

306 Issues

ISSUE: Equity

NEA-New Hampshire's position: The NEA was founded on the belief that *every* student deserves a great public education. The proposed revision addresses individual students but omits groups that may be marginalized.

Current Administrative Rules:

Ed 306.06 Culture and Climate.

- (a) The school policies adopted by the local school board shall reflect:
 - (1) The acknowledgement of diversity and respect for differences;
 - (2) Shared ownership and responsibility for the success of the school among students, their families, and the community;
 - (3) Student leadership through involvement in decision-making; and
 - (4) Respectful use of language and behavior by all school members that is void of ethnic, racial, and sexual stereotypes and biases.
- (b) The school administration and staff shall:
 - (1) Review ways in which equity gaps in achievement can be reduced and barriers to learning can be eliminated; and
 - (2) Work together to establish a fair and equitable code of discipline that is fairly and consistently implemented which supports students' understanding of the importance of norms, rules, and expectations for behavior.

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Ed 306.06 Culture and Climate.

- a. The local school board shall adopt policies that address:
 - 1. Respect for differences, and affording all students equitable opportunities;
 - 2. Shared responsibility for the school culture and climate among students, their families, school administration and staff, and the community;
 - 3. Student leadership through involvement in decision-making; and
 - 4. Civil, nondiscriminatory, and respectful use of language and behavior.
- b. The school administration and staff shall:
 - 1. Review ways in which equity gaps can be reduced, and develop and implement a plan to address academic under-performance of individual students to eliminate barriers to learning; and

2. Establish a fair and equitable code of discipline that is fairly and consistently implemented and which supports students' understanding of the importance of norms, rules, and expectations for behavior.

The school administration shall provide professional development opportunities directed at understanding the policies and reporting requirements that support an equitable, safe, and healthy school environment.

ISSUE: Assessment

NEA-New Hampshire's position: As a state affiliate of the National Education Association, NEA-New Hampshire subscribes to the assessment principles developed by an NEA Task Force in 2022. These principles are:

1. **Create community-based and student-centered processes for assessing student growth, learning, and development.**
2. **Prioritize assuring all educators are trained in assessment literacy and are able to ensure racially and culturally relevant and responsive assessment that meets the needs of all students and centers their full identities.**
3. **Design assessment that inspires learning. Assess what is meaningful to student well-being, and individuality.**
4. **Utilize multiple sources and kinds of evidence of student learning to contribute to decisions on student promotion, retention, course grades and enrollment, and graduation.**
5. **Provide students, educators, and schools with the resources needed to put these principles into action, with opportunities for all students to demonstrate their knowledge, creativity, and skills.**

The full report with additional information about each of the principles can be accessed at the following url: [Principles for the Future of Assessment | NEA](#)

Current Administrative Rules:

Current administrative rules
Ed 306.24 Assessment.

- (a) The local school board shall require that each school:
 - (1) Provides for the ongoing assessment of district and graduation competencies through the use of local assessments that are aligned with state and district content and performance standards as provided in (b) below;
 - (2) Participates in the state-wide education improvement and assessment program as provided in (c) below;

(3) Participates in the New Hampshire performance assessments;

(4) When selected by the United States Department of Education, National Center for Education Statistics participates in the National Assessment of Education Progress (NAEP); and

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

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

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

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

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

b. Competency-based or performance based assessments;

c. Educator observations of student performance; and

d. Project evaluation rubrics used to evaluate program proficiencies applied to integrated curriculum assignments, extended learning opportunities, career and technical education opportunities, and out of school learning environments;

(3) The school provides professional development for educators in the use of diagnostic tools to adjust instruction to meet personalized needs of students and to monitor progress; and

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

a. Identify needs for improvement; and

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

(c) Each school shall maintain the following as evidence of participation in the state-wide education improvement and assessment program established under RSA 193-C:

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

- a. Students in major racial and ethnic groups;
 - b. Students with disabilities;
 - c. Economically disadvantaged students; and
 - d. Students with limited English proficiency;
- (2) Procedures for test security and the accurate inclusion of student data; and
- (3) Procedures by which assessment results are communicated to:
- a. Parents;
 - b. Faculty; and
 - c. The community.

(d) For programs at all K-12 levels, schools shall report the academic performance of all students on a regular basis by providing the following:

- (1) A summary of individual student performance to parents at least 3 times each year; and
- (2) The opportunity for parents to meet individually with each of their students' teachers about their students' performance at least once during each school year.

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

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

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

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Assessment has been removed from the minimum standards.

ISSUE: Program elements for the Required Subjects

NEA-New Hampshire's position: To ensure that all public-school students in New Hampshire graduate ready for college and career success, the minimum standards should articulate what knowledge, skills, and work-study habits in which students must demonstrate proficiency in order to graduate from high school. NEA-New Hampshire believes that the language in the minimum standards should be prescriptive language, i.e., "shall include" to ensure that all students receive a high-quality public education that meets the minimum standards regardless of which New Hampshire public high school they attend. NEA-New Hampshire looks forward to reviewing the recommendations for the program elements suggested by New Hampshire educators during the review sessions.

Current Administrative Rules:

The current administrative rules contains multiple pages articulating the required elements of the various subject areas. The program elements begin at 306.31 Arts Education Program and end at 306.49 Ed 306.49 Holocaust and Genocide Education Program. The current administrative rules can be accessed at the following url: [Ed 300 \(state.nh.us\)](https://www.state.nh.us/education/ed300/)

February 15th Draft submitted to the State Board

February 15th Draft submitted to the State Board. The draft submitted to the State Board of Education on February 15, 2024 divided the minimum standards into two sections. The second session addresses the program elements. Currently over 250 educators are meeting with Christine Downing, the Curriculum, Instruction, and Assessment coordinator from SAU 32 to review the current minimum standards and make recommendations about what should be included in any revision.