New Hampshire
Department of Education

2024

Input-Based Accountability System (IBAS) Report

Prepared by the New Hampshire Department of Education
Bureau of Assessment and Accountability
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Introduction

Under New Hampshire law, all public schools are required to demonstrate that they provide an adequate education, as defined by RSA 193. The criteria for an adequate education is defined by state law (see page 3). Schools meet this requirement through two, simultaneous mechanisms. The first is the Input-Based Accountability System, or IBAS, which is completed by January 15th of every even-numbered year. The second is the Performance-Based Accountability System, or PBAS, which is required annually but includes various school performance designations that occur both annually and on a three year cycle, as this system overlaps with the federal accountability system. While PBAS is an important part of the determination of the provision of an adequate education, it is not dealt with in this report. This report focuses solely on the 2024 determinations as recorded by the IBAS.

The IBAS is an electronic survey that is sent out to all public schools that must be completed by January 15th. This year, the survey was distributed through a new digital system developed by the Department, so a 1-week grace period was provided after January 15th that allowed late schools to continue to submit responses prior to the compilation of this report. The survey itself is relatively straightforward and requires each school to identify whether they are compliant with each of the School Approval Minimum Standards that correspond with the categories identified in RSA 193-E:3-b (see page 3). Additionally, each school was required to complete a narrative detailing how they either met or did not meet the identified standard.

The Bureau of Assessment and Accountability reviewed and compiled the responses to create this report of the 2024 IBAS system. In some cases, during the review process, it was found that a school had indicated a lack of compliance with a particular standard when in fact this was not the case. The two most notable cases occurred in the following instances:

- Some elementary schools indicated that they were Did Not Submit with the standards relative to a World Language Program. Under current state regulations, elementary schools are not required to offer World Languages, and therefore these responses were updated to indicate full compliance.

- Some elementary schools with grade configurations less than 8th grade indicated that they were Did Not Submit with the standards relative to a Holocaust and Genocide Education Program. Under current state regulations, these programs must be implemented no later than 8th grade, and therefore these responses were changed to indicate full compliance.

The set of Ed 306 Minimum Standards for School Approval regulations referenced by the IBAS requirement can be found in Appendix A of this report, while a full set of the Ed 306 regulations are available on the NHED website. Please see the following page for the referenced statutes relative to the IBAS program. A full set of the 2023-2024 state education statutes can also be found on the Department website.

For questions regarding this report, please reach out to the Commissioner's Office.

RSA 193-E:2-a

I.(a) Beginning in the school year 2008-2009, and for each year thereafter, the specific criteria and substantive educational program that deliver the opportunity for an adequate education shall be defined and identified as the school approval standards in the following learning areas:

(1) English/language arts and reading.
(2) Mathematics.
(3) Science.
(4) Social studies, including civics, government, economics, geography, history, and Holocaust and genocide education.
(5) Arts education, including music and visual arts.
(6) World languages.
(7) Health and wellness education, including a policy for violations of RSA 126-K:8, I(a).
(8) Physical education.
(9) Engineering and technologies including technology applications.
(10) Personal finance literacy.
(11) Computer science

RSA 193-E:3-b

Using the input-based accountability system a school shall demonstrate that it provides the opportunity for an adequate education under RSA 193-E:2-a by meeting the requirements of paragraphs I and II of this section.

I. (a) A school shall demonstrate that it provides the opportunity for an adequate education for the school approval standards set forth in rules adopted by the department of education in the following areas:

(1) English/language arts and reading.
(2) Mathematics.
(3) Science.
(4) Social studies, to include including civics, government, economics, geography, history, and Holocaust and genocide education.
(5) Arts education, including music and visual arts.
(6) World languages.
(7) Health and wellness education.
(8) Physical education.
(9) Engineering and technologies including technology applications.
(10) Computer science and digital literacy
(11) Personal finance literacy.
(12) School year requirements.
(13) Minimum credits required for a high school diploma.

(b) A school shall submit a narrative explanation detailing how the school has complied with each of the standards in subparagraph (a).

(c) A school that has received full accreditation from the New England Association of Schools and Colleges (NEASC) shall be deemed to be in compliance with the provisions of subparagraphs (a) and (b). Using the input-based accountability system, NEASC accredited schools shall certify that they have on file copies of documentation necessary during the school's accreditation process including, but not limited to, the accreditation self-study report, peer review reports, reports of any follow-up activities taken by the school in response to NEASC's recommendations for accreditation, and the annual school update report as required by NEASC each fall. A school accredited by NEASC shall meet or exceed NEASC's standards and shall use those standards to measure improvement

Glossary

Below is a list of key compliance-related terms used in this document:

Term	Definition
Fully Compliant	School self-reported that it met all standards required for the provision of an adequate education under RSA 193-E:2
Partially Compliant	School self-reported that it met some, but not all, of the standards required for the provision of an adequate education under RSA 193-E:2
Did Not Submit	School did not complete the IBAS.
NEASC Accredited	School is accredited by the New England Association of Schools and Colleges (NEASC), in lieu of completing the IBAS
Minimum Standards	The Minimum Standards for Public School Approval are the collection of state regulations under Ed 306. RSA 193-E:2 references specific portions of the Minimum Standards as required by the IBAS.
IBAS	The Input-Based Accountability System is one of the systems that is required, under statute, to measure whether a public school is providing an adequate education.

Standard Acronyms

Below is a list of the acronyms for each standard used in this document:

Acronym	Minimum Standard Reference
ELA	Ed 306.37: English/language arts and reading program
MAT	Ed 306.43: Mathematics program
SCI	Ed 306.45: Science program
SS	Ed 306.46: Social studies program
HGE	Ed 306.49: Holocaust and genocide education program for all grades
ART	Ed 306.31: Arts education program
WL	Ed 306.48: World languages program
HE	Ed 306.40: Health education program
PE	Ed 306.41: Physical education program
CS	Ed 306.44: Computer science education program
DL	Ed 306.42: Digital literacy program
SYR	Ed 306.18: School year requirements
TE	Ed 306.47: Technology/engineering education program (Middle and high schools only)
PFL	Ed 306.33: Personal finance literacy (High schools only)
GRA	Ed 306.27: Minimum credits required for graduation (High schools only)

Summary

Overall, 87.2% of all New Hampshire schools self-reported that they are fully compliant with all IBAS requirements as of the time of this report. Of the total number of schools, 9.2% (41 schools) are partially compliant and 3.6% (16 schools) are Did Not Submit. The compliance rate was the highest among high schools (96.4%) and the lowest among elementary schools (85%). In terms of standards, the computer science, health and digital literacy standards had the highest non-compliance rates in elementary schools (excluding Holocaust and genocide education). Among middle schools, the computer science, digital literacy and technology/engineering education standards had the highest non-compliance rates. Lastly, among high schools, the world languages, technology/engineering, computer science and digital literacy standards had the highest non-compliance rate.

IBAS Compliance Status

The table below displays the number and percentage of schools that are fully compliant, partially compliant, or Did Not Submit with the IBAS requirement by school type (elementary, middle, and high schools). The "Fully Compliant" category includes schools that are accredited by the New England Association of Schools and Colleges (NEASC), whether they submitted the IBAS survey or not. Such schools are not required to complete the IBAS.

Schools	Total (n)	Fully Compliant incl. NEASC	Partially Compliant	Did Not Submit
Elementary Schools	294	250 (85.0%)	32 (10.9%)	12 (4.1%)
Middle Schools	70	60 (85.7%)	7 (10%)	3 (4.3%)
High Schools	83	80 (96.4%)	2 (2.4%)	1 (1.2%)
All Schools	**447**	**390 (87.2%)**	**41 (9.2%)**	**16 (3.6%)**

IBAS Compliance Status – Elementary School

In order to satisfy the IBAS, schools must meet all standards listed under RSA 193-E:3-b, Paragraph I. The following chart displays the compliance status of all elementary schools in New Hampshire.

School Name	Compliance Status	Non-Compliant Standard
Abbot-Downing School	Fully Compliant	
Acworth Elementary School	Did Not Submit	
Adeline C. Marston School	Partially Compliant	DL
Allenstown Elementary School	Fully Compliant	
Alstead Primary School	Did Not Submit	
Alton Central School (Elem)	Fully Compliant	
Amherst Street School	Partially Compliant	ELA; HE; CS; DL
Andover Elementary School	Fully Compliant	
Antrim Elementary School	Fully Compliant	
Armand R. Dupont School	Fully Compliant	
Ashland Elementary School	Fully Compliant	
Atkinson Academy	Fully Compliant	
Auburn Village School	Fully Compliant	
Bakersville School	Fully Compliant	
Barnstead Elementary School	Fully Compliant	
Barrington Elementary School	Fully Compliant	
Bartlett Elementary School	Fully Compliant	
Bath Village School	Did Not Submit	
Beaver Meadow School	Fully Compliant	
Beech Street School	Fully Compliant	
Belmont Elementary School	Fully Compliant	
Berlin Elementary School	Fully Compliant	
Bernice A. Ray School	Fully Compliant	
Bethlehem Elementary School	Fully Compliant	
Bicentennial Elementary School	Partially Compliant	ELA; HE; CS; DL
Birch Hill Elementary School	Partially Compliant	ELA; HE; CS; DL
Bluff School	Did Not Submit	
Boscawen Elementary School	Fully Compliant	
Bow Elementary School	Fully Compliant	
Bridgewater-Hebron Village School	Fully Compliant	
Bristol Elementary School	Fully Compliant	
Broad Street Elementary School	Partially Compliant	HE; CS; DL
Broken Ground School	Fully Compliant	
Campton Elementary School	Fully Compliant	
Canaan Elementary School	Fully Compliant	
Canterbury Elementary School	Fully Compliant	
Captain Samuel Douglass Academy	Fully Compliant	

Carpenter Elementary School	Fully Compliant	
Center Woods School	Fully Compliant	
Chamberlain Street School	Fully Compliant	
Charlestown Middle School	Did Not Submit	
Charlestown Primary School	Fully Compliant	
Charlotte Ave Elementary School	Partially Compliant	ELA; HE; CS; DL
Chester Academy	Fully Compliant	
Chesterfield Central School	Fully Compliant	
Chichester Central School	Fully Compliant	
Christa McAuliffe School	Fully Compliant	
Clark-Wilkins School	Fully Compliant	
Colebrook Academy and Elementary School (E)	Fully Compliant	
Conway Elementary School	Fully Compliant	
Cornish Elementary School	Fully Compliant	
Crescent Lake School	Fully Compliant	
Croydon Village School	Fully Compliant	
Cutler Elementary School	Fully Compliant	
Danbury Elementary School	Fully Compliant	
Daniel J. Bakie School	Partially Compliant	HE; CS; DL
Danville Elementary School	Fully Compliant	
Deerfield Community School	Fully Compliant	
Derry Village School	Fully Compliant	
Disnard Elementary School	Partially Compliant	SS; HE; CS
Dr. George S. Emerson Elementary School	Fully Compliant	
Dr. H. O. Smith Elementary School	Fully Compliant	
Dr. L. F. Soule School	Fully Compliant	
Dr. Norman W. Crisp School	Partially Compliant	ELA; HE; CS; DL
Dublin Consolidated School	Fully Compliant	
Dunbarton Elementary School	Fully Compliant	
Early Childhood Learning Center	Partially Compliant	CS; DL
East Derry Memorial Elementary School	Fully Compliant	
East Kingston Elementary School	Fully Compliant	
East Rochester School	Fully Compliant	
Edward Fenn School	Fully Compliant	
Effingham Elementary School	Fully Compliant	
Ellis School	Fully Compliant	
Elm Street School	Fully Compliant	
Enfield Village School	Fully Compliant	
Epping Elementary School	Fully Compliant	
Epsom Central School	Fully Compliant	
Ernest P. Barka Elementary School	Fully Compliant	
Errol Consolidated Elementary School	Fully Compliant	
Fairgrounds Elementary School	Partially Compliant	ELA; HE; CS; DL

Florence Rideout Elementary School	Fully Compliant	
Frances C. Richmond School	Fully Compliant	
Francestown Elementary School	Fully Compliant	
Franklin Elementary School	Fully Compliant	
Franklin Middle School	Fully Compliant	
Fred C. Underhill School	Fully Compliant	
Freedom Elementary School	Fully Compliant	
Fuller Elementary School	Fully Compliant	
Garrison School	Fully Compliant	
Gilford Elementary School	Fully Compliant	
Gilmanton Elementary School	Fully Compliant	
Gilsum STEAM Academy	Fully Compliant	
Glen Lake School	Fully Compliant	
Golden Brook Elementary School	Partially Compliant	HE
Gonic School	Fully Compliant	
Gossler Park School	Fully Compliant	
Grantham Village School	Fully Compliant	
Green Acres School	Fully Compliant	
Greenfield Elementary School	Fully Compliant	
Greenland Central School	Fully Compliant	
Griffin Memorial School	Fully Compliant	
Grinnell School	Fully Compliant	
Groveton Elementary School	Fully Compliant	
Groveton High School (Middle)	Partially Compliant	HGE
Hampstead Central School	Fully Compliant	
Hampton Academy	Fully Compliant	
Hampton Centre School	Partially Compliant	DL
Hancock Elementary School	Fully Compliant	
Hanover Street School	Fully Compliant	
Harold Martin School	Fully Compliant	
Henniker Community School	Fully Compliant	
Henry W. Moore School	Fully Compliant	
Henry Wilson Elementary School	Fully Compliant	
Henry Wilson Memorial School	Did Not Submit	
Heron Pond Elementary School	Fully Compliant	
Highbridge Hill Elementary School	Fully Compliant	
Highland-Goffes Falls School	Fully Compliant	
Hills Garrison Elementary School	Fully Compliant	
Hillsboro-Deering Elementary School	Fully Compliant	
Hinsdale Elementary School	Fully Compliant	
Holderness Central School	Fully Compliant	
Hollis Primary School	Fully Compliant	
Hollis Upper Elementary School	Fully Compliant	

Hooksett Memorial School	Fully Compliant	
Horne Street School	Fully Compliant	
Idlehurst Elementary School	Fully Compliant	
Indian River School	Fully Compliant	
Inter-Lakes Elementary School	Fully Compliant	
Inter-Lakes Middle School	Fully Compliant	
Jackson Grammar School	Fully Compliant	
Jacques Memorial Elementary School	Fully Compliant	
Jaffrey Grade School	Fully Compliant	
James Faulkner Elementary School	Fully Compliant	
James Mastricola Elementary School	Fully Compliant	
James Mastricola Upper Elementary School	Fully Compliant	
Jennie D. Blake School	Fully Compliant	
Jewett School	Fully Compliant	
John D. Perkins Academy	Fully Compliant	
John H. Fuller School	Fully Compliant	
Josiah Bartlett Elementary School	Fully Compliant	
Kearsarge Reg. Elem. School at New London	Fully Compliant	
Kearsarge Reg. Elementary School - Bradford	Fully Compliant	
Kenneth A. Brett School	Fully Compliant	
Kensington Elementary School	Fully Compliant	
Lafayette Regional School	Fully Compliant	
Lamprey River Elementary School	Fully Compliant	
Lancaster Elementary School	Fully Compliant	
Landaff Blue School	Fully Compliant	
Ledge Street School	Partially Compliant	ELA; HE; CS; DL
Lempster Community School	Fully Compliant	
Library Street School	Did Not Submit	
Lincoln Akerman School	Fully Compliant	
Lincoln Street Elementary School	Fully Compliant	
Lin-Wood Public School (Elem)	Fully Compliant	
Lisbon Regional School (Elem)	Fully Compliant	
Little Harbour School	Fully Compliant	
Loudon Elementary School	Fully Compliant	
Lyme Elementary School	Fully Compliant	
Lyndeborough Central School	Fully Compliant	
Madison Elementary School	Fully Compliant	
Main Dunstable School	Partially Compliant	ELA; HE; CS; DL
Main Street School	Fully Compliant	
Maple Avenue School	Partially Compliant	HE; CS
Maple Avenue School	Fully Compliant	
Maple Street Elementary School	Fully Compliant	
Maple Street Magnet School	Fully Compliant	

Maple Wood Elementary School	Fully Compliant	
Marlborough Elementary School	Fully Compliant	
Mary A. Fisk Elementary School	Fully Compliant	
Mary C. Dondero Elementary School	Fully Compliant	
Mason Elementary School	Fully Compliant	
Mast Way School	Fully Compliant	
Matthew Thornton Elementary School	Partially Compliant	CS
Maude H. Trefethen School	Fully Compliant	
McClelland School	Fully Compliant	
McDonough School	Fully Compliant	
McKelvie Intermediate School	Fully Compliant	
Memorial School	Partially Compliant	CS
Memorial School	Fully Compliant	
Middleton Elementary School	Partially Compliant	DL
Milan Village Elementary School	Fully Compliant	
Mildred C. Lakeway School	Fully Compliant	
Mill Brook School	Fully Compliant	
Milton Elementary School	Fully Compliant	
Moharimet School	Fully Compliant	
Monroe Consolidated School	Fully Compliant	
Mont Vernon Village School	Fully Compliant	
Moose Hill School	Partially Compliant	HE
Moultonborough Central School	Fully Compliant	
Mt. Caesar Elementary School	Fully Compliant	
Mt. Lebanon School	Fully Compliant	
Mt. Pleasant School	Partially Compliant	ELA; HE; CS; DL
N. Charlestown Community School	Partially Compliant	ELA; MAT; SCI; SS; ART; HE; PE; CS; DL; SYR
Nelson Elementary School	Fully Compliant	
New Boston Central School	Fully Compliant	
New Durham Elementary School	Fully Compliant	
New Franklin School	Fully Compliant	
New Hampton Community School	Fully Compliant	
New Searles School	Partially Compliant	ELA; HE; CS; DL
Newfields Elementary School	Fully Compliant	
Newington Public School	Fully Compliant	
Newmarket Elementary School	Fully Compliant	
Newmarket Jr.-Sr. High (Elem)	Fully Compliant	
North Hampton School	Fully Compliant	
North Londonderry Elementary School	Partially Compliant	CS
North Salem Elementary School	Fully Compliant	
North Walpole School	Fully Compliant	

Northwest Elementary School	Fully Compliant	
Northwood Elementary School	Did Not Submit	
Nottingham Elementary School	Fully Compliant	
Nottingham West Elementary School	Fully Compliant	
Ossipee Central School	Partially Compliant	DL
Parker-Varney School	Fully Compliant	
Paul A. Smith School	Fully Compliant	
Paul Elementary School	Fully Compliant	
Pelham Elementary School	Fully Compliant	
Pelham Memorial School	Fully Compliant	
Pembroke Hill School	Fully Compliant	
Penacook Elementary School	Fully Compliant	
Peter Woodbury School	Partially Compliant	CS
Peterborough Elementary School	Fully Compliant	
Pierce Elementary School	Fully Compliant	
Piermont Village School	Fully Compliant	
Pine Tree Elementary School	Fully Compliant	
Pittsburg School (Elem)	Fully Compliant	
Pittsfield Elementary School	Fully Compliant	
Plainfield Elementary School	Fully Compliant	
Pleasant Street School	Partially Compliant	HE; DL
Plymouth Elementary School	Fully Compliant	
Pollard Elementary School	Fully Compliant	
Reeds Ferry School	Fully Compliant	
Richard Maghakian Memorial School	Fully Compliant	
Richards Elementary School	Fully Compliant	
Riddle Brook School	Fully Compliant	
Rindge Memorial School	Fully Compliant	
Rollinsford Grade School	Fully Compliant	
Russell Elementary School	Fully Compliant	
Rye Elementary School	Fully Compliant	
Rye Junior High School	Fully Compliant	
Salisbury Elementary School	Fully Compliant	
Sanbornton Central School	Fully Compliant	
Sandown Central School	Fully Compliant	
Sandown North Elementary School	Fully Compliant	
Sandwich Central School	Fully Compliant	
Sarah Porter School	Did Not Submit	
School Street School	Fully Compliant	
Seabrook Elementary School	Fully Compliant	
Seabrook Middle School	Partially Compliant	SS
Simonds Elementary School	Fully Compliant	
Smyth Road School	Fully Compliant	

South Hampton Barnard School	Fully Compliant	
South Londonderry Elementary School	Partially Compliant	CS
South Range Elementary School	Fully Compliant	
Southwick School	Fully Compliant	
Stark Village School	Fully Compliant	
Stewartstown Community School	Fully Compliant	
Strafford School	Fully Compliant	
Stratford Public School	Fully Compliant	
Stratham Memorial School	Fully Compliant	
Sunapee Central School	Fully Compliant	
Sunset Heights School	Partially Compliant	ELA; HE; CS; DL
Sutton Central Elementary School	Fully Compliant	
Swasey Central School	Fully Compliant	
Symonds Elementary School	Fully Compliant	
Temple Elementary School	Fully Compliant	
Thornton Central School	Fully Compliant	
Thorntons Ferry School	Fully Compliant	
Three Rivers School	Fully Compliant	
Troy Elementary School	Fully Compliant	
Tuftonboro Central School	Fully Compliant	
Unity Elementary School	NEASC-Accredited	
Valley View Community School	Did Not Submit	
Vilas Elementary School	Did Not Submit	
Walpole Elementary School	Fully Compliant	
Walpole Primary School	Fully Compliant	
Warren Village School	Fully Compliant	
Washington Elementary School	Fully Compliant	
Waterville Valley Elementary School	Fully Compliant	
Webster Elementary School	Fully Compliant	
Webster School	Fully Compliant	
Wells Memorial School	Fully Compliant	
Wentworth Elementary School	Fully Compliant	
Westmoreland School	Fully Compliant	
Weston Elementary School	Fully Compliant	
Wheelock Elementary School	Fully Compliant	
Whitefield Elementary School	Partially Compliant	HE; CS
William Allen School	Fully Compliant	
William E. Lancaster School	Fully Compliant	
William T. Barron Elementary School	Fully Compliant	
Winchester School	Fully Compliant	
Windham Center School	Fully Compliant	
Woodland Heights Elementary School	Fully Compliant	
Woodman Park School	Fully Compliant	

Woodsville Elementary School	Did Not Submit	

IBAS Compliance by Standards – Elementary School

The table below displays the compliance rate by standard for the 281 elementary schools that completed the IBAS survey. It does not include one school that did not complete the IBAS but was NEASC-accredited. The computer science, health, and digital literacy programs had the highest non-compliance rates (excluding Holocaust and Genocide Education).

Standards	Met Criteria	Did Not Meet Criteria
Ed 306.37: English language arts and reading program	269 (95.7%)	12 (4.3%)
Ed 306.43: Mathematics program	280 (99.6%)	1 (0.4%)
Ed 306.45: Science program	280 (99.6%)	1 (0.4%)
Ed 306.46: Social studies program	278 (98.9%)	3 (1.1%)
Ed 306.49: Holocaust and genocide education program[1]	2 (66.67%)	1 (33.33%)
Ed 306.31: Arts education program	280 (99.6%)	1 (0.4%)
Ed 306.40: Health education program	261 (92.9%)	20 (7.1%)
Ed 306.41: Physical education program	280 (99.6%)	1 (0.4%)
Ed 306.44: Computer science education program	258 (91.8%)	23 (8.2%)
Ed 306.42: Digital literacy program	261 (92.9%)	20 (7.1%)
Ed 306.18: School year requirements	280 (99.6%)	1 (0.4%)

[1] The Holocaust and genocide education program standard is required no later than the 8th grade. Thus, it only applies to approved elementary schools that include the 8th grade. The data above are based on only three elementary schools that included 8th grade.

IBAS Compliance Status – Middle School

In order to satisfy the IBAS, schools must meet all standards listed under RSA 193-E:3-b, Paragraph I. The following chart displays the compliance status of all middle schools in New Hampshire.

School Name	Compliance Status	Non-Compliant Standards
A. Crosby Kennett Middle School	Fully Compliant	
Amherst Middle School	Fully Compliant	
Barrington Middle School	Fully Compliant	
Belmont Middle School	Fully Compliant	
Berlin Middle School	NEASC-Accredited	
Bow Memorial School	Fully Compliant	
Boynton Middle School	Partially Compliant	TE
Claremont Middle School	Fully Compliant	
Cooperative Middle School	Fully Compliant	
Daisy Bronson Junior High School	NEASC-Accredited	
David R. Cawley Middle School	Fully Compliant	
Dover Middle School	Fully Compliant	
Elm Street Middle School	Partially Compliant	DL
Epping Middle School	NEASC-Accredited	
Fairgrounds Middle School	Fully Compliant	
Gilbert H. Hood Middle School	Fully Compliant	
Gilford Middle School	Fully Compliant	
Gorham Middle School	Fully Compliant	
Great Brook School	Fully Compliant	
Hampstead Middle School	Fully Compliant	
Haverhill Cooperative Middle School	Did Not Submit	
Henry J. McLaughlin Jr. Middle School	Fully Compliant	
Hillsboro-Deering Middle School	Fully Compliant	
Hillside Middle School	Fully Compliant	
Hinsdale Middle High School	Partially Compliant	CS
Hollis-Brookline Middle School	Fully Compliant	
Hopkinton Middle School	NEASC-Accredited	
Hudson Memorial School	Fully Compliant	
Iber Holmes Gove Middle School	Fully Compliant	
Jaffrey-Rindge Middle School	Fully Compliant	
Kearsarge Regional Middle School	Fully Compliant	
Keene Middle School	Fully Compliant	
Kingswood Regional Middle School	Partially Compliant	CS; DL
Laconia Middle School	Partially Compliant	TE; CS
Lebanon Middle School	Fully Compliant	
Lin-Wood Public School (Middle)	Fully Compliant	
Lisbon Regional School (Middle)	Fully Compliant	

Litchfield Middle School	Fully Compliant	
Londonderry Middle School	Fully Compliant	
Merrimack Middle School	Fully Compliant	
Merrimack Valley Middle School	Fully Compliant	
Middle School At Parkside	Fully Compliant	
Milford Middle School	Fully Compliant	
Monadnock Regional Middle School	Partially Compliant	ELA
Moultonborough Middle Level	Fully Compliant	
Mountain View Middle School	Fully Compliant	
Newfound Memorial Middle School	Did Not Submit	
Newport Middle School	Fully Compliant	
Newport SOAR Middle School	Did Not Submit	
Nute Junior High School	NEASC-Accredited	
Oyster River Middle School	Fully Compliant	
Pennichuck Middle School	Partially Compliant	DL
Pittsfield Middle School	NEASC-Accredited	
Portsmouth Middle School	Fully Compliant	
Profile Junior High School	NEASC-Accredited	
Rochester Middle School	Fully Compliant	
Ross A. Lurgio Middle School	Fully Compliant	
Rundlett Middle School	Fully Compliant	
Sanborn Regional Middle School	Fully Compliant	
Somersworth Middle School	Fully Compliant	
South Meadow School	Fully Compliant	
Southside Middle School	Fully Compliant	
Sunapee Middle High School	Fully Compliant	
Timberlane Regional Middle School	Fully Compliant	
Weare Middle School	Fully Compliant	
West Running Brook Middle School	Fully Compliant	
Wilton-Lyndeboro Middle School	Fully Compliant	
Windham Middle School	Fully Compliant	
Winnisquam Regional Middle School	Fully Compliant	
Woodbury School	Fully Compliant	

Compliance Status by Standards – Middle Schools

The table below displays the compliance status by standards for the 60 middle schools that completed the IBAS survey. It does not include the schools that were NEASC-accredited. The computer science, digital literacy, and technology/engineering education programs had the highest non-compliance rates.

Standards	Met criteria	Did not meet criteria
Ed 306.37(b): English language arts and reading program	59 (98.3%)	1 (1.7%)
Ed 306.43(b): Mathematics program	60 (100%)	0 (0%)
Ed 306.45(c) and (d): Science program	60 (100%)	0 (0%)
Ed 306.46(b): Social studies program	60 (100%)	0 (0%)
Ed 306.49: Holocaust and genocide education program	60 (100%)	0 (0%)
Ed 306.31: Arts education program	60 (100%)	0 (0%)
Ed 306.40: Health education program	60 (100%)	0 (0%)
Ed 306.41: Physical education program	60 (100%)	0 (0%)
Ed 306.47(b): Technology/engineering education program	58 (96.7%)	2 (3.3%)
Ed 306.44(b): Computer science education program	57 (95%)	3 (5%)
Ed 306.42: Digital literacy program	57 (95%)	3 (5%)
Ed 306.18: School year requirements	60 (100%)	0 (0%)

IBAS Compliance Status – High Schools

In order to satisfy the IBAS, schools must meet all standards listed under RSA 193-E:3-b, Paragraph I. The following chart displays the compliance status of all high schools in New Hampshire.

School Name	Compliance Status	Non-Compliant Standard
Alvirne High School	Fully Compliant	
Bedford High School	NEASC-Accredited	
Belmont High School	NEASC-Accredited	
Berlin Senior High School	NEASC-Accredited	
Bow High School	Fully Compliant	
Brentwood Academy	Partially Compliant	WL; TE
Bud Carlson Academy	Fully Compliant	
Campbell High School	Fully Compliant	
Coe-Brown Northwood Academy	Fully Compliant	
Colebrook Academy and Elementary School (H)	Fully Compliant	
Conant High School	Fully Compliant	
Concord High School	Fully Compliant	
Conval Regional High School	Fully Compliant	
Dover Senior High School	NEASC-Accredited	
Epping High School	NEASC-Accredited	
Exeter High School	NEASC-Accredited	
Fall Mountain Regional High School	Fully Compliant	
Farmington Senior High School	NEASC-Accredited	
Franklin High School	Fully Compliant	
Gilford High School	NEASC-Accredited	
Goffstown High School	Fully Compliant	
Gorham High School	Fully Compliant	
Groveton High School	Fully Compliant	
Hanover High School	NEASC-Accredited	
Hillsboro-Deering High School	Fully Compliant	
Hinsdale High School	Partially Compliant	CS; DL
Hollis-Brookline High School	Fully Compliant	
Hopkinton High School	Fully Compliant	
Inter-Lakes High School	Fully Compliant	
John Stark Regional High School	NEASC-Accredited	
Kearsarge Regional High School	Fully Compliant	
Keene High School	NEASC-Accredited	
Kennett High School	Fully Compliant	
Kingswood Regional High School	Fully Compliant	
Laconia High School	NEASC-Accredited	
Lebanon High School	NEASC-Accredited	

Lin-Wood Public School (High)	Fully Compliant	
Lisbon Regional School (High)	Fully Compliant	
Littleton High School	NEASC-Accredited	
Londonderry Senior High School	Fully Compliant	
Manchester Central High School	Fully Compliant	
Manchester Memorial High School	Fully Compliant	
Manchester School of Technology (High School)	Fully Compliant	
Manchester West High School	Fully Compliant	
Mascenic Regional High School	Fully Compliant	
Mascoma Valley Regional High School	Fully Compliant	
Merrimack High School	Fully Compliant	
Merrimack Valley High School	Fully Compliant	
Milford High School	Fully Compliant	
Monadnock Regional High School	Fully Compliant	
Moultonborough Academy	NEASC-Accredited	
Nashua High School North	Fully Compliant	
Nashua High School South	Fully Compliant	
Newfound Regional High School	Fully Compliant	
Newmarket Jr.-Sr. High School	Fully Compliant	
Newport Middle High School (High)	Fully Compliant	
Newport SOAR High School	Did Not Submit	
Nute High School	NEASC-Accredited	
Oyster River High School	NEASC-Accredited	
Pelham High School	Fully Compliant	
Pembroke Academy	Fully Compliant	
Pinkerton Academy	NEASC-Accredited	
Pittsburg School (High)	Fully Compliant	
Pittsfield High School	NEASC-Accredited	
Plymouth Regional High School	Fully Compliant	
Portsmouth High School	NEASC-Accredited	
Profile Senior High School	NEASC-Accredited	
Prospect Mountain High School	NEASC-Accredited	
Raymond High School	Fully Compliant	
Salem High School	Fully Compliant	
Sanborn Regional High School	Fully Compliant	
Somersworth High School	Fully Compliant	
Souhegan Coop High School	NEASC-Accredited	
Spaulding High School	Fully Compliant	
Stevens High School	Fully Compliant	
Sunapee Sr. High School	Fully Compliant	
Timberlane Regional High School	Fully Compliant	
White Mountains Regional High School	Fully Compliant	
Wilton-Lyndeboro Senior High School	Fully Compliant	

Windham High School	Fully Compliant	
Winnacunnet High School	Fully Compliant	
Winnisquam Regional High School	Fully Compliant	
Woodsville High School	NEASC-Accredited	

Compliance Status by Standards – High Schools

The table below displays the standard compliance for the 58 high schools that completed the IBAS survey. It does not include schools that did not complete the IBAS but were NEASC-accredited. The world languages, technology/engineering, computer science, and digital literacy programs had the highest non-compliance rate.

Standards	Met criteria	Did not meet criteria
Ed 306.37(c): English language arts and reading program	58 (100%)	0 (0%)
Ed 306.43(c): Mathematics program	58 (100%)	0 (0%)
Ed 306.45(e) and (f): Science program.	58 (100%)	0 (0%)
Ed 306.46(c): Social studies program	58 (100%)	0 (0%)
Ed 306.49(b): Holocaust and genocide education program.	58 (100%)	0 (0%)
Ed 306.31: Arts education program	58 (100%)	0 (0%)
Ed 306.48(d) (e) and (f): World languages program	57 (98.3%)	1 (1.7%)
Ed 306.40: Health education program	58 (100%)	0 (0%)
Ed 306.41: Physical education program	58 (100%)	0 (0%)
Ed 306.47(c): Technology/engineering education program	57 (98.3%)	1 (1.7%)
Ed 306.44(c): Computer science education program	57 (98.3%)	1 (1.7%)
Ed 306.42: Digital literacy program	57 (98.3%)	1 (1.7%)
Ed 306.18: School year requirements	58 (100%)	0 (0%)
Ed 306.33(a)(4)c: Personal finance literacy	58 (100%)	0 (0%)
Ed 306.27(o)-(z): Minimum credits required for graduation	58 (100%)	0 (0%)

Appendix A

ED 306 State Regulations for the Minimum Standards for School Approval, as referenced by RSA 193-E:3-b

Ed 306.18 School Year.

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

(1) The school district shall maintain in each elementary school, a school year of at least 945 hours of instructional time and in each kindergarten at least 450 hours of instructional time;

(2) The school district shall maintain in each middle and high school, a school year of at least 990 hours of instructional time. Districts shall provide at least 990 hours of instructional time for grades 7 and 8 in elementary schools that include grades 7, or 8, or both;

(3) The instructional school day of an individual student shall not exceed 5.75 hours of instructional time in elementary schools and 6 hours of instructional time in middle and high schools;

(4) The school shall have in its school year an additional 60 hours in duration to provide for instructional time lost due to inclement weather or unexpected circumstances, staff development, and parent-teacher conferences. At least 30 of the 60 additional hours shall be available for rescheduling hours lost due to inclement weather or other emergencies. Schools shall use these additional hours to reschedule lost instructional time before requesting a waiver of the amount of instructional time under RSA 189:2, unless extraordinary circumstances exist that would place an unreasonable burden on the school or students such as, but not limited to, substantial building damage;

(5) A school may have a shortened day when an emergency condition exists which might adversely affect the health and safety of students, provided that the number of hours of instructional time originally planned for the day shall be credited to the number of hours of instructional time in the school year, if:

a. On that day, the school would normally have had at least 5.25 hours of instructional time; and

b. The school remained open for at least 3.5 hours of instructional time;

(6) There shall be no requirement to reschedule instructional time for kindergarten if morning or afternoon kindergarten sessions are cancelled due to delayed opening or early release for students in grade 1 or higher; and

(7) Distance education conducted in accordance with Ed 306.22(c) shall count toward the required amount of instructional time.

(b) Lunch time, home room periods, passing time, and breaks shall not be counted toward the required amount of instructional time. Elementary schools may count up to 30 minutes of recess per day as instructional time for pupils in kindergarten through grade 6. Advisory periods in middle and high schools shall be counted as instructional time.

(c) The high school graduation date shall be set no more than 5 school days or 30 instructional hours before the end of the scheduled school year without consideration of making up lost time pursuant to Ed 306.18 (a)(4).

Ed 306.27 High School Curriculum, Graduation Requirements, and Cocurricular Program *(o – z).*

(o) The local school board of each high school shall award a regular high school diploma to those students who achieve and demonstrate all graduation competencies as encompassed in at least 20 credits.

(p) The local school board shall require that a high school have in place competency assessments for all courses offered through the high school.

(q) The local school board of each high school shall award a regular high school diploma to all students, with and without disabilities, who have achieved and demonstrated their local high school's required graduation competencies.

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

(1) The district has contracted with a public academy, as defined in RSA 193:23, II, to be the high school for the district, as authorized by RSA 194:2; and

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

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

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

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

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

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

(t) The district shall provide learning opportunities that enable students to achieve the district's graduation competencies. Graduation competencies shall align with the skills, knowledge, and work-study practices required for success in college and careers.

(u) Students shall demonstrate competencies contained in at least the equivalent of 20 credits. Students shall engage in learning concerning competencies in the areas of English/language arts and mathematics for every year they are in high school until graduation, regardless of if English/language arts or mathematics graduation competencies have been achieved. Such engagement may occur through integration of these graduation competencies in courses focused on content areas other than English or mathematics as long as English or mathematics competencies are clear expectations of the course. Such engagement shall support students to be college and career ready in mathematics and English/language arts. Nothing contained in this section shall preclude a school or district from offering courses and other learning opportunities in addition to the minimum outlined in Ed 306.

(v) The 20 credits required for graduation shall be distributed as specified in Table 306-2:

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

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

(w) Graduation competencies shall include competencies from the content areas as distributed in Table 306-3 in which students demonstrate proficiency as determined by the local school district:

Table 306-3 Required Credits for Graduation and Graduation Competencies

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

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

(y) In addition to the graduation competencies aligned with credits as outlined in Table 306-3, students shall also demonstrate achievement of additional competencies through the equivalent of 6 elective courses, career and technical education courses, or extended learning opportunities of their choosing. These additional competencies required for graduation should align with student interests and should prepare the student for successful transitions into careers and college.

(z) The graduation competencies in digital literacy education shall be met by either:

(1) The equivalent of a ½ credit course comprised of the creation by a student of an individual student digital portfolio to demonstrate proficient, ethical, and responsible use of digital tools, including, but not limited to, technology and communication tools, in the context of core subjects; or

(2) A course in digital literacy education at the high school level through which a student can achieve and demonstrate

Ed 306.31 Arts Education Program.

(a) Pursuant to Ed 306.26 and Ed 306.27, the local school board shall require that an arts education program for grades 1-12 provides:

(1) Systematic and sequential instruction in the arts disciplines of music and visual art, while developing opportunities for dance and theatre, where students will:

a. Create, perform, and respond with understanding;

b. Participate actively in at least one of the art forms of dance, music, theatre or visual art;

c. Analyze and evaluate works of art from structural, historical, and cultural perspectives, including acquiring the ability to understand and evaluate works of art in various arts disciplines;

d. Recognize exemplary works of art from a variety of historical periods and cultures, as well as understand historical development within and among the arts disciplines;

e. Relate various types of arts knowledge and skills within and across the arts and other disciplines;

f. Use technology as ways to create, perform, or respond in various arts disciplines; and

g. Become familiar with career opportunities in the arts or with the impact of the arts on everyday life;

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

a. A variety of developmentally appropriate techniques and processes as well as learning materials such as tools, equipment, facilities and supplies, including but not limited to musical instruments, current recording devices, computers and software, and expendable art-making supplies, that meet the diverse needs, interests and capacities of each student;

b. The best interests of students regarding safety and health issues associated with materials, tools, equipment, supplies and procedures;

c. The ability to guide student development in observing, imagining, visualizing, listening, transforming, and synthesizing their thoughts and ideas into artworks through traditional and nontraditional means such as, but not limited to, choreography, reading and writing music, improvisation, script-writing, set design, two and three-dimensional artworks, and media arts;

d. The ability to guide students in selecting and applying subject matter and movements, sounds, language, or symbols, or any combination of them, with ideas to express meaning in artwork;

e. Developing artistry and artistic skill sequentially over time;

f. Critical thinking skills and artistic choices in the creation and evaluation of artworks;

g. Addressing opportunities available beyond the regular classroom; and

h. Embedding in the students global arts-related history and culture; and

(3) Sound assessment practices as stated in Ed 306.24.

Ed 306.37 <u>English/Language Arts and Reading Program</u>.

(a) Pursuant to Ed 306.26, the local school board shall require that an English/language arts and reading program in each elementary school provides:

(1) Systematic and continuous instruction which develops students' knowledge of language arts, including listening, speaking, reading, writing, and viewing;

(2) Instruction which emphasizes how to clarify, order, interpret, and communicate experiences through the skillful use of language;

(3) Opportunities for each student to exercise, with fluency and ease, oral and written skills and to become acquainted with others' interpretations of experiences through fiction and informational materials, film, television, and other media;

(4) An environment which promotes the importance of reading;

(5) Opportunities for each child to become literate;

(6) Methods for assessing students for appropriate placement in the reading/language arts program, including diagnostic assessment for remediation;

(7) Support for teachers on interpreting test results;

(8) Continuous monitoring of each student's progress from grade to grade;

(9) Early intervention or remediation;

(10) Instruction for teachers in reading in the content areas; and

(11) Training for instructional staff on methods for effectively meeting the language arts/reading needs of all students and on current developments in language arts/reading.

(b) Pursuant to Ed 306.26, the local school board shall require that an English/language arts and reading program in each middle school provides:

(1) Instruction which emphasizes the use of language to clarify, order, interpret, and communicate experiences including instruction in listening, speaking, reading, writing, and viewing;

(2) Opportunities for each student to develop oral and written skills and to become acquainted with others' interpretations of experiences through fiction and informational materials, film, television, and other media; and

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

a. Comprehend and produce progressively more complex oral and written language using various patterns of organization, such as narration, description, enumeration, sequence, cause/effect, comparison/contrast, and problem/solution;

b. Recognize and create literary elements, such as plot, character, setting and point of view in a variety of genres;

c. Apply the writing process, including choosing a topic, generating ideas and locating information, drafting, revising, and editing;

d. Increase vocabulary through semantics, use of the dictionary, structural analysis, including prefixes and suffixes, and other strategies;

e. Apply previously learned reading skills to content materials;

f. Acquire new reading skills and fluency through remedial, developmental, and enrichment programs;

g. Use appropriate reading techniques to acquire knowledge, including setting the purpose for reading, varying reading speed, and reading for comprehension at the literal, inferential, evaluative, critical, and analytical levels;

h. Read to satisfy personal interests and recognize that fiction and informational materials can offer insight into life; and

i. Employ appropriate study skills, including the ability to locate materials, take notes, organize information, and use a variety of sources.

(c) Pursuant to Ed 306.27, the local school board shall require that an English/language arts program in each high school provides:

(1) Opportunities for students to become familiar with the history, structure, and use of English as the basic medium of communication in our society;

(2) Opportunities for students to develop proficiency and control in the use of language, an appreciation of a variety of literary forms, an understanding and appreciation of various aspects of past and present cultures as expressed in literature, and interests for lifelong learning;

(3) Courses totaling at least 6 credits in English which shall be distributed as follows:

a. At least 4 credits required of all students and planned as a purposeful sequence of study which promotes:

1. The development of the basic language skills of listening, speaking, reading, writing, and viewing;

2. The acquisition of knowledge; and

3. The understanding of literature and our literary heritage; and

b. At least 2 elective credits designed to provide increased proficiency in the basic language skills and/or an expanded knowledge and understanding of literature and which may be met by such courses as advanced writing, public speaking, debating, dramatics, humanities, and world literature; and

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

a. Develop effective listening and discussion techniques, distinguish fact from opinion, and identify the principle idea;

b. Write and present speeches for a variety of purposes and audiences;

c. Understand and apply the writing process by choosing a topic, generating ideas and locating information, drafting, revising, and editing in order to write well-organized, legible, well-supported papers;

d. Correctly use the conventions of standard English, such as grammar, punctuation, spelling, capitalization, and word usage, in all written work;

e. Increase reading speed and comprehension and develop thinking skills, such as inference, applying knowledge, and making judgments;

f. Develop word recognition skills, such as context clues, prefixes, suffixes, and phonetic analysis, in order to develop an increased vocabulary;

g. Understand ideas presented in a variety of visual formats such as television advertisements and political cartoons;

h. Know and appreciate both traditional and contemporary literature, including English, American, and works in translation;

i. Understand literary analysis through discussion and writing activities;

j. Recognize how our literary heritage relates to the customs, ideas, and values of today's life and culture; and

k. Develop study skills which contribute to academic success, such as using the dictionary, note taking, locating information, distinguishing good sources of information from bad sources, and applying information in solving of real-life problems.

Ed 306.40 Health Education Program.

(a) Pursuant to Ed 306.26 and Ed 306.27, the local school board shall require that a school health education program for grades 1-12 provides:

(1) Health education;

(2) School health services;

(3) Food and nutrition services;

(4) A comprehensive guidance and counseling program;

(5) Healthy school facilities; and

(6) Family and community partnerships.

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

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

a. Comprehend concepts related to health promotion and disease prevention, linking to all content areas;

b. Demonstrate functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving good health;

c. Demonstrate the ability to access valid health information and health-promoting products and services;

d. Demonstrate the ability to practice health enhancing behaviors and reduce health risks;

e. Analyze the effect of culture, media, technology, and other influences on health;

f. Demonstrate the ability to use interpersonal communications skills to enhance health;

g. Demonstrate the ability to use goal-setting and decision making skills to enhance health; and

h. Demonstrate the ability to advocate for personal, family, and community health;

(2) A planned K-12 curriculum in health education designed to teach the skills listed in (b)(1) above across the following content areas of health education:

a. Alcohol and other drug use prevention, in accordance with RSA 189:10;

b. Injury prevention;

c. Nutrition;

d. Physical activity;

e. Family life and comprehensive sexuality education, including instruction relative to abstinence and sexually transmitted infections in accordance with RSA 189:10;

f. Tobacco use prevention;

g. Mental health;

h. Personal and consumer health; and

i. Community and environmental health; and

(3) Sound assessment practices in health education that:

a. Match goals and objectives;

b. Require evaluation and synthesis of knowledge and skills;

c. Emphasize higher order thinking skills;

d. Clearly indicate what the student is asked to do but not how to do it;

e. Are at the appropriate reading level;

f. Have criteria that are clear to students and teachers;

g. Are engaging and relevant to students;

h. Link to ongoing instruction;

i. Provide feedback to students;

j. Provide cost-effective benefits to students;

k. Reflect real world situations; and

l. Emphasize use of available knowledge and skills in relevant problem contexts.

Ed 306.41 Physical Education Program.

(a) Pursuant to Ed 306.26 and Ed 306.27, the local school board shall require that a school physical education program for grades 1-12 provides:

(1) Physical education as provided in (b) below; and

(2) Family and community partnerships.

(b) In the area of physical education, the local school board shall require that each school physical education program provides:

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

a. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities;

b. Demonstrate understanding of movement concepts, principles, and performance of physical activities;

c. Participate regularly in physical activity;

d. Achieve and maintain a health enhancing level of physical fitness;

e. Exhibit responsible personal and social behavior that respects self and others in physical activity settings; and

f. Value physical activity for health, enjoyment, challenge, self expression, and social interaction;

(2) A planned 1-12 curriculum in physical education that will provide for:

a. A variety of motor skills that are designed to enhance the physical, mental, social, and emotional development of every child;

b. Fitness education and assessment to help children understand and improve or maintain their physical well-being;

c. Development of cognitive concepts about motor skills and fitness;

d. Opportunities to improve children's emerging social and cooperative skills and to gain a multicultural perspective;

e. Promotion of regular amounts of appropriate physical activity now and throughout life; and

f. Utilization of technology in attaining instruction, curricular, and assessment goals; and

(3) Sound assessment practices in physical education that:

a. Match goals and objectives;

b. Require evaluation and synthesis of knowledge and skills;

c. Emphasize higher-order thinking skills;

d. Clearly indicate what the student is asked to do;

e. Are at an appropriate skill level according to:

1. State standards; and

2. The needs of the individual;

f. Have criteria that are clear to students and teacher;

g. Are engaging and relevant to students;

h. Link to ongoing instruction;

i. Provide feedback to students;

j. Provide cost-effective benefits to students;

k. Reflect real-world situations; and

l. Emphasize use of available knowledge and skills in relevant problem contexts.

Ed 306.42 Digital Literacy Program.

(a) The local school board shall require an integrated approach to the use of 21st century tools, including, but not limited to technology and communication tools, within all curriculum areas through the adoption of an information and communication technologies literacy (ICT) program in grades 1 - 12 that provides opportunities at developmentally appropriate levels for students to:

(1) Develop knowledge of ethical, responsible use of technology tools in a society that relies heavily on knowledge of information in its decision-making;

(2) Become proficient in the use of 21st century tools to access, manage, integrate, evaluate, and create information within the context of the core subjects of:

a. Reading;

b. Mathematics;

c. English and language arts;

d. Science;

e. Social studies, including civics, government, economics, history, and geography;

f. Arts; and

g. World languages;

(3) Use 21st century tools to develop cognitive proficiency in:

a. Literacy;

b. Numeracy;

c. Problem solving;

d. Decision making; and

e. Spatial / visual literacy;

(4) Use 21st century tools to develop technical proficiency at a foundation knowledge level in:

a. Hardware;

b. Software applications;

c. Networks; and

d. Elements of digital technology; and

(5) Create digital portfolios which:

a. Address the following components:

1. Basic operations and concepts;

2. Social, ethical, and human issues;

3. Technology productivity tools;

4. Technology communications tools;

5. Technology research tools; and

6. Technology problem solving and decision-making tools;

b. Represent proficient, ethical, responsible use of 21st century tools within the context of the core subjects; and

c. Include, at a minimum, such digital artifacts as:

1. Standardized tests;

2. Observation;

3. Student work; and

4. Comments describing a student's reflection on his/her work.

(b) The local school board shall provide opportunities for students to demonstrate ICT competency by the end of 8th grade using assessment rubrics applied to the contents of digital portfolios as required in (a)(5) above. Students who successfully demonstrate knowledge, skill, and understanding of these competencies shall have the opportunity, as high school students, to take a higher level computer course to meet the ½ credit requirement.

(c) The local school board shall provide opportunities for students to complete a ½ credit ICT course prior to high school graduation, including, but not limited to:

(1) Use of common productivity and web based software;

(2) Use of a variety of multimedia software and equipment;

(3) Configuring computers and basic network configurations; and

(4) Applying programming concepts used in software development.

Ed 306.43 Mathematics Program.

(a) Pursuant to Ed 306.26, the local school board shall require that a mathematics program in each elementary grade, excluding kindergarten, provides:

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

a. Using multiple strategies;

b. Communicating mathematical ideas through speaking and writing; and

c. Making logical connections between different mathematical concepts;

(2) Opportunities for all students to build and construct knowledge and understanding of mathematical concepts through developmentally appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment;

(3) Opportunities for authentic tasks that:

a. Promote student decision making and questioning;

b. Encourage students to develop unique problem solving strategies while allowing students to defend their strategies and results;

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

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

(6) Interactive instruction and sustained activities designed to enable all students to demonstrate proficiency using the concepts and skills articulated in any grade level expectations that are adopted at the state level; and

(7) A developed curriculum incorporating number and operations, geometry and measurement, data, statistic and probability, and functions and algebra consistent with RSA 193-C:3, III.

(b) Pursuant to Ed 306.26, the local school board shall require that a mathematics program in each middle school grade provides:

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

a. Using multiple strategies;

b. Reading and interpreting mathematics;

c. Communicating mathematical ideas through speaking and writing; and

d. Making connections within and among mathematical ideas and across disciplines;

(2) Opportunities for all students to build and construct knowledge and understanding of mathematical concepts through developmentally appropriate activities that include concrete experiences and interactions with manipulative, technology, and their environment;

(3) Opportunities for authentic tasks that:

a. Promote student decision making and questioning; and

b. Encourage students to develop unique problem solving strategies while allowing students to defend their strategies and results through inductive and deductive reasoning;

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

(5) Opportunities for all students to:

a. Explore mathematically-related careers; and

b. Have direct interaction with the mathematics involved in various careers;

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

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

(8) Sustained projects and labs that are designed to:

a. Incorporate multiple mathematical ideas, research, technology, mathematical communication, and interdisciplinary interaction; and

b. Encourage students to solve problems that are meaningful and unique to their lives;

(9) Interactive instruction and sustained activities designed to enable all students to demonstrate proficiency using the concepts and skills articulated in any grade level expectations that are adopted at the state level; and

(10) A developed curriculum incorporating number and operations, geometry and measurement, data, statistics and probability, and functions and algebra consistent with RSA 193-C:3, III.

(c) Pursuant to Ed 306.27, the local school board shall require that a mathematics program in each high school provides:

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

a. Using multiple strategies;

b. Reading and interpreting mathematics;

c. Communicating mathematical ideas through speaking and writing; and

d. Making connections within and among mathematical ideas and across disciplines;

(2) Opportunities for all students to build and construct knowledge and understanding of mathematical concepts through developmentally appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment;

(3) Opportunities for authentic tasks that:

a. Promote student decision making and questioning; and

b. Encourage students to develop unique problem-solving strategies while allowing students to defend their strategies and results through inductive and deductive reasoning and proof;

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

(5) Opportunities for all students to:

a. Research mathematically-related careers;

b. Have direct interaction with the mathematics involved in various careers; and

c. Research the mathematical requirements of various college majors;

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

(7) Opportunities for all students to develop positive attitudes such as inquisitiveness, appreciation of the multiple ways to approach and solve mathematical situations, appreciation of mathematical patterns, and the ability to make predictions from patterns;

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

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

(10) Opportunities for all students to attain competency in mathematics for each year in which he or she is in high school, through graduation, to ensure career and college readiness.

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

a. A minimum of 4 courses in mathematics; or

b. A minimum of 3 mathematics courses and one non-mathematics content area course in which mathematics knowledge and skills are embedded and applied, as may be approved by the school board.

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

(13) A developed curriculum incorporating number and operations, geometry and measurement, data, statistics and probability, and functions and algebra consistent with RSA 193-C:3, III.

Ed 306.44 <u>Computer Science Education</u>.

(a) Each district shall establish and provide a comprehensive, sequentially designed, computer science curriculum, implemented on or before July 1, 2020, that will meet the minimum standards for college and career readiness and that provide for continued growth in all content areas consistent with RSA 193-C:3, III.

(b) Pursuant to Ed 306.26, the local school board shall require that a computer science education program for grades 1-8 provides:

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

a. Foster an inclusive computing culture that incorporates personal, ethical, social, economic, and cultural contexts when considering the needs of diverse users of computational products;

b. Use collaborative tools and processes to effectively work together to create complex artifacts;

c. Recognize and define computational problems;

d. Develop and use abstractions to manage complexity;

e. Create, test, and refine computational artifacts; and

f. Communicate with diverse audiences about the use and effects of computation and the appropriateness of computational choices; and

(2) Opportunities for students to build and construct knowledge and understanding of computational thinking through developmentally appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment.

(c) Pursuant to Ed 306.27, the local school board shall require that a computer science education program be provided in each high school that:

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

a. Computing systems;

b. Networks and the internet;

c. Data and analysis; and

d. Algorithms and programming;

(2) Provides opportunities for students to build and construct knowledge and understanding of computational thinking through developmentally appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment; and

(3) Provides opportunities for students to engage in authentic tasks that:

a. Foster an inclusive computing culture;

b. Encourage collaboration;

c. Promote the recognition and defining of computational problems;

d. Encourage the development and use of abstractions in complex problem solving;

e. Create, test, and refine computational artifacts; and

f. Provide opportunities for communication about computing.

Ed 306.45 <u>Science Education Program</u>.

(a) Pursuant to Ed 306.26, the local school board shall require that a science education program in each elementary school grades, excluding kindergarten, provides:

(1) Planned activities designed to:

a. Develop students' critical thinking skills;

b. Promote the acquisition of positive attitudes, including, but not limited to, curiosity, initiative, self-reliance, and persistence; and

c. Develop an awareness of and involvement with the natural world;

(2) Planned activities designed to increase students' factual knowledge and conceptual understanding of the nature of science, unifying themes of science, and physical, biological, and earth space sciences; and

(3) Opportunities for students to develop a knowledge and understanding of process skills such as observing, classifying, measuring, and inferring through activities that allow each student to:

a. Explore, collect, handle, sort, and classify natural objects;

b. Use strategies to organize and identify the questions children ask from natural world observations;

c. Use tools, including, but not limited to, nonstandard measures, rulers, and magnifiers, to enhance observations and collect represent and interpret data;

d. Organize data in multiple ways using tools of technology, including calculators, computers, and handheld electronic devices;

e. Communicate through reading, writing, speaking, listening, creating, and viewing to describe their observations of the natural world; and

f. Model and communicate safety and health related issues relating to exploration, activities, and inquiry associated with materials, tools, and procedures.

(b) Each district shall establish a comprehensive curriculum that meets the needs of the students as described in (a) above and helps students progress as provided in RSA 193-C:3, III.

(c) Pursuant to Ed 306.26, the local school board shall require that a science program in each middle school provides:

(1) Planned activities in grades 5-8 designed to increase students' factual knowledge and conceptual understanding of the nature of science, unifying themes of science, and physical, biological, and earth space sciences;

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

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

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

a. Gather scientific data through laboratory and field work;

b. Employ safe practices and techniques in the laboratory and on field trips;

c. Apply scientific concepts and skills in solving real problems and in everyday situations;

d. Understand the impact of science and technology on daily life;

e. Be aware of science-related societal issues;

f. Investigate the natural world and acquire an understanding of scientific explanations of natural phenomena;

g. Acquire an understanding of the history of science and its impact on society and the realization that science is a human endeavor;

h. Become familiar with science and technology related careers;

i. Engage in full and partial inquiries;

j. Use their understanding of background content and theories to guide their design of observations and investigations;

k. Shape and modify their background knowledge through experiments and observations;

l. Develop their abilities in systematic observation, making accurate measurements, and identifying and controlling variables; and

m. Express their understanding through the use of writing, labeling drawings, completing concept maps, developing spreadsheets and creative representations, and designing computer images and representations.

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

(e) Pursuant to Ed 306.27, the local school board shall require that a science program in each high school provides:

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

(2) Opportunities for students to acquire knowledge of the natural world through the application of logical thought processes such as observation, hypothesizing, experimentation, and the drawing of conclusions;

(3) Opportunities for students to develop a knowledge and understanding of attitudes and problem-solving techniques essential for life in an increasingly complex technological society;

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

a. Physical science which shall include:

1. Conservation of matter;

2. Conservation of energy, matter and energy in nuclear phenomena;

3. Newton’s Laws involving the structure and interaction of matter and energy;

4. Chemical principles, including the ability to distinguish among materials by utilizing observable properties; and

5. Physical principles, including the application of knowledge of forces and motion to all types of motion in the universe;

b. Biology which shall include:

1. Molecular and cellular biology;

2. Genetics;

3. Plant and animal diversity and the structure and function of plants and animals;

4. The principles of classification, including fundamental structures, functions, and mechanisms of inheritance found in the major grouping of organisms including bacteria, fungi, protists, plants, and animals;

5. Population biology;

6. Organic evolution and patterns and products of evolution, including genetic variation, specialization, adaptation, and natural selection;

7. Ecology and animal behavior and how environmental factors affect all living systems, including individuals, communities, biomes, and the biosphere, as well as species to species interactions; and

8. The concept that organisms are linked to one another and to their physical setting by the transfer and transformation of matter and energy to maintain a dynamic equilibrium;

c. Chemistry which shall include:

1. Structure of matter;

2. States of matter;

3. Chemical classification;

4. Introductory organic chemistry;

5. Reactions of matter such as acids, bases, oxidation-reduction, electrochemistry, equilibrium, kinetics; and

6. Thermodynamics;

d. Physics which shall include:

1. Principles of mechanics;

2. Laws of conservation;

3. Basics of waves;

4. Fundamentals of electricity and magnetism; and

5. Atomic and nuclear physics;

e. Earth space science which shall include the concepts that the earth:

1. Is a unique member of our solar system, located in a galaxy, within the universe;

2. Is a complex planet with 5 interacting systems, namely:

(i) Solid earth or lithosphere;

(ii) Air or atmosphere;

(iii) Water or hydrosphere;

(iv) Ice or cryosphere; and

(v) Life or biosphere; and

3. Contains a variety of renewable and nonrenewable resources; and

f. General or advanced science which shall include subject matter appropriate to the disciplines listed in e. above; and

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

a. Know about the diversity of natural phenomena and the methods of studying and classifying them;

b. Recognize the interrelationship and interdependence of living organisms and the role of a biological organism in a physical world;

c. Understand the scientific method of investigation, including the role of observation and experimentation in the advancement of scientific knowledge;

d. Gather scientific data through laboratory and field work;

e. Construct tables and graphs from given data and interpret data presented in tables and graphs;

f. Draw conclusions and inferences from data;

g. Apply scientific concepts and skills in solving real problems and in everyday situations;

h. Communicate observations and experimental results both quantitatively, through the use of mathematical relationships, and qualitatively, in clear and concise spoken or written language;

i. Appreciate the unifying concepts and principles within the natural sciences;

j. Be aware of the philosophical, ethical, legal, political, and economic impacts of science and technology;

k. Acquire an understanding of the history of science and the realization that science is a human endeavor; and

l. Be aware of concerns about the current and future impacts of science and technology on society and the environment.

(f) Science courses in high schools shall teach the fundamentals of science and incorporate all of the content-specific components listed in (e) above and as many of the other non-course frameworks and

concepts, including, but not limited to, science as inquiry/science and technology and society/unifying themes, as are appropriate.

(g) High school science courses shall be designed to prepare students for meeting or exceeding the end of grade 10 proficiencies in science consistent with RSA 193-C:3, III, regardless of the grade in which the course occurs.

Ed 306.46 Social Studies Program.

(a) Pursuant to Ed 306.26, the local school board shall require that a social studies program in each elementary school grade, excluding kindergarten, and excepting Holocaust and genocide education, as applicable pursuant to Ed 306.26(h) which is to be implemented no later than 8th grade, provides:

(1) Opportunities for students to:

a. Acquire knowledge and understanding of civics, economics, geography, history, and Holocaust and genocide education, as applicable pursuant to Ed 306.26(h), in a program consistent with the requirements under RSA 193-C:3, III; and

b. Become familiar with the skills of decision making, data gathering, and critical thinking;

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

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

(4) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world.

(b) Pursuant to Ed 306.26, the local school board shall require that a social studies program in each middle school provides:

(1) Opportunities for students to acquire knowledge and understanding of civics, economics, geography, history, and Holocaust and genocide education, as applicable pursuant to Ed 306.26(h), in a program consistent with RSA 193-C:3, III;

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

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

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

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

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

c. Participate in and contribute to the well-being of the home and school as well as the larger communities of the state, nation, and world; and

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

(c) Pursuant to Ed 306.27, the local school board shall require that a social studies program in each high school provides:

(1) Opportunities for students to acquire knowledge and modes of inquiry in the areas of civics, economics, geography, world history, United States and New Hampshire history, and Holocaust and genocide education pursuant to Ed 306.27(ai), in a program consistent with RSA 193-C:3, III, including the related areas of sociology, anthropology, and psychology;

(2) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world;

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

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

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

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

c. At least one credit in geography;

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

e. At least ½ credit in economics; and

f. At least one credit, which may be interdisciplinary or integrated, to be chosen from the areas of geography, economics, world history, civics/government, state or national history or both, or behavioral studies; and

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

Ed 306.47 <u>Technology/Engineering Education Program</u>.

(a) Technology/engineering education is the discipline devoted to the study of human invention and innovation and their influence on our natural and human-made environment.

(b) The local school board shall require that a technology/engineering education program in each middle school provides:

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

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

a. Medical technologies;

b. Agricultural;

c. Biotechnologies;

d. Energy and power technologies;

e. Information and communications technologies;

f. Transportation technologies;

g. Manufacturing technologies;

h. Construction technologies; and

i. New and emerging technologies;

(3) Opportunities for students to develop a knowledge and understanding of how social forces like demographics and prevailing economic systems can influence the free-enterprise system and the global marketplace;

(4) Opportunities to promote the development of problem-solving skills as well as basic skills in planning, design, fabrication, and evaluating technical processes technology/engineering principles and design, encouraging those habits of mind necessary to be a lifelong learner; and

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

a. Acquire an understanding of technical processes, the practical application of mathematics and scientific principles, and the interrelationships between technology/engineering education and other academic disciplines in the school curriculum;

b. Be aware of the right to, and the knowledge of what constitutes, safe work environments as well as the safe and appropriate use of tools, small machines, and processes;

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

d. Understand the technological systems model requiring inputs, processes, outputs and feedback, where the processes include the resources of people, information, tools, energy, capital, time, materials;

e. Learn leadership and group-process skills;

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

g. Become familiar with opportunities and requirements for careers in new and emerging technologies like medicine, agriculture, biotechnology, energy and power, information and communications, transportation, manufacturing, and construction.

(c) The local school board shall require that a technology/engineering education program in each high school provides:

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

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

(3) Planned activities designed to increase students' knowledge and skills related to technologies like medicine, agriculture, biotechnology, energy and power, information and communications, transportation, manufacturing, and construction;

(4) Courses totaling at least 4 credits in technology/engineering education with a minimum of one credit offered in 3 of the 4 areas of:

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

b. Process technologies, including manufacturing, construction, wood, metal, medical, agricultural, and biotechnology;

c. Communication and information technologies, including engineering graphics/CAD fundamentals, architectural design including modeling and the virtual environment, photography, printing, desktop publishing, graphic arts and design; and

d. Engineering principles and design; and

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

a. Understand the factors of production, including capital, labor, and management, in relation to industrial organization, systems and structure;

b. Utilize the engineering design process to propose, build, test and assess technological problems in a systematic and economically sound manner;

c. Develop skills in specific machine and tool operations;

d. Plan, design, produce and/or use measuring instruments, jigs, fixtures, and templates to control, test and assess parts of a technological process;

e. Use a variety of problem-solving tools to develop and apply critical thinking skills to technological problems;

f. Exhibit an understanding for the importance of using resources in a way that is economical, efficient and respectful of our shared environment;

g. Develop those habits of mind necessary to a lifelong learner such as the ability to question, investigate, design, experiment, and evaluate; and

h. Develop leadership abilities required in a technological society such as communication, cooperation, and collaboration with individuals and groups.

Ed 306.48 <u>World Languages Program</u>.

(a) The local school board may provide instruction in one or more world languages in an elementary school. The extent of this instruction and the students to whom it is offered shall be determined by local school board policy.

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

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

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

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

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

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

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

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

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

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

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

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

(d) Pursuant to Ed 306.27, the local school board shall require that a world language program in each high school provides:

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

(2) Opportunities for students to develop a knowledge and understanding of the skills necessary for effective communication in the language(s) studied as well as an understanding of the nature and contributions of the related culture(s); and

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

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

b. Increase knowledge and understanding of the countries, cultures, and attitudes of the peoples whose languages are being studied;

c. Appreciate one's own cultural heritage;

d. Plan education and career development in areas related to world languages; and

e. Develop career and technical interests and activities associated with the study and use of world languages.

(e) Each high school shall offer courses totaling 5 credits comprised of a 3-year sequence in one world language and a 2-year sequence in a second world language.

(f) American Sign Language (ASL) shall qualify as a world language for purposes of this section and for the purpose of meeting a high school world language graduation requirement.

Ed 306.49 <u>Holocaust and Genocide Education Program</u>.

(a) Pursuant to Ed 306.26, the local school board shall require that a Holocaust and genocide education program in each school grade, to begin no later than 8th grade, provides:

(1) Integrated, developmentally appropriate instruction in Holocaust and genocide education as described in RSA 193-E:3-a, II-a. through II-c. including:

a. An understanding of the terms "genocide" and "Holocaust", as defined by RSA 193-E:3-a, II-a. and II-b.;

b. An understanding of:

1. The difference between events that constitute genocide and other types of mass atrocities including, but not limited to, crimes against humanity, war crimes, and ethnic cleansing;

2. Genocides recognized by the determinations of lawfully constituted courts including, but not limited to, the International Criminal Tribunal for Rwanda (ICTR), the International Criminal Tribunal for the former Yugoslavia (ICTY), and the International Court of Justice (ICJ);

3. Instances of mass atrocities where application of the term genocide is contested including, but not limited to, Dekulakization, the Ukrainian terror-famine, the Great Terror, Khmer Rouge atrocities other than those directed at Cham Muslims and the ethnic Vietnamese minority, and the Native American experience during colonization;

4. Ongoing events that may constitute crimes against humanity, war crimes, ethnic cleansing, or genocide; and

5. Instances where the US government has made public statements that genocide has occurred, including, but not limited to, Armenia, Bosnia, Rwanda, Iraq, Darfur, ISIS-controlled areas, and Uighurs;

c. Historical facts about the causes and events of the Holocaust and other genocides; and

d. How and why political repression, intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred and discrimination have, in the past, evolved into genocide and mass violence;

(2) Opportunities for students to develop a knowledge and understanding of the impact of political repression, intolerance**,** and bigotry through developmentally appropriate activities that include concrete experiences and interactions with, but not limited to, primary documents, witness testimony, historical documents, and mixed media; and

(3) Instruction and activities designed to enable students to:

a. Analyze and understand that democratic institutions and values are not automatically sustained, but need active civic responsibility and engagement;

b. Identify and evaluate how political repression, intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred and discrimination can evolve into genocide and mass violence, such as the Holocaust, and how to prevent the evolution of such practices; and

c. Identify and evaluate the power of individual choices in preventing political repression, intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred.

(b) Each district shall incorporate instruction in Holocaust and genocide education into at least one existing social studies, world history, global studies, or US history course required as a condition of high school graduation for all students.