

**HB 1402 - AS INTRODUCED**

2026 SESSION

26-3244

12/06

HOUSE BILL            **1402**

AN ACT                relative to credentials for the position of superintendent of schools.

SPONSORS:            Rep. Damon, Sull. 8; Rep. Cloutier, Sull. 6; Rep. Fellows, Graf. 8; Rep. Weinstein,  
Rock. 10; Rep. Bricchi, Merr. 15

COMMITTEE:          Education Policy and Administration

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ANALYSIS

This bill establishes required credentials to serve in the position of school superintendent.

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Explanation:          Matter added to current law appears in ***bold italics***.  
Matter removed from current law appears ~~[in brackets and struckthrough.]~~  
Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

STATE OF NEW HAMPSHIRE

*In the Year of Our Lord Two Thousand Twenty-Six*

AN ACT relative to credentials for the position of superintendent of schools.

*Be it Enacted by the Senate and House of Representatives in General Court convened:*

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

3 186:8-a School Superintendent; Credentials Required.

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

6 (a) Have completed at least 3 years of experience as an education administrator in a K-  
7 12 setting;

8 (b) Have completed a state board of education-approved educational administration  
9 collegiate program at the post-master's certificate of advanced graduate study (CAGS), educational  
10 specialist, or doctoral level; and

11 (c) Have acquired the competencies, skills, and knowledge itemized in (d) below through  
12 experience in comparable leadership positions in education or other professions.

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

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

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

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

19 (2) Previous work record;

20 (3) Education record; and

21 (4) A minimum of 3 confidential references from persons who can attest to the  
22 candidate's proficiencies in the required leadership area.

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

27 IV. Qualifications for superintendent shall include the following skills, competencies, and  
28 knowledge:

29 (a) As relating to vision, mission, and goals, the candidate shall understand and  
30 demonstrate knowledge of, or competency in, promoting the success of all students by facilitating the  
31 development, articulation, implementation, and stewardship of a vision of learning and strong

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1 organization mission setting high expectations for every student that is shared and supported by the  
2 school community, including but not limited to:

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

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

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

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

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

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

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

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

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

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

35 (2) Aligning fiscal and human resources by establishing an infrastructure for finance  
36 and personnel that directs resources toward teaching and learning, within federal and state rules,

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1 that recruits and retains quality personnel, addresses the diverse needs of students, and conducts  
2 personnel evaluation processes in keeping with state and local policies;

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

5 (4) Providing oversight of the financial management of the district, including  
6 sending monthly communications to school boards, school administrative unit boards, and members  
7 of the community in the district, relative to the ongoing cash flow and expenses of the district  
8 budget; and

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

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

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

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

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

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

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

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

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

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

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

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

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

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

20                   2 Effective Date. This act shall take effect 60 days after its passage.