

Rep. Damon, Sull. 8
Rep. Balboni, Rock. 38
Rep. Luneau, Merr. 9
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12/05

Amendment to HB 1402

1 Amend the bill by replacing section 1 with the following:

2

3 1 New Section; School Superintendent; Required Credentials. Amend RSA 186 by inserting
4 after section 8 the following new section:

5 186:8-a School Superintendent; Credentials Required.

6 I. An individual shall have the following entry-level requirements to be certified as
7 superintendent:

8 (a) Have completed at least 5 years of experience as an education administrator in a K-
9 12 setting or comparable education experience;

10 (b) Have completed a state board of education-approved educational administration,
11 educational leadership (or sufficiently related field) collegiate program at the master's degree or
12 higher; and

13 (c) Have acquired the competencies, skills, and knowledge itemized in paragraph IV
14 through experience in comparable leadership positions in education or other professions.

15 II. The application procedures for certification shall be as follows:

16 (a) The candidate may obtain the necessary forms and information from the bureau of
17 credentialing; and

18 (b) The candidate shall file the following materials and documents with the bureau of
19 credentialing:

20 (1) Completed application forms containing the information required in Ed 508.04;

21 (2) Previous work record;

22 (3) Education record; and

23 (4) A minimum of 3 confidential references from persons who can attest to the
24 candidate's prior employment history in the required leadership area, and, if a review of the
25 candidate's employment history does not find evidence of discharge from comparable education
26 administration work for incompetence, lack of completion of duties, or protected reasons.

27 III. If the bureau of credentialing determines that the materials described in subparagraph
28 II(b) attest to the candidate's successful completion of the requirements for certification, the
29 candidate shall receive initial certification as superintendent from the bureau of credentialing. This
30 certification shall enable the holder to apply for employment as a New Hampshire superintendent.

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1 IV. Qualifications for superintendent shall include the following skills, competencies, and
2 knowledge:

3 (a) As relating to vision, mission, and goals, the candidate shall understand and
4 demonstrate knowledge of, or competency in, promoting the success of all students by facilitating the
5 development, articulation, implementation, and stewardship of a vision of learning and strong
6 organization mission setting high expectations for every student that is shared and supported by the
7 school community, including but not limited to:

8 (1) Creating a vision that establishes high, measurable goals for all students and
9 educators;

10 (2) Creating shared commitments in that the process of creating and sustaining the
11 vision, mission, and goals is inclusive, building common understandings and genuine commitment
12 among all school community members to implement vision and goals; and

13 (3) Monitoring and evaluating progress toward the vision, mission, and goals, based
14 on systematic evidence to foster continuous improvement and ensure that the vision, mission, goals,
15 and implementation plans are realized.

16 (b) As relating to district culture and instructional programs, the candidate shall
17 understand and demonstrate knowledge of, or competency in, promoting the success of all students
18 by advocating, nurturing, and sustaining a district organizational culture and instructional program
19 conducive to student learning and staff professional growth, including, but not limited to:

20 (1) Promoting achievement and success of all students by monitoring and
21 continuously improving teaching and learning, establishing a strong professional culture of growth,
22 openness, and collaboration wherein educators engage in analyzing student data and planning
23 program improvements that result in closing achievement gaps;

24 (2) Providing support, time, and resources for leaders and staff to examine their own
25 beliefs, values, and practices in relation to the vision and goals for teaching and learning;

26 (3) Developing shared understanding of rigorous curriculum and standards-based
27 instructional programs, working with teams to analyze student work, monitor student progress, and
28 redesign curricular and instructional programs to meet diverse needs; and

29 (4) Promoting assessment and accountability by using various kinds of information
30 and assessments, such as test scores, work samples, and teacher judgment, to evaluate student
31 learning, effective teaching, and program quality, resulting in communication of progress toward
32 vision, mission, and goals.

33 (c) As relating to district management, the candidate shall understand and demonstrate
34 knowledge of, or competency in, promoting the success of all students by ensuring effective
35 management of the organizational systems, finances, operations, and resources for a safe, efficient,
36 high performing and positive learning environment, including, but not limited to:

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1 (1) Using effective problem-solving strategies to plan and maintain physical plant
2 safety and student access, and evaluate and revise processes to continuously improve operational
3 systems;

4 (2) Aligning fiscal and human resources by establishing an infrastructure for finance
5 and personnel that directs resources toward teaching and learning, within federal and state rules,
6 that recruits and retains quality personnel, addresses the diverse needs of students, and conducts
7 personnel evaluation processes in keeping with state and local policies;

8 (3) Overseeing and directing labor relations, conflict resolution, collective
9 bargaining, budget preparation, and budget administration;

10 (4) Providing oversight of the financial management of the district, including
11 sending monthly communications to school boards, school administrative unit boards, and members
12 of the community in the district, relative to the ongoing cash flow and expenses of the district
13 budget; and

14 (5) Protecting the welfare and safety of students and staff by proactively involving
15 parents, teachers, community members, and students to ensure a safe environment, and by
16 addressing challenges to the physical and emotional safety and security of students and staff that
17 interfere with teaching and learning.

18 (d) As relating to district, school, and community, the candidate shall understand and
19 demonstrate knowledge of, or competency in, promoting the success of all students by collaborating
20 with families and community members, responding to diverse community interests and needs, and
21 mobilizing community resources to improve teaching and learning, including, but not limited to:

22 (1) Collaborating with families and community members by using effective
23 communication strategies to engage parents, staff, families, and community members to participate
24 in achieving the mission, vision, and goals for teaching and learning;

25 (2) Promoting community interests and needs by being actively involved with
26 aspects of the greater district community using a variety of media, including various digital formats,
27 to communicate with the community and capitalizing on diversity as an asset of the district
28 community; and

29 (3) Building on community resources by developing mutually beneficial partnerships
30 to secure community support to sustain existing resources and add new resources that address the
31 emerging needs of students.

32 (e) As relating to integrity and ethics, the candidate shall understand and demonstrate
33 knowledge of, or competency in, promoting the success of all students by acting with integrity,
34 fairness, and in an ethical manner, including, but not limited to:

35 (1) Following ethical and legal standards, behaving in a trustworthy manner
36 consistent with legal standards, and using professional influence and authority to enhance education
37 and the common good;

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1 (2) Examining personal values and beliefs; assessing personal assumptions and
2 practices that guide improvement of student learning; and modeling those behaviors in day-to-day
3 practice; and

4 (3) Maintaining high standards for self and others, modeling lifelong learning by
5 continually deepening understanding and practice related to content, standards, assessment, data,
6 teacher support, evaluation, and professional development strategies.

7 (f) As relating to social and cultural contexts, the candidate shall understand and
8 demonstrate knowledge of, or competency in, promoting the success of all students by
9 understanding, responding to, and influencing the larger interrelated systems of political, social,
10 economic, legal, and cultural contexts affecting education to advocate for their teachers' and
11 students' needs, including, but not limited to:

12 (1) Exerting professional influence, improving the broader political, social, economic,
13 legal, and cultural context of education for all students and families through active participation in
14 the local community and the larger educational policy environment;

15 (2) Contributing to the educational policy environment and political support for
16 excellence and equity in education, striving to uphold and influence federal, state, and local laws,
17 policies, regulations, and statutory requirements, and effectively communicating with key decision
18 makers in the community and in broader political contexts to support student learning; and

19 (3) Working with policymakers to inform and improve education policymaking and
20 effectiveness of the public's efforts to improve education.

21 V. Notwithstanding any provision of law to the contrary, RSA 186:8-a, I-IV, shall not
22 apply to any individuals serving as a school superintendent upon the effective date of this section.

23 VI. The commissioner of the department of education shall adopt rules, after public
24 hearing and pursuant to RSA 541-A, relative to requirements to be certified as superintendent.