

**Wilton-Lyndeborough Cooperative School District**  
**School Administrative Unit #63**

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TO: WLC School Board and Budget Committee  
FROM: Bryan Lane  
DATE: 12/20/19  
RE: Budget Information

At the meeting of December 17, a comment was raised stating "It would be good to know what we are required to do." (I am paraphrasing) Conversely it is easier to look at the budget and determine what we do not have to do or in some cases what is it that we need to do that we could do differently.

Using the state minimum standards as a guide, every school district is required to:

- Offer a curriculum that meets the minimum standards
- Provide instructional resources
- Provide a food service program
- Approve a professional development program
- Prepare students to be college/career ready
- Meet safety regulations in maintaining facilities
- Have school nurses
- Fund required positions
- Create policies as required
- Create culture and climate in schools that creates a shared ownership by students, staff and community

With that in mind there, using the attached spread sheet, out of the current budget proposal of \$12,665,994.56, there is \$549,465 in funds that we are not required by state mandate to do, this is 4.3% of the gross budget. **That does not mean that we should not fund those things that are not required.**

**As far as staffing is concerned, positions we are not required to have:**

**Curriculum Coordinator**

**budgeted cost \$ 83,624**

The reason we should continue to fund this position is that without a person designated to manage and implement the K-12 curriculum it would fall into the disarray that it had been in the past. There was no vertical articulation to refer to, no curriculum documents that specified what the district actually needed to do, there would be no person responsible for ensuring updating of these documents, professional development would have a lack of direction as it had in the past, and there would be no correlated professional development in order to implement the programs the district needs to implement. This position has been in place for 3 years and has applied for and received more than \$150,000 in grant funding to provide professional development for staff and to fund new programs.

Without this position, there is no designated person to coordinate curriculum, coordinate professional development, apply for grants, organize vertically articulated curriculum, and ensure we are teaching what we say we are.

**Response to Instruction (RTI) Coordinator**

**budgeted cost \$87,830**

Four years ago the district wanted to find a reason for the stagnancy in student achievement that existed. A statistical study showed that students who had deficits in grades 1-5 in instructional skills did not receive and remediation for those lack of skills and therefore any gaps in skills were rarely ever filled creating an educational career for students of frustration and lack of essential skills. The RTI coordinators position was created to solve this problem. This person is responsible in grades K-5 to review assessment data to determine the areas where students have skill deficits. Plans are created to modify instructional plans in the classroom along with individual targeted remediation for students in addition to regular classroom instruction. Students are assessed throughout the year on multiple occasions to determine their skill levels. Deficits are overcome and new ones are found as the level of expectations increase throughout the school year. At any one given time, 40-50 students are receiving additional instruction either planned or directly delivered by the RTI coordinator.

Without this position there would be no person at FRES to organize data for teachers to adapt instruction for all students, organize/deliver remediation for students with skill deficits, or analyze data on a school wide basis to determine overall needs. There would be no program dedicated to remediate student needs.

### **Instructional Aides**

**budgeted cost \$98,886**

These position are not related to the Special Education program. There are currently three instructional aides in kindergarten classrooms (1 in each class) a half time aid in pre-school and one half time aid at the library at FRES. The classroom aides in kindergarten and preschool perform an invaluable service in the education of our youngest learners. To have 13-15 five years olds in a kindergarten classroom for six hours a day with only one person to teach and manage student interactions would be next to impossible. For many of these young learners this is their first experience in being with a larger group of peers and needing to adapt to a structured environment. Beyond the classroom, supervision during lunch, playground time as well as specialist would be more than problematic without these individuals. The half time position at FRES helps to staff the library and supervises the library when the teacher is fulfilling their obligations in the computer room.

Without these positions, the ability to effectively manage and teach kindergarten students. The library at FRES would not have a person to assist students when the teacher is delivering technology instruction.

### **SAU Performance Incentive**

**budgeted cost \$59,695**

This budgeted amount reflects the pool of funds to provide scheduled 2.5% raises for 38 staff members who perform the following functions:

Business office staff	Non-union secretaries	Non-union custodians
ABA Therapists	Special Education SAU Staff	Principals
Asst. Principal	Curriculum Coordinator	Facilities Manager
Technology Director	Technology Asst.	Administrative Assistant

### **Beyond staffing, budgeted items we are not require to provide:**

#### **Alternative 4 certifications**

**budgeted cost \$1,000**

When a teacher is hired outside the area of certification we are required to create a plan and have a mentor for that person. Without compensation it would be difficult to find a mentor and therefore would limit our ability to find staff in some areas of certification.

**Books and other printed materials- libraries****budgeted cost \$15,476**

The funds in this account are to provide new books for students, along with magazines, newspapers and eBooks. This dollar figure includes \$5,000 for search engines for research for students. While we are not required to do these things, the libraries would lose their ability to enhance the classroom experience for all of our students.

**Books and other printed materials- counseling****budgeted cost \$2,000**

The increase in social emotional issue our students are experiencing is increasing the need to provide materials for them.

**Contracted Services School Administration for WLC****budgeted cost- \$14,000**

The New England Association of School and Colleges has made a recommendation that WLC continue its' work in creating a culture and climate that will better affect the students in the school. The administration is contracting with an outside agency to help in this effort. The first year of this was funded through a grant. These funds will be for the second and final year of the program which includes analyzing student data and providing professional development for teachers. While creating a positive school culture is part of the minimum standards, this program is not required.

**Dues and Fees****budgeted cost \$13,302**

These are budgeted funds that provide important professional development, current practice as well as information on state legislation and regulation from the Department of Education.

NH School Counselors Association

NH Librarian Association

NH School Principals Association

NH Association of School Administrators

National Associations of Secondary School Principals

NH Music Educators Association

NH Geography Bee

NE Association of Schools and Colleges

NH School Nurse Association

NH Tech Coordinators Association

Southwest Superintendents Association

New England League of Middle Schools

National Association of Elementary Principals

Destination Imagination

NH Spelling Bee

**Field Trips****budgeted cost \$19,512**

The district has historically provided funding for field trip transportation for all levels. Include in this dollar figure is a \$5,000 amount to offset the 6<sup>th</sup> grade science camp trip.

**Graduation and Assemblies****budgeted cost \$14,750**

Graduation ceremonies are not required but are expected. Assemblies fees are for guest speakers during Red Ribbon Week, other speakers as well as the Artist in Residence program.

**Instructional and Curriculum Development all levels****budget cost \$5,000**

This is for costs not associated with grants for professional development not required by a collective bargaining agreement for teachers.

**New Equipment- Security and Communication** **budgeted cost \$13,500**

The administration has proposed the purchase of cell phone for calling substitute teachers and for the facilities director who is on call 24 hours a day, total cost \$1,500 annually. The remainder of the cost is to purchase and install security cameras in the WLC art/tech hallway, in the foyers in the middle school wing and one outside the back of the building.

**New Equipment- Classroom** **budgeted \$11,455**

The budget requests in this area are for technology classes, biology classes, and some presentation materials.

**Printing** **budgeted \$2,135**

The school buildings print envelopes, cards and name tags.

**Professional Development** **budget cost \$24,000**

\$13,000 of this budget expenditure would be for Principals, technology, special education, and the business office. It is essential that these people in these position are current with legal requirements and best practice to give the district the best possible service. There is \$3,000 for tuition reimbursement for non-union employees. The remainder is split between all levels to implement new programs in math. Not doing the math professional development for staff implementing new math curriculum would limit the effectiveness of implementing the needed program.

**Replacement Equipment/Furniture/Repairs** **budgeted cost \$42,662**

- \$10,000 of this cost is to replace the slide at FRES
- \$10,800 of this cost is to replace 6 cafeteria tables at WLC and LCS
- \$1,859 is to replace storage for the LCS playground
- \$185 is for piano tuning
- \$16,819 if to continue the furniture replacement cycles at FRES and WLC

**Testing** **budgeted cost \$13,718**

This cost is associated with the STAR 360 assessment and the PSAT for high school students. We are not required to have a local assessment but without it we cannot determine the need of our students. The PSAT is historically \$15 per student and is a good preparation for the SAT which is paid for by the DOE for all students.

**School Board** **budgeted cost \$6,000**

- The membership in the NH School Boards Association is not required but provides a great resource for \$3,500.
- The school board members each have a stipend of \$100
- There is a miscellaneous account that pays for new member orientation, books for new school boards members, gifts for retirees and other small cost items.

**Travel/Conferences****budgeted cost \$19,900**

This funds the following:

- Mileage for facilities director using his own vehicle
- Conferences and mileage for Business Administrator, Special Education Director, Technology Director, Curriculum Coordinator and Facilities Director,
- Advanced Placement training-( including lodging for 4 nights)

**Remediation supplies****budgeted cost \$750**

These account lines are for supplies to help students with the HiSET (formally GED) materials and supplies for the summer school at WLC. We are not required to have a summer school.

**Things that we are required to do but we could do it differently than we are:****Special Education services****budgeted cost \$809,267**

Rise Program- the district currently has 13 students in district in the RISE program. The district could choose to send students out of district instead of having the in-district program but it is estimated that this would cost close to \$400,000 more than we are currently spending.

School Psychologist- the district up to this year has used a contracted services model to fulfill the required functions of testing and providing services to students. The demand for the services increased and it was the SAU staff that chose to present this as a full time position as a cost effective measure. The student need continues to rise for these services and we can get them without extra hourly charges.

Crisis Counseling- the district budgets \$300 to cover services in case of a student emergency.

Medicaid billing- The district chooses to use an outside service to ensure that we are following are required procedures. The procedures from the federal and state government are fluid and this ensure that we are in compliance. The service takes 7% of the amount the district receives.

**Technology for the curriculum****budgeted cost \$105,240**

The district chose to have a one-to-one initiative several years ago. We do not have to have Chromebooks or any type of technology. We are also not required to have "smart board" technology in our classrooms.

**Copiers and Printing****budgeted cost \$ 40,000**

The business office is looking into the contracts for this to determine if we can be more cost effective.

**Co-Curricular Programming****budgeted cost \$199,771**

The district is required to have a co-curricular program in order to meet the standards for school culture in the minimum standard, we could do it differently.

- Non-athletic clubs and organizations budgeted amount \$24,516

This amount is for stipends. All co-curricular positions are funded at \$15 per hour. We estimate the number of hours per year the advisor spends working with students or preparing for things. We could run fewer clubs and organizations. We are looking into moving Beginners Band into the school day therefore eliminating that stipend. I am attaching the pay schedule for the organizations.

- Athletics budgeted amount \$221,570

The district offers soccer, basketball, baseball, softball, track and field, along with girl's tennis. The district could choose to run an intramural program but without after school transportation it would probably not be successful. The costs to maintain fields and tennis courts would still be needed regardless of running the program. Cost break down:

Coaching Salaries	\$29,650
Athletic Director Salary	\$15,000
FICA	\$ 5,067
Transportation	\$34,008
Officials	\$23,774
Dues and fees	\$ 7,476
Other (Porto can)	\$ 1,100
Equipment	\$16,325
Contracted Svc. for fields and tennis courts	\$17,500
Supplies for fields	\$ 9,500

## Academic Offerings

The district is required to offer a program that prepares students to be college and career ready. Our elementary class sizes next year using current student enrollment, without any additions will be:

Kindergarten	3 classes of 14 students per class- (ESTIMATED)
First Grade	3 classes of 14 students per class
Second Grade	3 classes of 21 students per class
Third Grade	2 classes of 19 students per class
Fourth Grade	2 classes of 23 students per class
Fifth Grade	2 classes of 20 students per class

Looking at the state minimum standards for class size in **grades K- 2** states:

“Kindergarten – grade 2, 25 students or fewer per educator, provided that each school shall strive to achieve the class size of 20 students or fewer per educator”

If we decreased a class in kindergarten and first grade there would be 21 students per class. Second grade will already have that enrollment.

**In grades 3-5** if we reduce a teacher, there would be over 30 students per class and we would not be within the minimum standards.

**Specialists in K-5-** The minimum standards indicate that we need to offer the programs we do. With the adjustments that have been made to have specialists cover morning meetings so that the grade level staff can have common planning time and that they cover as substitutes when we cannot find one, reducing below full time could happen in Music but it would not be prudent.

**Middle School-** All of our teachers are certified to teach in the areas that they are assigned. Reducing the number of teachers would create issues with teachers teaching outside of their assigned areas. It is something that can be done but it may limit the delivery of instruction specific to content areas. Scheduling would become increasingly difficult as well.'

**High School-** We do run some small class sizes to help students schedule into the required classes they have. We could combine some sections but that would not alleviate the need for a teacher. We do run some honors, advanced placement and courses that earn college credit for students with small numbers. That has been the accepted practice in the district.

**Specialists at WLC-** We are required to run the programs we run. We already have a good number of students taking courses on line when we cannot offer them. The only offering we are not required to offer is international languages in the middle school. We could accommodate students with other offerings if we did not do this. Spanish has 52 students enrolled at the high school along with 15 middle school students. French at the high school has 13 students enrolled. We could offer French on line but the experience for students is not the same as having a classroom teacher. The enrollment in music has been low but with the Beginner's Band program at FRES this should be increasing. We have also made adjustments in the daily schedule to have chorus and band meet daily instead of on and off during the week. The change in the technology program moving toward engineering and computer sciences will only increase in enrollment as we move forward.

The minimum standards from the DOE for educational programming are as follows:

Ed 306.17 Class Size.

(a) Class size for instructional purposes, in each school shall be:

- (1) Kindergarten – grade 2, 25 students or fewer per educator, provided that each school shall strive to achieve the class size of 20 students or fewer per educator;
- (2) Grades 3 – 5, 30 students or fewer per educator, provided that each school shall strive to achieve the class size of 25 students or fewer per educator; and
- (3) Middle and senior high school, 30 students or fewer per educator.

(b) These class size requirements may be exceeded for study halls, band and chorus, and other types of large group instruction, including but not limited to, lectures, combined group instruction, and showing of educational television and films.

(c) In the interest of safety, the maximum number of students in laboratory classes in such areas as science and career and technical education shall be determined by the number of work stations and the size and design of the area. In no case shall the number of students in laboratory classes exceed 24.

Ed 306.20 Career and Technical Education Programs.

(a) Career and technical education programs (CTE), as defined in Ed 306.02(b), shall be available to meet specific educational, district and graduation requirements, as outlined below:

(1) Every public high school shall be identified within a CTE region as established in accordance with RSA 188-E and Ed 1402, and shall be included in the regional agreement established pursuant to Ed 1402.01; and

(2) Every public high school shall make students aware of programs available at the regional CTE center.

(b) Receiving districts shall strive to make space available to every qualified student in the region who desires to participate in a program at the CTE center, in accordance with the formula for participation prescribed in, or as a result of, the respective regional agreement.

(c) Every public high school student shall have access to programs at the regional CTE center subject to attainment of prerequisites and space availability within the program in a CTE center, and sending school budget restrictions.

(d) Prerequisites shall include requirements to ensure:

(1) Successful completion of the program of core technical competencies vetted by business and industry and postsecondary institutions;

(2) Seamless transition into postsecondary institutions; and

(3) Employment preparedness;

(e) Prerequisites shall have a direct and necessary relationship to the CTE program.

Source. #5546, eff 7-1-93; so 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; rpld by #10047, eff 12-17-11; ss by #10556, eff 3-27-14

Ed 306.21 Alternative Programs.

(a) "Alternative program" means the regular delivery of the majority of a student's instruction through classroom or other methods designed to address the needs of individual students or particular groups of students that might be different from the methods of instruction used by the standard schools of the district.

(b) An alternative program may be housed in the same facility as a standard school or at a different location.

(c) An alternative program shall be:

(1) Designed to address the personalized needs of students, including, but not limited to, dropout prevention; and

(2) Approved by the local school board in a plan that:

a. States the goals of the program and curriculum to be provided;

b. Specifies the procedures for assessing and implementing its program plan consistent with RSA 193-C:3, III;



- c. Specifies when the program would be offered, which may be at a time other than during the regular school day;
  - d. Demonstrates how the alternative program will enable the participating students to achieve the same district and graduation competencies outlined for all students and consistent with RSA 193-C:3; and
  - e. Explicitly detail how extended learning opportunities will be incorporated as a learning option for all students.
- (d) Alternative programs for students with disabilities shall meet the requirements of Ed 1119.
- (e) Prior to implementing an alternative program, a school administrative unit shall submit to the department the following:
- (1) A copy of the local school board's approval, including the plan submitted;
  - (2) The location of the alternative program; and
  - (3) Copies of inspection reports from the municipal health officer and fire department if the alternative program is to be housed in a building other than an approved school.
- (f) Each student participating in an alternative program shall participate in the state assessment exam, when applicable.
- (g) Assignment of students to alternative programs shall be voluntary and shall require written approval from the parent or guardian.
- (h) Staff assigned to alternative programs shall meet the same certification requirements as staff assigned to standard schools in accordance with Ed 306.15.
- (i) Students in alternative programs shall be provided student services equivalent to those provided in standard schools including, but not limited to, food and nutrition services under Ed 306.11, health services under Ed 306.12, and guidance and counseling services under Ed 306.39.
- (j) The school year for alternative programs shall meet the requirements of Ed 306.18.
- (k) Alternative programs which result in the award of a high school diploma shall meet the requirements of Ed 306.27(q).
- (l) Alternative programs which are supervised by the principal of a standard school shall be considered part of that standard school for reporting purposes under Ed 306.23, for assessment under Ed 306.24, and for school approval under Ed 306.28.
- (m) Alternative programs which are supervised by a district level administrator shall be considered a separate school of the district for reporting purposes under Ed 306.23, for assessment under Ed 306.24, and for school approval under Ed 306.28.

Ed 306.22 Distance Education.

- (a) In this section, "distance education" means correspondence, video-based, internet-based, and online courses.
- (b) If a district chooses to offer distance education, the provisions of (c) - (f) below shall apply.
- (c) The local school board shall be responsible for:
- (1) The approval, coordination, and supervision of distance education courses offered for instructional purposes or high school credit, or both, in the district; and

- (2) Identifying district and graduation competencies to be achieved and demonstrated through the distance education opportunity and acknowledging student achievement of these competencies.
- (d) School districts may cooperate to share delivery of distance education courses.
- (e) The local school board shall adopt policies relative to all distance education courses offered by the school district to require that:
  - (1) The courses comply with all federal and state statutes pertaining to student privacy and to public broadcasting of audio and video;
  - (2) Courses require students to meet similar district and graduation competencies as required by the school for students enrolled in similar courses offered by the school;
  - (3) Only students approved by the school principal or designee shall be eligible to receive acknowledgement of achievement for distance education courses; and
  - (4) Students earning acknowledgement of achievement for distance education courses shall participate in all assessments required by the statewide education improvement and assessment program.
- (f) The local school board shall adopt policies relative to all distance education courses offered by the school district relative to:
  - (1) The number of students an educator might be required to supervise;
  - (2) Monitoring of student progress, grading of assignments, and testing;
  - (3) Security of individual student records, provided that no individual student records obtained through participation in distance education courses shall be used for any purposes other than those that support the instruction of the individual student; and
  - (4) Gathering and disseminating of district-level aggregated data obtained through participation in distance education courses.

Ed 306.25 Comprehensive School Psychological Services.

- (a) If a district employs a school psychologist as an optional service pursuant to RSA 189:49, IV, the standards in (b)-(e) below shall apply. Nothing in this section shall prevent a school district from contracting services with a qualified school psychologist.
- (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. Comprehensive school psychological services shall be based on this section and The National Association of School Psychologists (NASP) Model for Comprehensive and Integrated School Psychological Services, published by NASP in 2010 as referenced in Appendix II.
- (c) The school psychologist shall provide comprehensive psychological services throughout various learning environments to help children and youth develop academic, social, behavioral, and emotional competence through:
  - (1) Data-based decision making and accountability methods that use psycho-educational assessment results, data collection strategies, and technology resources to design and implement services and programs and to evaluate outcomes;
  - (2) Consultation, collaboration, and communication with educators, families, health care professionals including mental health, social services and other systems to promote effective and coordinated implementation of services;

- (3) Interventions and instructional supports to develop academic skills, incorporating available research and assessment data to develop and implement evidence based instructional strategies designed to support students' cognitive and academic skills;
- (4) Interventions and mental health services to develop social and life skills in collaboration with others, using assessment and data collection methods to implement and evaluate developmentally appropriate services that support socialization, learning, and mental health;
- (5) School-wide practices to promote learning, developing and implementing evidence-based practices and strategies to create and maintain effective and supportive learning environments for children and others, including multi-tiered systems, to support students' academic, social, emotional, and behavioral goals;
- (6) Preventative and responsive services employing theories and research related to resilience, risk factors, \ and multi-tiered prevention, to support evidence based strategies for effective counseling, crisis response, and behavioral intervention;
- (7) Family-school collaboration services to facilitate and provide effective collaborative partnerships between families and schools that support children's learning and mental health utilizing a strength-based, culturally sensitive approach;
- (8) Diversity in development and learning to provide professional services that promote effective functioning for individuals, families and schools with diverse characteristics, cultures and backgrounds, across multiple contexts;
- (9) Research and program evaluation to support educational decision-making and evaluate programs; and
- (10) Legal, ethical, and professional practice consistent with legal requirements and ethical and professional standards including the NASP Principles of Professional Ethics (2010) as referenced in Appendix II.

(d) School psychologists shall utilize assessment findings to diagnose educational and behavioral disorders and to facilitate educational treatment planning.

(e) Employing school districts shall ensure that an effective program of supervision and evaluation of school psychological services exists. 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) Professional supervision shall be available to all school psychologists to an extent sufficient to ensure the provision of effective and accountable services. Beginning school psychologists in their first year of employment as a school psychologist shall receive a minimum of one hour of face-to-face supervision contact per week. Supervisors shall meet Ed 500 requirements for certification as a school psychologist and have at least 3 years of professional experience as a school psychologist in a school system.

(g) Employing school districts shall insure that parental consent and student information are protected as required under applicable state and federal law

#### Ed 306.26 Kindergarten. Grade 8 School Curriculum.

(a) The local school board shall require that in each school there is:

- (1) A broad and well-balanced elementary school curriculum that outlines district competencies for the grade 1-8 program in compliance with RSA 193-C:3, III; and
- (2) An instructional program that includes:
  - a. Procedures for diagnosing learner needs, learning styles, and interests;
  - b. Methods and strategies for teaching students;
  - c. Research-based learning opportunities;
  - d. Techniques for the evaluation of student outcomes, including performance assessment of district competencies; and
  - e. Provision of differentiated instruction for students based on learning styles, needs, and interests.

(b) The local school board shall adopt, for each school, a broad and well-balanced kindergarten school curriculum that outlines a play-based kindergarten program in compliance with RSA 193-E:2-a, II-a, implemented on or before July 1, 2020 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 upon the district's identified early childhood best teaching practices and play-based learning that comprise:

- a. Movement;
- b. Creative expression;
- c. Exploration;
- d. Socialization; and
- e. Music; and

(4) A guided-reading literacy program.

(c) The local school board shall adopt, for each school, a local time schedule which specifies the distribution of instructional time among the following learning areas to be taught in grades 1-8 at all learning levels in the school:

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

- a. Ed 306.31, relative to an arts education;
- b. Ed 306.37, relative to an English/language arts and reading program;
- c. Ed 306.40, relative to a health education program;
- d. Ed 306.41, relative to a physical education program;
- e. Ed 306.42, relative to digital literacy program;
- f. Ed 306.43, relative to a mathematics program;
- g. Ed 306.45, relative to a science education; and
- h. Ed 306.46, relative to a social studies program; and

(2) For middle school:

- a. Ed 306.31, relative to an arts education;
- b. Ed 306.37, relative to an English/language arts and reading program;
- c. Ed 306.40, relative to a health education program;
- d. Ed 306.41, relative to a physical education program;
- e. Ed 306.38, relative to a family and consumer science education;
- f. Ed 306.42, relative to digital literacy program;
- g. Ed 306.43, relative to a mathematics program;
- h. Ed 306.45, relative to a science education;
- i. Ed 306.46, relative to a social studies program; and
- j. Ed 306.47, relative to a technology and engineering education.

Ed 306.27 High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program.

(a) The local school board shall require that no later than July 1, 2016, the curriculum content developed for each high school outlines district and graduation competencies and is consistent with RSA 193-C:3, III.

(b) The required curriculum content shall comply with the following:

(1) The program of studies shall include those courses in which students demonstrate achievement as well as other educational experiences and instructional activities required by Ed 306;

(2) Courses shall be planned for the attainment of specific educational district and graduation competencies leading to the high school diploma;

(3) The instructional program shall include:

- a. Procedures for diagnosing learner needs;
- b. Methods and strategies for teaching that incorporate learner needs;
- c. Resource-based learning opportunities;
- d. Techniques for the evaluation of student outcomes, including performance assessment of district competencies; and
- e. The provision of remedial instruction as needed.

(4) Districts shall develop local policies that identify how the district shall engage students in creating and supporting extended learning opportunities that occur outside of the physical school building and outside of the usual school day in which students demonstrate achievement as well as other educational experiences and instructional activities required by Ed 306.

(5) The extended learning opportunities in (4) above shall:

- a. Consist of activities designed to:
  1. Provide acknowledgement of achievement or supplement regular academic courses; and
  2. Promote the schools and individual students' educational goals and objectives;
- b. Be governed by a policy adopted by the local school board that:
  1. Provides for the administration and supervision of the program;
  2. Outlines how certified school personnel will oversee, although not necessarily lead, facilitate, or coordinate, an individual student's program;
  3. Requires that each extended learning proposal be aligned with district and graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation, and be approved by the school prior to its beginning;
  4. Specifies that students will be able to attain acknowledgement of achievement through mastery of district or graduation competencies for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and
  5. Requires that acknowledgement of achievement shall be based on a student's demonstration of district or graduation competencies, as approved by a certified educator;
- c. Incorporate student participation in selecting, organizing, and carrying out extended learning activities; and
- d. Be available to all students; and

(6) A co-curricular program shall be offered that provides opportunities for all students to participate in activities designed to meet their needs and interests, including, but not limited to:

- a. Intramural and interscholastic athletics;
- b. Performing groups;
- c. Academic clubs and societies;
- d. Student government;
- e. Activities and services that afford students with disabilities an equal opportunity to participate; and

f. Any other activities that:

1. Supplement and enrich regular academic courses;
2. Provide opportunities for social development;
3. Encourage participation in the arts, athletics, and other cooperative groups; and
4. Encourage service to school and community.

(c) The local school board shall require that a program of studies shall be offered for each high school that enables each student to engage in and demonstrate achievement outlined for graduation as well as other educational experiences and instructional activities as follows:

- (1) Ed 306.31, relative to an arts education;
- (2) Ed 306.33, relative to a business education;
- (3) Ed 306.34, relative to a career and technical education;
- (4) Ed 306.35, relative to a career education;
- (5) Ed 306.37, relative to an English/language arts and reading program;
- (6) Ed 306.38, relative to a family and consumer science education;
- (7) Ed 306.39, relative to a school counseling program;
- (8) Ed 306.40, relative to a health education program;
- (9) Ed 306.41, relative to a physical education program;
- (10) Ed 306.42, relative to digital literacy program;
- (11) Ed 306.43, relative to a mathematics program;
- (12) Ed 306.44, relative to a computer science education;
- (13) Ed 306.45, relative to a science education;
- (14) Ed 306.46, relative to a social studies program;
- (15) Ed 306.47, relative to a technology and engineering education;
- (16) Ed 306.48, relative to a world languages program; and
- (17) Ed 306.27(b)(4), relative to extended learning opportunities.

(d) Each high school shall offer maximum student opportunities, in and out of the classroom, while at the same time specifying a basic number of courses that each high school shall offer. If a student demonstrates knowledge and skills on a placement pre-test developed by the local school district for a particular course, the student shall receive acknowledgement of achievement of the district competencies contained within the course and shall be allowed to take a more advanced level of the subject or an elective.