

Job-a-Like Session: Arts

Ed 306.27 Arts Education Program.

- (a) The local school board shall ensure a developmentally appropriate arts education program for each school consistent with local competencies and curriculum pursuant to Ed 306.21 and Ed 306.22.
- (b) Each school's arts education program shall have competences and curriculum aligned to "K-12 Curriculum Framework for the Arts," April 2001 edition, as referenced in Appendix II.
- (c) School districts shall adhere to assessment practices consistent with Ed 306.19.

"K-12 Curriculum Framework for the Arts," April 2001 edition

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/nh-arts-framework.pdf>

Questions

Please make one copy (physical or digital) of your group key points to the following questions:

Do you have a written curriculum for your grade/content area? Do you feel that it is complete & current?

Are your documents readily accessible to your staff? Families? Community? If so, where?

Do you feel that your current curriculum documents are reflective of actual daily instruction? Why/Why not?

Does your curriculum explicitly align with the new ED 306 expectations? If not, to what does it align?

Who would like to serve on a cross-district team to help with vertical and horizontal support and *appropriate* alignment (i.e. alignment that still respects autonomy)? Please gather names, grade/area, and school.

Job-a-Like Session: Business Education

Ed 306.28 Business Education Program.

(a) The local school board shall ensure a developmentally appropriate business education program at each high school consistent with local competencies and curriculum pursuant to Ed 306.22.

(b) Each district shall have curriculum to provide opportunities for students to demonstrate and achieve the following competencies:

- (1) In entrepreneurship, the concepts, processes, and skills associated with identifying new ideas, opportunities, and methods, including starting a new project or venture;
- (2) In business ethics, the ethical standards that govern business operations and transactions, and employee behavior;
- (3) In finance, the tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources;
- (4) In management:
 - a. Leadership, management, and teamwork concepts and principles; and
 - b. A working understanding of the tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist in business decision-making; and
- (5) In marketing and sales, the techniques and strategies used to foster positive, ongoing relationships with customers while learning the skills required to maintain an exchange relationship for goods and services.

(c) Each district shall establish and provide competencies and curriculum for personal finance literacy that includes the following content areas:

- (1) Earning income, including:
 - a. Understanding career paths and potential compensation for career paths;
 - b. Wage and salary compensation and employee benefits;
 - c. The major types of federal and state income tax and sales tax schemes; and
 - d. Changes in economic conditions, technology, or the labor market that can cause changes in income, career opportunities, or employment status;
- (2) Spending, including:
 - a. Budgeting;
 - b. Consumer decision-making and the factors that influence spending;
 - c. Federal and state consumer protection laws; and
 - d. Financial record-keeping, including financial technology options;
- (3) Saving, including:
 - a. Financial institutions, including the federal and state agencies that supervise and regulate them and the products and services offered;
 - b. Interest rates, bank and investment management fees, inflation, and their effects on saving;
 - c. Retirement and long-term financial goals; and
 - d. Investing;
- (4) Managing credit, including:
 - a. Secured and unsecured loans, credit cards, mortgages, and alternative financial services, including borrowing costs and repayment plans;
 - b. Financing of post-secondary education, including federal and private student loans, scholarships, grants, work-study programs, and savings;
 - c. Credit bureaus, credit scores, credit reports, and the assessment of creditworthiness; and
 - d. Consumer credit protection laws and protections; and
- (5) Managing risk, including:
 - a. Insurance types, coverage, risk exposure, premiums, and deductibles;
 - b. Extended warranties and service contracts on consumer goods;
 - c. Safeguarding personal financial data; and
 - d. Identity theft and fraud.

(d) Schools shall adhere to assessment practices consistent with Ed 306.19.

Please make one copy (physical or digital) of your group key points to the following questions:

Do you have a written curriculum for your grade/content area? Do you feel that it is complete & current?

Are your documents readily accessible to your staff? Families? Community? If so, where?

Do you feel that your current curriculum documents are reflective of actual daily instruction? Why/Why not?

Does your curriculum explicitly align with the new ED 306 expectations? If not, to what does it align?

Who would like to serve on a cross-district team to help with vertical and horizontal support and *appropriate* alignment (i.e. alignment that still respects autonomy)? Please gather names, grade/area, and school.

Job-a-Like Session: English

Ed 306.29 English, Language Arts, and Reading Program.

(a) The local school board shall ensure a developmentally appropriate English language arts and reading program in each school, consistent with local competencies and curriculum pursuant to Ed 306.21 and Ed 306.22.

(b) School districts shall develop competencies and curriculum that may be aligned to “Common Core Standards for English Language Arts,” 2010 edition as referenced in Appendix II, and adopted by the state board, but shall not be required to use these standards pursuant to RSA 193-E:2-1, IV(b).

(c) If the local school board chooses not to use the standards in (b) above, the local school board shall determine, approve, and implement alternative academic standards consistent with Ed 306.26(j).

(d) School districts shall adhere to assessment practices consistent with Ed 306.19.

“Common Core Standards for English Language Arts,” 2010 edition:

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/standards-ela.pdf>

Questions

Please make one copy (physical or digital) of your group key points to the following questions:

Do you have a written curriculum for your grade/content area? Do you feel that it is complete & current?

Are your documents readily accessible to your staff? Families? Community? If so, where?

Do you feel that your current curriculum documents are reflective of actual daily instruction? Why/Why not?

Does your curriculum explicitly align with the new ED 306 expectations? If not, to what does it align?

Who would like to serve on a cross-district team to help with vertical and horizontal support and *appropriate* alignment (i.e. alignment that still respects autonomy)? Please gather names, grade/area, and school.

Job-a-Like Session: School Counseling

Ed 306.30 School Counseling Program.

- (a) No less frequently than biennially, the local school board shall approve a comprehensive and developmentally appropriate K-12 school counseling program and implementation plan for each school, consistent with the requirements of this section.
- (b) The school counseling program shall include a comprehensive sequence of learning opportunities designed to promote each student's development of work-study practices in academic development, career development, and personal and social development by means of the following components:
 - (1) A school counseling core curriculum designed to help students attain the desired work-study practices and to provide all students with the knowledge, attitudes, and skills appropriate to their developmental level, including prevention and intervention activities;
 - (2) The school counseling core curriculum shall be delivered throughout the school's overall curriculum and be systematically presented by school counselors in collaboration with other professional educators in classroom and group activities;
 - (3) Individual student planning that is coordinated and systematic including activities designed to assist students in establishing personal goals, developing future plans, and attaining college and career-ready, work-study practices;
 - (4) Responsive services to meet students' immediate needs and concerns and counselor teaming in crisis response;
 - (5) School counseling program management including data-driven decision-making reflective of the student's needs;
 - (6) Consultation and collaboration with parents, teachers, other educators, and community organizations; and
 - (7) Policies and procedures for the referral of students for additional assistance.
- (c) The superintendent or their designee shall submit a summary report of student performance in achievement, attendance, and behavior to the local school board at least once a year.
- (d) The staff requirements for a school's counseling program shall be as set forth in Ed 306.12(c).

Questions

Please make one copy (physical or digital) of your group key points to the following questions:

Do you have a written curriculum for your grade/content area? Do you feel that it is complete & current?

Are your documents readily accessible to your staff? Families? Community? If so, where?

Do you feel that your current curriculum documents are reflective of actual daily instruction? Why/Why not?

Does your curriculum explicitly align with the new ED 306 expectations? If not, to what does it align?

Who would like to serve on a cross-district team to help with vertical and horizontal support and *appropriate* alignment (i.e. alignment that still respects autonomy)? Please gather names, grade/area, and school.

Job-a-Like Session: Health and Wellness & Physical Education

Ed 306.31 Health and Wellness Education Program.

- (a) The local school board shall ensure a developmentally appropriate health and wellness education program for each school consistent with local competencies and curriculum pursuant to Ed 306.21 and Ed 306.22.
- (b) Each school's health and wellness education program shall have competencies and curriculum aligned to "Health Education Curriculum Guidelines," 2003 edition, as referenced in Appendix II.
- (c) School districts shall adhere to assessment practices consistent with Ed 306.19.

Ed 306.32 Physical Education Program.

- (a) The local school board shall ensure a developmentally appropriate physical education program at each school consistent with local competencies and curriculum pursuant to Ed 306.21 and Ed 306.22.
- (b) Each school's physical education program shall have competencies and curriculum aligned to "K-12 Physical Education Curriculum Guideline," 2005 edition, as referenced in Appendix II.
- (c) School districts shall adhere to assessment practices consistent with Ed 306.19.

"Health Education Curriculum Guidelines," 2003 edition

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/nh-arts-framework.pdf>

"K-12 Physical Education Curriculum Guideline," 2005 edition

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/nh-arts-framework.pdf>

Questions

Please make one copy (physical or digital) of your group key points to the following questions:

Do you have a written curriculum for your grade/content area? Do you feel that it is complete & current?

Are your documents readily accessible to your staff? Families? Community? If so, where?

Do you feel that your current curriculum documents are reflective of actual daily instruction? Why/Why not?

Does your curriculum explicitly align with the new ED 306 expectations? If not, to what does it align?

Who would like to serve on a cross-district team to help with vertical and horizontal support and *appropriate* alignment (i.e. alignment that still respects autonomy)? Please gather names, grade/area, and school.

Job-a-Like Session: Digital Literacy

Ed 306.33 Digital Literacy Program.

(a) The local school board shall ensure a developmentally appropriate and integrated approach to the use of digital tools within all curriculum content areas through the adoption of a digital literacy program that provides opportunities for students to use diverse technology tools and media to:

- (1) Build new knowledge by inquiring, thinking critically, identifying, and solving problems;
- (2) Communicate clearly and creatively;
- (3) Work effectively with others in ways that are safe, legal, and ethical; and
- (4) Locate and critically assess digital content to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

(b) The local school board shall provide digital literacy learning opportunities required for graduation, as outlined in Table 306-1 or Table 306-2, as applicable.

(c) The digital literacy credit requirement may be earned through the creation of a digital portfolio which shall demonstrate the items enumerated in (a) above and incorporate the use of common technology tools and resources.

Questions

Please make one copy (physical or digital) of your group key points to the following questions:

Do you have a written curriculum for your grade/content area? Do you feel that it is complete & current?

Are your documents readily accessible to your staff? Families? Community? If so, where?

Do you feel that your current curriculum documents are reflective of actual daily instruction? Why/Why not?

Does your curriculum explicitly align with the new ED 306 expectations? If not, to what does it align?

Who would like to serve on a cross-district team to help with vertical and horizontal support and *appropriate* alignment (i.e. alignment that still respects autonomy)? Please gather names, grade/area, and school.

Job-a-Like Session: Math

Ed 306.34 Mathematics Program.

- (a) The local school board shall ensure a developmentally appropriate mathematics program at each school consistent with local competencies and curriculum pursuant to Ed 306.21 and Ed 306.22.
- (b) School districts shall develop competencies and curriculum which may be aligned with "Common Core Standards for Mathematics," 2010 edition as referenced in Appendix II, and adopted by the state board, but shall not be required to use these standards pursuant to RSA 193-E:2-a, IV(b).
- (c) If the local school board chooses not to use the standards in (b) above, the local school board shall determine, approve, and implement alternative academic standards consistent with Ed 306.26(j).
- (d) School districts shall adhere to assessment practices consistent with Ed 306.19.

"Common Core Standards for Mathematics," 2010 edition

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/standards-math.pdf>

Questions

Please make one copy (physical or digital) of your group key points to the following questions:

Do you have a written curriculum for your grade/content area? Do you feel that it is complete & current?

Are your documents readily accessible to your staff? Families? Community? If so, where?

Do you feel that your current curriculum documents are reflective of actual daily instruction? Why/Why not?

Does your curriculum explicitly align with the new ED 306 expectations? If not, to what does it align?

Who would like to serve on a cross-district team to help with vertical and horizontal support and *appropriate* alignment (i.e. alignment that still respects autonomy)? Please gather names, grade/area, and school.

Job-a-Like Session: Computer Science

Ed 306.35 Computer Science Program.

(a) The local school board shall ensure a developmentally appropriate computer science education program at each school consistent with local competencies and curriculum pursuant to Ed 306.21 and Ed 306.22.

(b) Each school's computer science program shall have competencies and curriculum aligned to "New Hampshire Computer Science Standards," 2018 edition, as referenced in Appendix II.

(c) School districts shall adhere to assessment practices consistent with Ed 306.19.

"New Hampshire Computer Science Standards," 2018 edition

Part 1:

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/standards-cs1.pdf>

Part 2:

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/standards-part2.pdf>

Questions

Please make one copy (physical or digital) of your group key points to the following questions:

Do you have a written curriculum for your grade/content area? Do you feel that it is complete & current?

Are your documents readily accessible to your staff? Families? Community? If so, where?

Do you feel that your current curriculum documents are reflective of actual daily instruction? Why/Why not?

Does your curriculum explicitly align with the new ED 306 expectations? If not, to what does it align?

Who would like to serve on a cross-district team to help with vertical and horizontal support and *appropriate* alignment (i.e. alignment that still respects autonomy)? Please gather names, grade/area, and school.

Job-a-Like Session: Science

Ed 306.36 Science Education Program.

(a) The local school board shall ensure a developmentally appropriate science education program for each school consistent with local competencies and curriculum pursuant to Ed 306.21 and Ed 306.22.

(b) Each school's science program shall have competencies and curriculum aligned with "Next Generation Science Standards," 2017 edition, as referenced in Appendix II.

(c) School districts shall adhere to assessment practices consistent with Ed 306.19.

"Next Generation Science Standards," 2017 edition

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/standards-science.pdf>

Questions

Please make one copy (physical or digital) of your group key points to the following questions:

Do you have a written curriculum for your grade/content area? Do you feel that it is complete & current?

Are your documents readily accessible to your staff? Families? Community? If so, where?

Do you feel that your current curriculum documents are reflective of actual daily instruction? Why/Why not?

Does your curriculum explicitly align with the new ED 306 expectations? If not, to what does it align?

Who would like to serve on a cross-district team to help with vertical and horizontal support and *appropriate* alignment (i.e. alignment that still respects autonomy)? Please gather names, grade/area, and school.

Job-a-Like Session: Social Studies

Ed 306.37 Social Studies Program.

- (a) The local school board shall ensure a developmentally appropriate social studies program for each school consistent with local competencies and curriculum pursuant to Ed 306.21 and Ed 306.22.
- (b) Each school's social studies program shall have competencies and curriculum aligned with "K-12 Social Studies Curriculum Framework," 2006 edition, as referenced in Appendix II.
- (c) The local school board shall provide a Holocaust and genocide curriculum in each school grade, to begin no later than 8th grade, which shall include:
 - (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 the Uyghurs;
 - 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.

(d) 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.

(e) School districts shall adhere to assessment practices consistent with Ed 306.19.

“K-12 Social Studies New Hampshire Curriculum Framework, 2006”

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/standards-socialstudies-framework.pdf?2>

Questions

Please make one copy (physical or digital) of your group key points to the following questions:

Do you have a written curriculum for your grade/content area? Do you feel that it is complete & current?

Are your documents readily accessible to your staff? Families? Community? If so, where?

Do you feel that your current curriculum documents are reflective of actual daily instruction? Why/Why not?

Does your curriculum explicitly align with the new ED 306 expectations? If not, to what does it align?

Who would like to serve on a cross-district team to help with vertical and horizontal support and *appropriate* alignment (i.e. alignment that still respects autonomy)? Please gather names, grade/area, and school.

Job-a-Like Session: Technology & Engineering

Ed 306.38 Technology and Engineering Education Program.

(a) The local school board shall ensure a developmentally appropriate technology and engineering education program in each middle school consistent with local competencies and curriculum pursuant to Ed 306.21.

(b) The local school board shall ensure a developmentally appropriate technology and engineering education program for each high school consistent with local competencies and curriculum pursuant to Ed 306.22.

(c) Each district shall establish and provide a comprehensive, sequentially designed technology and engineering education curriculum consistent with RSA 193-E:1 which includes opportunities for students to demonstrate and achieve competencies in content areas the district chooses to offer as follows:

(1) In general engineering technology:

- a. Effectively apply good work practices and communication skills necessary to a traditional engineering work environment;
- b. Understand different engineering disciplines, their applications, and the professional and educational requirements necessary for their pursuit;
- c. Apply observational and analytical skills to the engineering design process;
- d. Understand the application or design for industry with understanding of how it is used in manufacturing solutions; and
- e. Demonstrate the practical application of design elements, principles, and technology in the development of engineered solutions;

(2) In biotechnology:

- a. Apply ethical standards and practices throughout the scientific process;
- b. Identify and explain core biology concepts;
- c. Effectively demonstrate proper laboratory practices;
- d. Identify and explain core molecular biology concepts including the Central Dogma;
- e. Use proper methodology while utilizing biochemical techniques based on current industry standards; and
- f. Apply observational and analytical skills while employing chemical principles and using current analytical techniques;

(3) In manufacturing technology:

- a. The principles and practices specific to workplace manufacturing processes to continuously improve and meet the needs of a manufacturing organization and its customers;
- b. The methodologies used to interpret, create, and prototype by using blueprints, drawings, and new technologies including but not limited to 3D printing, laser cutting, solid modeling, and augmented reality and virtual reality (AR/VR);
- c. Identify automation resources such as smart manufacturing, robotics, automation, and pneumatics and hydraulic systems found within the industry and their impact to manufacturing;
- d. The tools and techniques associated with the quality control, processes, and standards associated with the manufacturing industry;
- e. The methodologies and practices associated with pre-programmed software within industry, and apply those processes in a manufacturing environment; and
- f. Lean philosophies to positively impact the manufacturing process and environment;

(4) In information technology:

- a. Create meaningful and efficient programs including choosing which information to use and how to process and store it, breaking apart large problems into smaller ones, recombining existing solutions, and analyzing different solutions;
- b. Apply networking concepts using various models to implement protocols and

standards when moving data;

c. Design systems with working switching and routing packets to ensure data flows to the correct destination and data traffic flows through the internet effectively;

d. Synthesize concepts, practices, and processes of data collection, resource management, and techniques to different types of data to discover useful information that can communicate storytelling and to inform decision-making; and

e. Detect, prevent, and mitigate threats to secure a computing system or network in an ethical manner and in accordance with international, federal, state, and local cyber laws

and regulations; and

(5) In drafting and design technology:

a. Demonstrate and apply the principles and practices specific to creating and setting up

proper technical drawings;

b. Demonstrate and apply the tools and techniques associate with the use of computer-

aided design and drafting (CADD) software to create technical drawings and prototypes;

and

c. Demonstrate and apply the tools and techniques used to create prototypes and working

models and presentations through use of computer software, in-person presentation, digital presentations, and new technologies including but not limited to 3D printing, laser

cutting, and solid modeling.

(d) School districts shall adhere to assessment practices consistent with Ed 306.19.

Questions

Please make one copy (physical or digital) of your group key points to the following questions:

Do you have a written curriculum for your grade/content area? Do you feel that it is complete & current?

Are your documents readily accessible to your staff? Families? Community? If so, where?

Do you feel that your current curriculum documents are reflective of actual daily instruction? Why/Why not?

Does your curriculum explicitly align with the new ED 306 expectations? If not, to what does it align?

Who would like to serve on a cross-district team to help with vertical and horizontal support and *appropriate* alignment (i.e. alignment that still respects autonomy)? Please gather names, grade/area, and school.

Job-a-Like Session: World Languages

Ed 306.39 World Languages Program.

- (a) Pursuant to Ed 306.21, 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, pursuant to Ed 306.04(b)(21)f.
- (b) Pursuant to Ed 306.21, the local school board may provide instruction in one or more world languages in a middle school, pursuant to Ed 306.04(b)(21)f.
- (c) The local school board shall ensure a world language program in each high school consistent with local competencies and curriculum pursuant to Ed 306.22.
- (d) Each high school's world language program shall have competencies and curriculum aligned to "New Hampshire Guidelines for World-Ready Language Learning," 2018 edition, as referenced in Appendix II.
- (e) School districts shall adhere to assessment practices consistent with Ed 306.19.
- (f) American Sign Language (ASL) shall qualify as a world language for purposes of this section and Ed 306.22.

"New Hampshire Guidelines for World-Ready Language Learning," 2018 edition

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/standards-worldlanguages.pdf>

Questions

Please make one copy (physical or digital) of your group key points to the following questions:

Do you have a written curriculum for your grade/content area? Do you feel that it is complete & current?

Are your documents readily accessible to your staff? Families? Community? If so, where?

Do you feel that your current curriculum documents are reflective of actual daily instruction? Why/Why not?

Does your curriculum explicitly align with the new ED 306 expectations? If not, to what does it align?

Who would like to serve on a cross-district team to help with vertical and horizontal support and *appropriate* alignment (i.e. alignment that still respects autonomy)? Please gather names, grade/area, and school.

Job-a-Like Session: Nurses

Ed 306.11 School Health Services.

(a) In accordance with federal and state law, including, but not limited to, the Family Educational Rights and Privacy Act (FERPA), Section 504 of the Rehabilitation Act of 1973, RSA 141-C, RSA 169-C, RSA 200:26-41, and RSA 326-B, the local school board shall require that each school provides qualified personnel to carry out appropriate school health-related activities.

(b) Each registered nurse, licensed practical nurse, or licensed nursing assistant employed by a school district shall hold such current license under RSA 326-B.

(c) If a school nurse or licensed practical nurse is not available to a school for any reason, at least one other person who has a current first aid and cardiopulmonary resuscitation (CPR) certification shall be available.

Questions

Please make one copy (physical or digital) of your group key points to the following questions:

Do you have a written curriculum for your grade/content area? Do you feel that it is complete & current?

Are your documents readily accessible to your staff? Families? Community? If so, where?

Do you feel that your current documents are reflective of actual daily needs? (Alma Start and such) Why/Why not? What should be re-examined for 2025/2026?

Who would like to serve on a cross-district team to help with vertical and horizontal support and *appropriate* alignment (i.e. alignment that still respects autonomy)? Please gather names, grade/area, and school.

Job-a-Like Session: Library Media Specialists

Ed 306.08 Learning and Instructional Resources.

The local school board shall require that each school:

- (a) Provides a developmentally appropriate collection of resources aligned to all learning and grade levels, including online and print materials, equipment, and technologies that shall be necessary to support the curriculum as well as the learning needs of all students;
- (b) Provides that resources are, as appropriate:
 - (1) Organized and accessible to students, staff, and parents; and
 - (2) Managed through circulation policies and procedures that are designed to maximize the use of the resources;
- (c) Integrates the following across curricular areas when appropriate:
 - (1) Accessing information efficiently and effectively;
 - (2) Evaluating information and sources critically and competently;
 - (3) Citing sources and not plagiarizing;
 - (4) Using information accurately and creatively;
 - (5) Pursuing information related to personal interests;
 - (6) Appreciating literature and other creative expressions of information;
 - (7) Striving for excellence in information-seeking and knowledge generation;
 - (8) Recognizing the importance of information to a democratic society;
 - (9) Practicing ethical behavior in regard to information and information technology;
 - (10) Participating effectively in groups to pursue and generate information; and
 - (11) Activities to promote the development of reading, viewing, and listening skills; and
- (d) Implements a plan approved by district administration for ongoing development, organization, acquisition, maintenance, replacement, and updating of curriculum and learning resources necessary to support the needs of students.

Questions

Please make one copy (physical or digital) of your group key points to the following questions:

Do you have a written curriculum for your grade/content area? Do you feel that it is complete & current?

Are your documents readily accessible to your staff? Families? Community? If so, where?

Do you feel that your current curriculum documents are reflective of actual daily instruction? Why/Why not?

Does your curriculum explicitly align with the new ED 306 expectations? If not, to what does it align?

Who would like to serve on a cross-district team to help with vertical and horizontal support and *appropriate* alignment (i.e. alignment that still respects autonomy)? Please gather names, grade/area, and school.

Job-a-Like Session: Psychologists

Ed 306.20 School Psychological Services.

- (a) If a district employs a school psychologist as an optional service pursuant to RSA 189:49, IV, the requirements in (b)-(e), in addition to the requirements below, shall apply:
 - (1) Nothing in this section shall prevent a school district from contracting services with a qualified school psychologist;
 - (2) All such psychological services shall comply with federal Every Student Succeeds Act (ESSA) requirements, including informed written consent; and
 - (3) All such services shall comply with state and federal student privacy laws and rules, including parental notification and consent requirements.
- (b) Employing school districts shall require that school psychological services are provided by certified school psychologists in a coordinated, organized fashion, and are deployed in a manner that results in the provision of a comprehensive continuum of services.
- (c) School psychologists shall use assessment findings to diagnose educational and behavioral disorders and to facilitate educational treatment planning.
- (d) Employing school districts shall ensure that an effective program of supervision and evaluation of school psychological services exists.
- (e) School psychologists in cooperation with their employing districts or agencies shall be responsible for the overall development, implementation, and professional supervision of school psychological service programs.
- (f) Employing school districts shall ensure that parental consent and student information are protected as required under applicable state and federal law.

Questions

Please make one copy (physical or digital) of your group key points to the following questions:

Do you have a written curriculum for your area? Do you feel that it is complete & current?

Are your documents readily accessible to your staff? Families? Community? If so, where?

Who would like to serve on a cross-district team to help with vertical and horizontal support and *appropriate* alignment (i.e. alignment that still respects autonomy)? Please gather names, grade/area, and school.

Job-a-Like Session: K-8 Educators (General Information)

Ed 306.21 Kindergarten Through Grade 8 School Curriculum.

(a) The local school board shall require that in each school there is an elementary school curriculum aligned to state academic standards that outlines district competencies for the grades 1-8 and includes:

- (1) Procedures for identifying personalized learner needs and interests;
- (2) Methods and strategies for facilitating learning, including but not limited to personalization, individualization, and differentiation;
- (3) Techniques for the evaluation of student outcomes, including performance assessment of competencies; and
- (4) Opportunities for students to receive timely, personalized, and differentiated support based on their individual learning needs.

(b) The local school board shall adopt for each school offering kindergarten, a kindergarten curriculum aligned to state academic standards and in compliance with RSA 193-E:2-a, II-a that supports:

- (1) Unstructured time built into the school day for the discovery of, and methods and strategies for the fostering of, each child's individual talents, abilities, and needs;
- (2) Child development and learning in all domains, including, but not limited to: a. Physical; b. Social; c. Cognitive; and d. Language;
- (3) Child-directed experiences based on play-based learning that comprise: a. Movement; b. Creative expression; c. Exploration; d. Socialization; and e. Music; and
- (4) A reading curriculum that includes, but is not limited to, phonemic awareness, phonics, vocabulary, fluency, and comprehension.

(c) The local school board shall distribute instructional time to allow each student to make progression towards proficiency in competencies in the following areas:

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

- a. Arts education, including music and visual arts;
- b. English language arts, reading, writing, speaking, and listening, to include:
 1. Instruction in cursive handwriting by the end of grade 5;
 2. No later than July 1, 2027, measurable, evidence-based literacy instruction for all students through grade 5 to include: (i) Phonemic awareness; (ii) Phonics awareness; (iii) Phonics, both decoding and encoding of sounds and words; (iv) Fluency; (v) Vocabulary and comprehension; and (vi) The grammar and mechanics of writing;
- c. Health and wellness education;
- d. Physical education;
- e. Digital literacy;
- f. Mathematics, to include:
 1. Instruction of the multiplication tables by the end of grade 5; and
 2. No later than July 1, 2027, mathematics reasoning and mathematics calculation including fluency for all students through grade 5;
- g. Science;
- h. Social studies, including:
 1. Civics; and
 2. Holocaust and genocide education, starting no later than grade 8 pursuant to Ed 306.46; and
- i. An optional computer science program, as enumerated in Ed 306.04(b)(21)g; and
- j. An optional world language, if offered, as enumerated in Ed 306.04(b)(21)f; and

(2) For middle school:

- a. Arts education, including music and visual arts;
- b. English language arts and reading;
- c. Health and wellness education;
- d. Physical education;

- e. Digital literacy;
- f. Computer science;
- g. Mathematics;
- h. Science;
- i. Social studies, including:
 - 1. Civics, government, economics, geography, and history; and
 - 2. Holocaust and genocide education, starting no later than grade 8 pursuant to Ed 306.46;
- j. Engineering and technology including technology applications; and
- k. An optional world language, if offered, as enumerated in Ed 306.04(b)(21)f.

(d) If cocurricular programs are offered, they shall consist of those activities that are designed to supplement and enrich regular academic instruction, provide opportunities for social development, and encourage participation in clubs, athletics, performing groups, and service to school and community. As outlined in Ed 306.22(c)(5), achievement of competencies through cocurricular activities shall be counted towards graduation credit.

(e) If a district chooses to offer ELOs in a middle school or a student requests an ELO and the district has the available resources, the ELOs shall:

- (1) Consist of activities designed to: a. Allow a student to demonstrate achievement of competencies or supplement learning opportunities; and b. Promote the schools' and individual students' educational goals and objectives;
- (2) Be governed by the ELO policy as outlined in Ed 306.04(b)(21)e.;
- (3) Incorporate student participation in selecting, organizing, and carrying out ELOs; and (4) Be available to all students.

Questions

Please make one copy (physical or digital) of your group key points to the following questions:

Do you have a written curriculum for your grade/content area? Do you feel that it is complete & current?

Are your documents readily accessible to your staff? Families? Community? If so, where?

Do you feel that your current curriculum documents are reflective of actual daily instruction? Why/Why not?

Does your curriculum explicitly align with the new ED 306 expectations? If not, to what does it align?

Who would like to serve on a cross-district team to help with vertical and horizontal support and *appropriate* alignment (i.e. alignment that still respects autonomy)? Please gather names, grade/area, and school.

Job-a-Like Session: 9-12+ General Information

Please go look, it's nine pages and includes grad requirements -

https://drive.google.com/file/d/17pqr4hSXhMPKDh9Dps_x79ezEpaqSi6n/view?usp=sharing

Questions

Please make one copy (physical or digital) of your group key points to the following questions:

Do you have a written curriculum for your grade/content area? Do you feel that it is complete & current?

Are your documents readily accessible to your staff? Families? Community? If so, where?

Do you feel that your current curriculum documents are reflective of actual daily instruction? Why/Why not?

Does your curriculum explicitly align with the new ED 306 expectations? If not, to what does it align?

Who would like to serve on a cross-district team to help with vertical and horizontal support and *appropriate* alignment (i.e. alignment that still respects autonomy)? Please gather names, grade/area, and school.

Job-a-Like Session: OT/PT:ESOL

Please look through the general K-8 information and the 9-12+ information

Questions

Please make one copy (physical or digital) of your group key points to the following questions:

Do you have a written curriculum for your grade/content area? Do you feel that it is complete & current?

Are your documents readily accessible to your staff? Families? Community? If so, where?

Do you feel that your current curriculum documents are reflective of actual daily instruction? Why/Why not?

Does your curriculum explicitly align with the new ED 306 expectations? If not, to what does it align?

Who would like to serve on a cross-district team to help with vertical and horizontal support and *appropriate* alignment (i.e. alignment that still respects autonomy)? Please gather names, grade/area, and school.

Job-a-Like Session: Reading/Math Specialists

Please use the English and Math ED306 Language as well as the General K-8 and 9-12

Questions

Please make one copy (physical or digital) of your group key points to the following questions:

Do you have a written curriculum for your grade/content area? Do you feel that it is complete & current?

Are your documents readily accessible to your staff? Families? Community? If so, where?

Do you feel that your current curriculum documents are reflective of actual daily instruction? Why/Why not?

Does your curriculum explicitly align with the new ED 306 expectations? If not, to what does it align?

Who would like to serve on a cross-district team to help with vertical and horizontal support and *appropriate* alignment (i.e. alignment that still respects autonomy)? Please gather names, grade/area, and school.

Job-a-Like Session: Preschool

Questions

Please make one copy (physical or digital) of your group key points to the following questions:

Do you have a written curriculum for your grade/content area? Do you feel that it is complete & current?

Are your documents readily accessible to your staff? Families? Community? If so, where?

Do you feel that your current curriculum documents are reflective of actual daily instruction? Why/Why not?

Does your curriculum explicitly align with any outside standards? If not, to what does it align?

Who would like to serve on a cross-district team to help with vertical and horizontal support and *appropriate* alignment (i.e. alignment that still respects autonomy)? Please gather names, grade/area, and school.

Session Group: _____

[illegible]