “golden opportunity” to address so many societal issues that we face in our communities today. We want this document to remain the way it was written in 2011: “Pursuant to ED 306.27, the local school board shall require that a family and consumer science education program in each high school provides: etc.” We also do not want “Family and Consumer Science Courses” to be stricken from Page 33, (f) Items 1-15 and Page 35, Table 306-1. We would also like to be included on page 5 (23) where it reads Graduation competencies in alignment with RSA 193-C:3 that students are expected to demonstrate for graduation in content areas as follows;. We would also like to be included in Table 306-2 Required Credits for Graduation and Graduation Competencies. Many of our Family and Consumer Science teachers include Personal Finance in their curriculum. I include personal finance curriculum at Inter-Lakes at the high school level. We are pleased that Family and Consumer Science Programs are still being required for Grades 7 and 8. That is the age at which I begin to introduce nutrition, as obesity has now been deemed a “disease” in this country. I am the only content area teacher currently teaching Nutrition as a subject area in grades 7-12 at Inter-Lakes. I work hand-in-hand with the Director of Fresh Picks, Joe Cyr. Fresh Picks is the company that Inter-Lakes has contracted with for our school breakfast and lunch program. I also work closely with our Fitness and Health teachers. We developed a “wellness” curriculum for Inter-Lakes. I am responsible for the nutrition and food preparation portion of the curriculum. There is also a “college and career” component to my curriculum as well. I also have a close working relationship with our school nurse and the LRGH Nursery Guild on “responsible parenting”. We are currently trying to get our message out loud and clear that we “do not want to be optional at the high school level, but remain required”. We strongly believe that this will be a “death-sentence” for high school Family and Consumer Science Programs in the State of New Hampshire. We want “if” to be changed to “shall” in the proposed document.

17	The proposed language in ED 306.27Section (4) b5. "Requires that acknowledgement of achievement shall be based on a student's demonstration of district or graduation competencies, as approved by certified educators.;" This would not require a relevant content certified educator's approval to acknowledge achievement in an extended learning project. The language should require that acknowledgement of achievement for an extended learning activity be approved by a school administrator in consultation with a relevant content certified educator. It is important that these decisions be made by a certified educator in the area of study. Proposed change: Acknowledgement of achievement for an extended learning activity shall be approved by a school administrator in consultation with a relevant content certified educator.	Aug 9, 2013 11:38 AM
18	We should require that acknowledgement of achievement for an extended learning activity shall be approved by a school administrator in consultation with a relevant content certified educator.	Aug 6, 2013 6:36 PM
19	Acknowledgement of achievement for an extended learning activity shall be approved by a school administrator in consultation with a relevant content certified educator.	Aug 5, 2013 2:26 PM
20	Acknowledgement of achievement for an extended learning activity shall be approved by a school administrator in consultation with a relevant content	Aug 5, 2013 2:20 PM

**Q52. I have the following comments regarding Ed 306.27 High School Curriculum, Credits, Graduation Requirements, and Co-curricular Program.**

certified educator.

- |    |   |                      |
|----|---|----------------------|
| 21 | Students should have to take a full year of a World / Foreign Language to graduate.   | Jul 10, 2013 8:48 AM |
| 22 | The New Hampshire Teachers of Mathematics recommends the following change to Table 306-2: All students must demonstrate proficiency and substantial depth of understanding that is directly aligned to any one of the four model course pathways articulated in Common Core State Standards for Mathematics Appendix A : Designing High School Mathematics Courses Based on the Common Core State Standards. Or, to align to the current wording: Mathematics that is directly aligned to any one of the four model course pathways articulated in Common Core State Standards for Mathematics Appendix A : Designing High School Mathematics Courses Based on the Common Core State Standards. | Jul 3, 2013 9:19 AM  |

**Q54. I have the following comments regarding Ed 306.28 Approval Process.**

- |   |   |                      |
|---|---|----------------------|
| 1 | As before, this is only appropriate if 306.2 1 remains in this section.   | Sep 13, 2013 5:45 PM |
| 2 | Municipal health officers are not bound by RSA 153-14. That only applies to fire departments. The State Board of Education has no authority to require health officers to conduct annual inspections. | Sep 11, 2013 9:25 AM |
| 3 | I approve of Ed 306.28 Approval Process with the provision previously stipulated - a full year of a World / Foreign Language.   | Jul 10, 2013 8:48 AM |

**Q57. Ed 306.31 Arts Education Program.**

- |   |  |                      |
|---|--|----------------------|
| 1 | Many of these descriptions flip between credits and courses which makes the section above also confusing | Sep 13, 2013 5:45 PM |
| 2 | Arts language should be more specific and broken out between the different subject areas.                | Aug 5, 2013 2:20 PM  |

**Q59. Ed 306.33 Business Education Program.**

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|---|---------------------|----------------------|
| 1 | See concern on #52. | Aug 16, 2013 7:51 AM |
|---|---------------------|----------------------|

**Q60. Ed 306.34 Career and Technical Education Program.**

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|---|--|----------------------|
| 1 | Should be required of all students!    | Sep 7, 2013 9:23 AM  |
| 2 | Proposed documents should be included. | Aug 16, 2013 7:51 AM |

**Q61. Ed 306.34 Career and Technical Education Program.**

- |   |  |                      |
|---|--|----------------------|
| 1 | Provide for access for students with disabilities, through providing modifications to instruction and/or competencies. | Sep 13, 2013 8:19 PM |
| 2 | Proposed documents should be included.   | Aug 16, 2013 7:51 AM |

**Q62. Ed 306.35 Career Education Program.**

- |   |  |                       |
|---|--|-----------------------|
| 1 | Should be required class for all students                                    | Sep 7, 2013 9:23 AM   |
| 2 | This section should be eliminated. It causes confusion and is not necessary. | Aug 16, 2013 7:51 AM  |
| 3 | Please include careers in the health profession as well.                     | Jun 11, 2013 10:10 AM |

**Q63. Ed 306.37 English/Language Arts and Reading Program.**

- |   |  |                      |
|---|--|----------------------|
| 1 | In NH we define Literacy as reading, writing, listening, speaking and viewing. Here is what that looks like in literacy and language arts. a. Literacy and language arts across media, genres and content areas through knowledge and application of: i. Five components of basic early literacy: phonemic awareness, phonics, fluency, vocabulary and comprehension; ii. Text complexity measures (qualitative, quantitative and reader and task) and other strategies to identify and select appropriate text; iii. The writing process to compose a variety of text types and structures including informational, opinion, research and narrative, in print and digital formats on and off-line; iv. Standard English and English Language Conventions (usage, spelling, grammar, mechanics, syntax, and semantics) to speaking and writing; v. Speaking and listening skills through the use of effective communication, collaboration, and presentation skills demonstrated in diverse formats, for varied audiences and purposes; vi. Gross motor, fine motor and graphomotor skills and their relationship to reading, writing, handwriting and other literacy learning; and vii. Characteristics of the three tiers of words: every-day language, general academic words, and domain-specific words. | Sep 13, 2013 5:45 PM |
|---|--|----------------------|

**Q64. Ed 306.38 Family and Consumer Science Education Program.**

1	reinstate. Recommend every student have at least 1/2 credit or 1/2 a year in FCS by the end of 8th grade and repeat 1.2 a credit or 1.2 year of instructin by the end of 12th grade.	Sep 13, 2013 5:45 PM
2	Family and Consumer Science Education has constantly updated to keep abreast of societal changes. No longer are students instructed by most parents in the areas of nutrition, cleanliness and safe home environments, creating and maintaining budgets, nurturing and appropriate child care, appropriate social behavior/relationships, and career opportunities. We need Family and Consumer Science Education programs to help our future parents and blue collar workers to succeed in day-to-day living. Please do not eliminate this practical and often hands-on program which addresses vital life-long skills!	Sep 9, 2013 1:51 AM
3	Family and Consumer Sciences Education should be a requirement for all high school students. The real life connections learned through enrollment in these classes is not available in any other course.	Sep 8, 2013 6:59 PM
4	Continue to promote and keep in middle and high schools.	Sep 8, 2013 11:53 AM
5	See all above comments	Sep 7, 2013 9:23 AM
6	It is very disappointing to even see FACS taken off this list especially at the high school level. With Michelle Obama and her plight to get the country healthy we as a state might take away these important classes. Some of these classes get kids to school Some of these food classes teach kids how to make healthy meals. Our kids need life skills along with reading, writing, math etc. FACS classes incorporate all the cores into their classes. It is so disheartening. Please keep FACS	Aug 28, 2013 11:43 AM
7	I concur that this should not be included in minimum standards. The Career Development Bureau has worked with FCS advocates for the past five years to modernize themselves and work with CTE to create a feeder program. All attempts have been ignored to modernize. I do not support that FCS is a graduation requirement.	Aug 16, 2013 7:51 AM
8	We would like the work that Kay Shoubash and I have been working on in the "content area"(pages 58-62) of Family and Consumer Science for both middle and high school to include the proposed changes we have made. We have brought the "language" in the document to reflect the current language that is being used throughout. The way the language is currently being written in the "working document" of the proposed EDU 306 in the content area of Family and Consumer Sciences is as follows: "If the local school board decides to offer a family and consumer science education program...." We strongly feel that this would be a "death sentence" for all Family and Consumer Science Programs within the State of New Hampshire. I understand that local school boards have to pay attention to the "bottom line" when developing a budget for their school district. We feel that if local school boards are given the option, that they will cut our programs as a "cost-saving" measure for the local taxpayers. My feeling is that the community will pay either way. To me it is more practical to offer classes in parenting, nutrition, financial literacy, human growth and development in public education when you can education "the masses" and not have to create agencies in a community to address these issues. Public education is "education for all". It is a "golden opportunity" to address so many societal issues that we	Aug 14, 2013 3:24 PM

**Q64. Ed 306.38 Family and Consumer Science Education Program.**

face in our communities today. We are currently trying to get our message out loud and clear that we “do not want to be optional at the high school level, but remain required”. We strongly believe that this will be a “death-sentence” for high school Family and Consumer Science Programs in the State of New Hampshire. We want “if” to be changed to “shall” in the proposed document.

- |    |  |                      |
|----|--|----------------------|
| 9  | This should be a strongly suggested recommendation for students.     | Jul 10, 2013 8:48 AM |
| 10 | This should be at the high school level and required of all students | Jun 7, 2013 11:16 PM |

**Q65. Ed 306.39 School Counseling Program.**

- |   |  |                      |
|---|--|----------------------|
| 1 | Requirement for directors of counseling was an unfunded mandate in the 2005 version of the rules. It should be eliminated.   | Sep 11, 2013 9:25 AM |
| 2 | The committee did an excellent job with these. They are fully in line with how we want school counselors to do their jobs. I hope that the certification title will change from guidance counselor to school counselor to fully align with professional standards. | Jun 5, 2013 11:33 AM |

**Q66. Ed 306.40 Health Education Program.**

1	I support the inclusion of suicide prevention in ED 306.40(c)(6)	Sep 16, 2013 1:54 PM
2	I firmly support the inclusion of suicide prevention in ED 306(c)(6)	Sep 13, 2013 3:08 PM
3	I support the inclusion of suicide prevention in ED 306.40(c)(6)	Sep 13, 2013 3:07 PM
4	I support the inclusion of suicide training in ED 306.40(40)(6).	Sep 13, 2013 3:07 PM
5	I support the inclusion of suicide prevention in ED 306.40 (c)(6)	Sep 13, 2013 3:05 PM
6	I support the inclusion of education on suicide prevention in ED 306.40(c)(6).	Sep 13, 2013 3:05 PM
7	I support the inclusion of suicide prevention training for all school staff.	Sep 13, 2013 3:03 PM
8	The need for a laser-sharp focus on our individual and collective health and wellness has never been greater. Recently, the idea of swapping the hours in the classroom requirement for science or math with health education was discussed. For example: at an NH middle school where health education is considered an "art" and students meet for 45 minutes once a week for the school year the idea would be to trade that schedule with a "core" subject. Health education 225 minutes a week instead of just 45. Would such a schedule shift lead to meaningful change in our health status as individuals and groups? The time to take a truly holistic approach to our health and wellness is now.	Sep 8, 2013 9:24 AM
9	1/2 credit seems too little	Sep 7, 2013 9:23 AM
10	Please see my comments regarding health education above. I believe that it is crucial to the state of NH that, right now, we improve our community's fund of knowledge regarding physical and mental health, if we hope to avoid social and economic disaster.	Aug 19, 2013 1:52 PM
11	Use community resources available in the area with this portion of the school day!	Aug 15, 2013 9:35 AM
12	Pertaining to Ed 306.40 section (23) f.7 there needs to be put in place a health education competency in place for the state.	Aug 14, 2013 4:43 PM
13	Pertaining to Ed 306.40 Section (23) f.7 We are Monadnock Alcohol & Drug Abuse Coalition located in Keene, NH. Thank you for the opportunity to stress the urgent importance of incorporating a health education competency for NH. It simply cannot be overstated the importance of helping youth and young adults to understand fully the short and long-term consequences of their choices. This competency could help further our young people's understanding of the impact their behavioral choices will have on their lives and those they love regarding the use or abuse of alcohol and other illicit drugs. Our country and numerous other countries, have been for decades, battling numerous drug epidemics including heroin, meth, alcohol, and prescription drugs, and it is imperative that the powers that be make an inherent investment in educating our next generations about the importance of making healthy decisions around these issues. One more heroin overdose is unacceptable. I cannot thank you enough for asking for input regarding this incredibly urgent matter, and encourage anyone that has been directly or indirectly effected by alcohol or drug abuse, to strongly consider implementing this as part of NH's endeavor to invest in our children on a very	Aug 5, 2013 9:23 AM

**Q66. Ed 306.40 Health Education Program.**

basic level. Kind Regards, Mary Drew, MS, MEd, CPS Monadnock Alcohol & Drug Abuse Coalition Director Of Welfare: Town of Jaffrey Town of Rindge Town of Fitzwilliam Town of Richmond

- |    |   |                       |
|----|---|-----------------------|
| 14 | Needs to be longer 1 credit course.   | Jun 11, 2013 10:15 AM |
| 15 | Include parenting, family, mental health, health careers, and sports nutrition. | Jun 11, 2013 10:10 AM |

**Q67. Ed 306.41 Physical Education Program.**

- |   |  |                     |
|---|--|---------------------|
| 1 | Need to look at how schools are meeting this requirement | Sep 7, 2013 9:23 AM |
|---|--|---------------------|

**Q69. Ed 306.43 Mathematics Program.**

- |   |  |                      |
|---|--|----------------------|
| 1 | Mathematics across content areas through knowledge and application of: i. Conceptual and procedural knowledge with: a. Counting and Cardinality, b. Operations and Algebraic Thinking, c. Number and Operations, d. Measurement and Data, e. Geometry, f. Ratios and Proportional Relationships, g. Number systems, h. Expressions and Equations, and i. Statistics and Probability. ii. Mathematical practices to include: a. Solving to mastery, b. Abstract & quantitative reasoning, c. Constructing arguments and critiquing student reasoning, d. Modeling and strategic use of mathematical tools and manipulatives, e. Attention to precision, f. Finding and making use of structure, and g. Expressing regularity in repeated reasoning.   | Sep 13, 2013 5:45 PM |
| 2 | Ed 306.43 Mathematics Program. (a) Pursuant to Ed.306.26 and Ed. 306.27, the local school board shall require that a Mathematics Program be provided for each K-12 student, and that each school provides planned learning strategies and opportunities to: (1) Solve problems by: a. Using multiple strategies; b. Communicating mathematical ideas through speaking and writing; c. Reading and interpreting mathematics; d. Making logical connections between different mathematical concepts and representations; and e. Applying good reasoning in developing solutions and to affirm or disprove statements; (2) Build and construct knowledge and understanding of mathematical concepts through: a. Developmentally appropriate activities that progress from the concrete to representational to the abstract level; b. Experiences with manipulatives and technology; c. Interactions with other students and their environment; and d. Sustained projects and labs incorporating multiple mathematical ideas, research, technology, mathematical communication, and interdisciplinary interactions which encourage students to solve problems that are meaningful and unique to their lives (Middle & High School Levels); (3) Use authentic tasks that: a. Promote student decision making and questioning; and b. Encourage students to develop and defend unique problem-solving strategies and conjectures made and analyzed from patterns and data collected; c. Encourage the use of inductive reasoning, deductive reasoning (Middle & High School Levels), and proof (High School Level); (4) Develop positive attitudes and habits of the mind such as curiosity about, perseverance in doing, and an appreciation for the power and beauty of mathematics and multiple ways to approach and solve mathematical situations; (5) Explore and research mathematically-related careers and have direct interaction with mathematics involved in various careers (Middle & High School Levels); (6) Explore the historical and cultural development of mathematics (Middle & High School Level); (7) Research the mathematical requirements of various college majors (High School Level); (8) Access a coherent curriculum focused on the Common Core Standards, quantitative literacy and statistical reasoning; (9) Access quality interactive instruction as outlined in the CCSS Mathematical Practices through the use of sustained activities designed to enable all students to demonstrate mathematical proficiency using concepts and skills articulated in the Common Core State Standards for Mathematics; (10) Access flexible paths that include courses that are sequential, integrated, or applied, or a combination of the 3 that require all students to complete mathematics each of their four years in high school demonstrating proficiency and substantial depth of understanding, through a focus on communication, reasoning and sense making, and mathematical modeling, that is directly aligned to any of the four model course pathways articulated in Common Core State Standards for Mathematics Appendix A : Designing High School Mathematics Courses Based on the Common Core State Standards (High School Level); and (11) Access at least one developmental | Sep 9, 2013 8:10 AM  |

**Q69. Ed 306.43 Mathematics Program.**

course preparing students for one model pathway and at least one course allowing students to go beyond one model pathway as articulated in the Common Core State Standards (High School Level). (b) Each district shall establish and provide a comprehensive, sequentially designed, K-12 Mathematics 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 Mathematics programs in grades K-12, 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, and must include, but are not limited to: (1) Teacher observations of student performance; (2) Competency-based or performance based assessments; (3) Other assessments, such as quizzes and district-approved tests, that monitor core content in courses, especially in cases where taught by multiple faculty, or in multiple buildings or settings that provide students access to learning opportunities; (4) Project evaluation rubrics used to evaluate mathematics proficiencies applied to integrated curriculum assignments, extended learning opportunities, and out of school learning environments. (d) For the Mathematics programs at all K-12 levels, schools shall report the academic performance of all students on a regular basis. The School shall provide the following: (1) A summary of individual student performance to parents at least three times each year; and (2) The opportunity for parents to meet individually with their students' teachers about their student's performance at least once during each school year. (e) For the Mathematics programs at all K-12 levels, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.

3 Requiring 4 years of math for all students is not realistic

Sep 7, 2013 9:23 AM

**Q71. Ed 306.45 Science Education Program.**

1 d. Science through knowledge and application of: i. Basic concepts, structure of knowledge, and history in the four domains of science: a. Earth and space science, b. Life science, c. Physical science, and d. Engineering, technology and applications of science. ii. The scientific method through the use of the observation and inquiry processes. Sep 13, 2013 5:45 PM

**Q72. Ed 306.46 Social Studies Program.**

1	<p>Social studies through knowledge and application of: i. Basic concepts in the five strands of social studies: a. Civics, b. Economics, c. Geography, d. NH, US and world history, and e. Contemporary issues. ii. The ten themes of social studies: a. Culture, b. Time/continuity/change, c. People/places/environments, d. Individual development and identity, e. Individuals/groups/institutions, f. Power/authority/governance, g. Production/distribution/consumption, h. Science/technology/society, i. Global connections and civic ideals/practices, and j. Their interdisciplinary nature</p>	Sep 13, 2013 5:45 PM
2	<p>Revised recommendations currently before the State Board of Education I support the current recommendations for revisions in the social studies primarily because it had an AND provision instead of an OR provision between global and geographic studies and history. Students should have the opportunity to have both the more modern perspective as well as the temporal perspective in order to gain true understanding of the subject. The OR provision would mean that schools would have the option to not include one or the other and students would not be given the opportunity to have access to both subjects and perspectives. (a) For Social Studies Education Programs in grades 9-12, schools shall additionally provide: (1) Courses comprising offerings in the following elective competency areas: a. One half-credit of World History b. One half-credit of Geography or Global Studies c. One half credit of the behavioral sciences: sociology, anthropology or psychology; or of philosophy (2) Personal Finance shall be a required component of the Economics course used for graduation, and competencies in Personal Finance shall be required therein.</p>	Sep 6, 2013 2:03 PM
3	<p>ED 306.46 Social Studies Education Program (a) Pursuant to Ed.306.26 and Ed. 306.27, the local school board shall require that a Social Studies Education Program be provided for each K-12 student. Social Studies programs in each school should prepare students to exercise geographic, economic, civic and historical literacy, by including planned learning strategies and opportunities that: (1) Providing students with teaching and instructional practices learning opportunities that: a. Support a foundation for young citizens providing them an to understand ing of the legacy of our republic and its enduring themes enriched by the study of the full human experience. b. Investigate Social Studies by through the development of practices that are integrating ed with core ideas and with crosscutting concepts. c. Build upon Social Studies concepts coherently from K through 12. d. Focus on deeper understanding of Social Studies content as well as application of that content. e. Experience the integrate ion of technologies into Social Studies. f. Prepare students for college or career, and citizenship. g. Connect Social Studies to mathematics, language arts, science, and other content areas. (2) Providing students with Social Studies knowledge, vocabulary, and experience of the following Social Studies practices, that integrates with crosscutting Social Studies concepts and core disciplinary principles: a. Differentiating past, present and future and change over time. b. Detecting cause and effect, distinguishing fact from opinion, recognizing biases c. Evaluating and critiquing varied sources of information and the use of appropriate primary and secondary sources and technology to acquire information d. Creating and testing generalizations and theses e. Expressing clearly and concisely personal opinion supported by evidence f. Calculating effects of decisions and decision making g. Solving Individual and group problems (3) Providing students with knowledge and experience of the following crosscutting Social Studies concepts, integrated with Social Studies practices and core disciplinary principles: a. Conflict and Cooperation b. Civic</p>	Aug 22, 2013 10:33 AM

**Q72. Ed 306.46 Social Studies Program.**

Ideals, Practices, and Engagement c. People, Places and Environment d. Material Wants and Needs e. Cultural Development, Interaction, and Change f. Global Transformation g. Science, Technology, and Society h. Individualism, Equality, and Authority i. Patterns of Social and Political Interaction j. Human Expression and Communication (4) Providing students with appropriate learning progressions involving that provide knowledge and experience in the following core disciplinary areas, integrated with Social Studies practices and crosscutting Social Studies concepts: a. Civics and Government competency shall be in the following areas: 1. Nature and Purpose of Government 2. Structure and Function of United States and New Hampshire Government 3. The World and the United States' Place in It 4. Rights and Responsibilities b. Economics competency shall be in the following areas: 1. Economics and the Individual 2. Basic Economic Concepts 3. Cycles in the Economy 4. Financial Institutions and the Government 5. International Economics and Trade 6. Personal Finance c. Geography competency shall be in the following areas: 1. World in Spatial Terms 2. Places and Regions 3. Physical Systems 4. Human Systems 5. Environment and Society d. United States and New Hampshire History competency shall be in the following areas: 1. Political Foundations and Development 2. Contacts, Exchanges and International Relations 3. World Views and Value Systems and their Intellectual and Artistic Expressions 4. Economic Systems and Technology 5. Social and Cultural History e. World History and Contemporary Issues competency shall be in the following areas: 1. Political Foundations and Development 2. Contacts, Exchanges and International Relations 3. World Views and Value Systems and their Intellectual and Artistic Expressions 4. Economic Systems and Technology 5. Social and Cultural History (b) Each district shall establish and provide a comprehensive, sequential K-12 Social Studies Education curriculum designed to meet the minimum standards for College and Career Ready Students that ensures provides for continued growth in all content areas consistent with RSA 193-C;3, III; RSA 186:13; and RSA 189:11 (c) For Social Studies Education Programs in grades K-12, 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, and must include, but are not limited to: (1) Teacher observation of student performance; (2) Competency-based or performance based assessments; (3) Other assessments, such as quizzes and district-approved tests, that monitor core content in courses, especially in cases where taught by multiple faculty, or in multiple buildings or settings that provide student access to learning opportunities; (4) Project or performance rubrics used to determine levels of achievement of Social Studies Education competencies applied to integrated curriculum assignments, extended learning opportunities and out of school learning environments. (d) For Social Studies Education Programs in grades 9-12, schools shall additionally provide: (1) Courses comprising offerings in the following elective competency areas: a. One credit of World History, Geography, or Global Studies b. One-half credit of the behavioral sciences: sociology, anthropology or psychology (2) Personal Finance shall be a required component of the Economics course used for graduation, and competencies in Personal Finance shall be required therein.

**Q73. Ed 306.46 Social Studies Program.**

1 Duplicate of #72, above

Jun 7, 2013 11:16 PM

**Q73. Ed 306.46 Social Studies Program.**

**Q74. Ed 306.47 Technology/Engineering Education Program.**

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|---|---|----------------------|
| 1 | This was revised about 4 years ago. There is a draft that Mary Mayo created but this has not yet been vetted by business and industry. I believe this should be a graduation requirement. | Aug 16, 2013 7:51 AM |
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**Q75. Ed 306.48 World Languages Program.**

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|---|--|-----------------------|
| 1 | I support the NHAWLT proposal (June 30,2013).  | Sep 15, 2013 11:07 PM |
| 2 | I think the two required languages should each have three levels, rather than one have three levels and the second have two levels. The way it is written, (in ED 306.48 as submitted by NHAWLT on June 30, 2013) the weight will be on the language with three levels because students will know that the other only offers two levels. They, then, will opt not to take the two-level language.  | Aug 26, 2013 1:35 PM  |
| 3 | I agree with the proposal presented by NHAWLT in June 2013.. There should be a minimum of two languages taught in each high school and a qualified language teacher should be teaching the courses. Comprehensive language instruction is essential for students applying to competitive colleges. In addition, the globalization of most disciplines has led to a need for candidates with proficient 2nd language skills. Most students cannot hope to achieve this level without a solid high school foundation and further study in college. Many college students seeking employment have combined studies in political science, business and international relations with language. We are even seeing other disciplines such as the sciences recommending language study in order to broaden their students' opportunities for employment in the global market. Please consider NHAWLT's proposal seriously. To decrease the standards for language study would certainly harm NH students' ability to compete and gain quality employment. | Aug 25, 2013 4:07 PM  |
| 4 | World Language MUST be included in the requirements for a high school diploma. We live in an ever-changing global society, in which it is increasingly important to be able to communicate with others and to understand their cultures.   | Aug 25, 2013 9:59 AM  |
| 5 | This should be mandatory for a full year.  | Jul 10, 2013 8:48 AM  |