

NEW HAMPSHIRE CODE OF ADMINISTRATIVE RULES

Ed 306.40 Health Education Program.

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

- (1) Health education;
- (2) School health services;
- (3) Food and nutrition services;
- (4) A comprehensive guidance and counseling program;
- (5) Healthy school facilities; and
- (6) Family and community partnerships.

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

- (1) Systematic instruction in grades K-12, designed to enable students to:
 - a. Comprehend concepts related to health promotion and disease prevention, linking to all content areas;
 - b. Demonstrate functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving good health;
 - c. Demonstrate the ability to access valid health information and health-promoting products and services;
 - d. Demonstrate the ability to practice health enhancing behaviors and reduce health risks;
 - e. Analyze the effect of culture, media, technology, and other influences on health;
 - f. Demonstrate the ability to use interpersonal communications skills to enhance health;
 - g. Demonstrate the ability to use goal-setting and decision making skills to enhance health; and
 - h. Demonstrate the ability to advocate for personal, family, and community health;
- (2) A planned K-12 curriculum in health education designed to teach the skills listed in (b)(1) above across the following content areas of health education:
 - a. Alcohol and other drug use prevention, in accordance with RSA 189:10;
 - b. Injury prevention;

- c. Nutrition;
 - d. Physical activity;
 - e. Family life and comprehensive sexuality education, including instruction relative to abstinence and sexually transmitted infections in accordance with RSA 189:10;
 - f. Tobacco use prevention;
 - g. Mental health;
 - h. Personal and consumer health; and
 - i. Community and environmental health; and
- (3) Sound assessment practices in health education that:
- a. Match goals and objectives;
 - b. Require evaluation and synthesis of knowledge and skills;
 - c. Emphasize higher order thinking skills;
 - d. Clearly indicate what the student is asked to do but not how to do it;
 - e. Are at the appropriate reading level;
 - f. Have criteria that are clear to students and teachers;
 - g. Are engaging and relevant to students;
 - h. Link to ongoing instruction;
 - i. Provide feedback to students;
 - j. Provide cost-effective benefits to students;
 - k. Reflect real world situations; and
 - l. Emphasize use of available knowledge and skills in relevant problem contexts.

Ed 306.41 Physical Education Program.

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

- (1) Physical education as provided in (b) below; and
- (2) Family and community partnerships.

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

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

- a. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities;
 - b. Demonstrate understanding of movement concepts, principles, and performance of physical activities;
 - c. Participate regularly in physical activity;
 - d. Achieve and maintain a health enhancing level of physical fitness;
 - e. Exhibit responsible personal and social behavior that respects self and others in physical activity settings; and
 - f. Value physical activity for health, enjoyment, challenge, self expression, and social interaction;
- (2) A planned K-12 curriculum in physical education that will provide for:
- a. A variety of motor skills that are designed to enhance the physical, mental, social, and emotional development of every child;
 - b. Fitness education and assessment to help children understand and improve or maintain their physical well-being;
 - c. Development of cognitive concepts about motor skills and fitness;
 - d. Opportunities to improve children's' emerging social and cooperative skills and to gain a multicultural perspective;
 - e. Promotion of regular amounts of appropriate physical activity now and throughout life; and
 - f. Utilization of technology in attaining instruction, curricular, and assessment goals; and
- (3) Sound assessment practices in physical education that:
- a. Match goals and objectives;
 - b. Require evaluation and synthesis of knowledge and skills;
 - c. Emphasize higher-order thinking skills;
 - d. Clearly indicate what the student is asked to do;
 - e. Are at an appropriate skill level according to:
 - 1. State standards; and
 - 2. The needs of the individual;
 - f. Have criteria that are clear to students and teachers;
 - g. Are engaging and relevant to students;
 - h. Link to ongoing instruction;

- i. Provide feedback to students;
- j. Provide cost-effective benefits to students;
- k. Reflect real-world situations; and
- l. Emphasize use of available knowledge and skills in relevant problem contexts.