

Committee Report

REGULAR CALENDAR

May 20, 2021

HOUSE OF REPRESENTATIVES

REPORT OF COMMITTEE

**The Majority of the Committee on Education to which
was referred SB 148-FN,**

**AN ACT adopting omnibus legislation relative to
vocational and career education, environmental
education, and emergency plans for sports injuries.**

**Having considered the same, report the same with the
following amendment, and the recommendation that
the bill OUGHT TO PASS WITH AMENDMENT.**

Rep. Glenn Cordelli

FOR THE MAJORITY OF THE COMMITTEE

MAJORITY COMMITTEE REPORT

Committee:	Education
Bill Number:	SB 148-FN
Title:	adopting omnibus legislation relative to vocational and career education, environmental education, and emergency plans for sports injuries.
Date:	May 20, 2021
Consent Calendar:	REGULAR
Recommendation:	OUGHT TO PASS WITH AMENDMENT 2021-1637h

STATEMENT OF INTENT

There was bi-partisan support for passage of this omnibus bill. Part I repeals statutes that are outdated due to a reorganization of service provisions several years ago and allows for state Board of Education rulemaking for the provision of vocational rehabilitation services. The amendment for Part II of the bill received unanimous support from the committee. The amendment makes needed policy change to RSA 188-E:8 regarding transportation support for students traveling from a high school to a career and technical education (CTE) center. Currently, there are three districts that transport students from a district high school to a CTE center located within the district: Exeter, Nashua, and Manchester. Although these districts incur transportation costs, they do not qualify for CTE center travel reimbursement. Amending language removes the word “sending” district as the qualifier to receive state assistance and replaces it with “resident” district. This means the resident district, not the sending district, will be reimbursed transportation costs. The amendment also addresses support for certain situations in which it is less costly for the district to allow a student(s) to self-transport to the center. District CTE transportation is currently reimbursed at a rate of 10 cents per student per mile, and not the actual cost incurred. For FY 20, the reimbursed amount was \$680,000. The actual amount spent by districts was over \$2.6 million. Based upon district and department approval, self-transporting is reimbursed at 25 cents per student per mile. As with current law for regular high school programming, this bill enables 10th grade CTE students to be eligible for dual and concurrent enrollment. NH students are encouraged to access career and technical education to learn and apply technical, academic, and employability skills needed for NH’s growing economy. CTE is identified in statute as a critical and necessary component for the opportunity for an adequate education. Part III of the bill was amended to expand required district emergency plans for student injuries and emergencies related to cocurricular activities to include clubs, performing groups, intramurals, and athletics. The plans shall include procedures for handling emergencies or a student sustaining an injury while participating in a school sponsored cocurricular activity, as well as identify trained staff attending the activities. The plans are required to be posted and made available to emergency services, including fire department and law enforcement. Access, filing, and confidentiality of student-participant medical information shall be managed in accordance with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA). This is a student safety issue. Part IV of the bill relates to postsecondary career schools and was amended to exclude entities with an annual gross tuition income of \$100,000 or less. This was done based upon Department of Education discussion with yoga studios who train individuals to be yoga trainers but have lower incomes and

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need not be considered career schools. The amendment to Part V deletes references to climate and amends within the criteria for an adequate education a broader appreciation for the complexity of the physical, chemical, and biological processes that take place on the earth to enable students to understand and appreciate the world of engineering, socio-economic, and geopolitical challenges around them and their environment. This legislation also amends current criteria for an adequate education by including outdoor recreation that further enables career and technical education center instruction and curriculum to prepare job-ready students for NH's tourism and outdoor recreation industry. An appreciation and understanding of outdoor recreation benefits students and the state's economy.

Vote 12-8.

Rep. Glenn Cordelli
FOR THE MAJORITY

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REGULAR CALENDAR

Education

SB 148-FN, adopting omnibus legislation relative to vocational and career education, environmental education, and emergency plans for sports injuries. **MAJORITY: OUGHT TO PASS WITH AMENDMENT. MINORITY: OUGHT TO PASS WITH AMENDMENT.**

Rep. Glenn Cordelli for the **Majority** of Education. There was bi-partisan support for passage of this omnibus bill. Part I repeals statutes that are outdated due to a reorganization of service provisions several years ago and allows for state Board of Education rulemaking for the provision of vocational rehabilitation services. The amendment for Part II of the bill received unanimous support from the committee. The amendment makes needed policy change to RSA 188-E:8 regarding transportation support for students traveling from a high school to a career and technical education (CTE) center. Currently, there are three districts that transport students from a district high school to a CTE center located within the district: Exeter, Nashua, and Manchester. Although these districts incur transportation costs, they do not qualify for CTE center travel reimbursement. Amending language removes the word “sending” district as the qualifier to receive state assistance and replaces it with “resident” district. This means the resident district, not the sending district, will be reimbursed transportation costs. The amendment also addresses support for certain situations in which it is less costly for the district to allow a student(s) to self-transport to the center. District CTE transportation is currently reimbursed at a rate of 10 cents per student per mile, and not the actual cost incurred. For FY 20, the reimbursed amount was \$680,000. The actual amount spent by districts was over \$2.6 million. Based upon district and department approval, self-transporting is reimbursed at 25 cents per student per mile. As with current law for regular high school programming, this bill enables 10th grade CTE students to be eligible for dual and concurrent enrollment. NH students are encouraged to access career and technical education to learn and apply technical, academic, and employability skills needed for NH’s growing economy. CTE is identified in statute as a critical and necessary component for the opportunity for an adequate education. Part III of the bill was amended to expand required district emergency plans for student injuries and emergencies related to cocurricular activities to include clubs, performing groups, intramurals, and athletics. The plans shall include procedures for handling emergencies or a student sustaining an injury while participating in a school sponsored cocurricular activity, as well as identify trained staff attending the activities. The plans are required to be posted and made available to emergency services, including fire department and law enforcement. Access, filing, and confidentiality of student-participant medical information shall be managed in accordance with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA). This is a student safety issue. Part IV of the bill relates to postsecondary career schools and was amended to exclude entities with an annual gross tuition income of \$100,000 or less. This was done based upon Department of Education discussion with yoga studios who train individuals to be yoga trainers but have lower incomes and need not be considered career schools. The amendment to Part V deletes references to climate and amends within the criteria for an adequate education a broader appreciation for the complexity of the physical, chemical, and biological processes that take place on the earth to enable students to understand and appreciate the world of engineering, socio-economic, and geopolitical challenges around them and their environment. This legislation also amends current criteria for an adequate education by including outdoor recreation that further enables career and technical education center instruction and curriculum to prepare job-ready students for NH’s tourism and outdoor recreation industry. An appreciation and understanding of outdoor recreation benefits students and the state’s economy. **Vote 12-8.**

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REGULAR CALENDAR

May 20, 2021

HOUSE OF REPRESENTATIVES

REPORT OF COMMITTEE

**The Minority of the Committee on Education to which
was referred SB 148-FN,**

**AN ACT adopting omnibus legislation relative to
vocational and career education, environmental
education, and emergency plans for sports injuries.**

**Having considered the same, and being unable to agree
with the Majority, report with the following
amendment, and the recommendation that the bill
OUGHT TO PASS WITH AMENDMENT.**

Rep. David Luneau

FOR THE MINORITY OF THE COMMITTEE

MINORITY COMMITTEE REPORT

Committee:	Education
Bill Number:	SB 148-FN
Title:	adopting omnibus legislation relative to vocational and career education, environmental education, and emergency plans for sports injuries.
Date:	May 20, 2021
Consent Calendar:	REGULAR
Recommendation:	OUGHT TO PASS WITH AMENDMENT 2021-1585h

STATEMENT OF INTENT

The minority could not support all of the changes to this omnibus bill. Part III of the bill requires schools to establish an emergency action plan for responding to serious or potentially life-threatening sports-related injuries, including policy on hydration, the location of automated external defibrillators (AEDs), and identification of trained personnel, all based on best practices developed by trainers' associations and the Korey Stringer Institute. The committee amendment expands the requirement to include all co-curricular activities, and drops all references to emergencies that are much more common during athletics, and more alarming; drops all references to the best practices proven to save lives. Current law already requires emergency plans to be in place for all school-related events, but does not contain language necessary for consistent response to sports-related emergencies. The minority believes that the emergency plans should focus on sport injuries with specific directives on the need for athletic trainers with respective protocols for injured students to return after recovery. Since sport injuries are more severe and numerous in contrast to co-curricular incidents, the minority believes that more specific attention should be focused on sports. A minority amendment restores the focus of these emergency plans to sports-related injuries. For these reasons, the minority could not support this bill as amended.

Rep. David Luneau
FOR THE MINORITY

Original: House Clerk
Cc: Committee Bill File

REGULAR CALENDAR

Education

SB 148-FN, adopting omnibus legislation relative to vocational and career education, environmental education, and emergency plans for sports injuries. **OUGHT TO PASS WITH AMENDMENT.**

Rep. David Luneau for the **Minority** of Education. The minority could not support all of the changes to this omnibus bill. Part III of the bill requires schools to establish an emergency action plan for responding to serious or potentially life-threatening sports-related injuries, including policy on hydration, the location of automated external defibrillators (AEDs), and identification of trained personnel, all based on best practices developed by trainers' associations and the Korey Stringer Institute. The committee amendment expands the requirement to include all co-curricular activities, and drops all references to emergencies that are much more common during athletics, and more alarming; drops all references to the best practices proven to save lives. Current law already requires emergency plans to be in place for all school-related events, but does not contain language necessary for consistent response to sports-related emergencies. The minority believes that the emergency plans should focus on sport injuries with specific directives on the need for athletic trainers with respective protocols for injured students to return after recovery. Since sport injuries are more severe and numerous in contrast to co-curricular incidents, the minority believes that more specific attention should be focused on sports. A minority amendment restores the focus of these emergency plans to sports-related injuries. For these reasons, the minority could not support this bill as amended.

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Cc: Committee Bill File

Amendment to SB 148-FN

1 Amend the title of the bill by replacing it with the following:

2

3 AN ACT adopting omnibus legislation relative to vocational and career education,
4 environmental education, and emergency plans for cocurricular related injuries and
5 emergencies.
6

7 Amend the bill by replacing all after the enacting clause with the following:

8

9 1 Sponsorship. This act consists of the following proposed legislation:

10 Part I: LSR 21-0956, repealing provisions relating to vocational rehabilitation and
11 authorizing the state board of education to adopt rules relative to the provision of vocational
12 rehabilitation, sponsored by Sen. Ward, Prime/Dist. 8.

13 Part II: LSR 21-0270, relative to career and technical education, sponsored by Sen. Watters,
14 Prime/Dist. 4; Sen. Carson, Dist. 14; Sen. Rosenwald, Dist. 13; Sen. Whitley, Dist. 15; Sen. Sherman,
15 Dist. 24; Sen. D'Allesandro, Dist. 20; Sen Prentiss, Dist. 5; Sen. Hennessey, Dist. 1; Rep.Ladd, Graf.
16 4; Rep. Moffett, Merr. 9.

17 Part III: Relative to emergency plans for cocurricular related injuries and emergencies.

18 Part IV: LSR 021-0987, relative to the definition of private postsecondary career school,
19 sponsored by Sen. Ward, Prime/Dist. 8.

20 Part V: Relative to environmental science and outdoor recreation as criteria for an adequate
21 education.

22 2 Legislation Enacted. The general court hereby enacts the following legislation:

23

24

PART I

25 Repealing provisions relating to vocational rehabilitation and authorizing the state board of
26 education to adopt rules relative to the provision of vocational rehabilitation.

27 1 Repeal. The following are repealed:

28 I. RSA 200-C:7, relative to telecommunications equipment.

29 II. RSA 200-C:9, relative to definitions.

30 III. RSA 200-C:10, relative to the establishment and amount of subsidies.

31 IV. RSA 200-C:11, relative to eligibility standards.

32 V. RSA 200-C:12, relative to appeals.

33 VI. RSA 200-C:13, relative to insufficient funds.

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1 VII. RSA 200-C:15, relative to rulemaking.

2 VIII. RSA 200-C:19, III, relative to administering the telecommunications equipment
3 program.

4 2 Worker's Personal Care Assistance Program; Rulemaking Authority. Amend RSA 200-C:8 to
5 read as follows:

6 200-C:8 Rulemaking Authority.

7 The board of education shall adopt rules, under RSA 541-A, relative to[:

8 ~~I. Procedures for disbursement of moneys from the program established under RSA 200-C:7.~~

9 ~~II. Eligibility criteria for equipment under the program, including priority criteria assigned~~
10 ~~to persons seeking equipment under the program.~~

11 ~~III. Procedures for the purchase, maintenance and repair of special telecommunications~~
12 ~~equipment] **the provision of vocational rehabilitation services.**~~

13 3 Vocational Rehabilitation Programs; Rulemaking Authority. Amend RSA 200-C:8 to read as
14 follows:

15 200-C:8 Rulemaking Authority. The board of education shall adopt rules, under RSA 541-A,
16 relative to:

17 ~~I. [Procedures for disbursement of moneys from the program established under RSA 200-~~
18 ~~C:7.~~

19 ~~II.] Eligibility criteria for equipment under the program, including priority criteria assigned~~
20 ~~to persons seeking equipment under the program.~~

21 ~~III.] **II.** Procedures for the purchase, maintenance and repair of special telecommunications~~
22 ~~equipment.~~

23 4 Effective Date. Part I of this act shall take effect 60 days after its passage.

24

25

PART II

26

Relative to career and technical education.

27 1 Regional Career and Technical Education; Definitions; Sending District. Amend RSA 188-E:2,
28 VIII(b) to read as follows:

29 (b) If a student attends a chartered public school, **private school, or is home schooled,**
30 the sending district shall be the school district in which the student resides.

31 2 Construction or Renovation of Career and Technical Education Centers. Amend RSA 188-E:3,
32 I to read as follows:

33 I. The commissioner, department of education, shall make grants available to designated
34 regional centers for construction of career and technical education facilities or renovation,
35 **expansion, or replacement** of existing regional career and technical education centers. The state
36 board shall adopt rules, pursuant to RSA 541-A and RSA 21-N:9, II, which the commissioner shall
37 carry out, relative to requirements for approval of regional career and technical education centers to

1 receive funds for construction [~~or~~], renovation, **expansion, or replacement** of such facilities. The
2 rules shall include criteria which guarantee potential sending districts an opportunity to enroll
3 students in the regional career and technical education program, and basic criteria for planning such
4 facilities through cooperative development of plans by the career and technical education staff of the
5 state department of education and the local school district's staff. When such plans appear to be
6 both educationally and financially acceptable, the department's career and technical education staff
7 shall recommend to the commissioner that they be approved for funding.

8 3 Regional Career and Technical Education; Program. Amend RSA 188-E:5, II to read as
9 follows:

10 II. Career and technical education of consistent quality shall be equally available to students
11 and across the state. Each career and technical education program pathway shall include embedded
12 rigorous academic skills and technical core competencies aligned with national business and
13 industry standards delivered through a relevant sequence of courses. ***New Hampshire students
14 are encouraged to access career and technical education to learn and apply technical,
15 academic, and employability skills needed for career and life.***

16 4 Career and Technical Education; Transportation. Amend RSA 188-E:8 to read as follows:

17 188-E:8 Transportation. The department of education is authorized to reimburse from its
18 regular budget the **full** cost of transportation, **subject to availability of funding** for (a) regional
19 career and technical education students who attend regional career and technical education centers
20 and for (b) at-risk students who attend alternative education programs located at a regional career
21 and technical education center or other comprehensive high school. Transportation costs shall not
22 exceed the rate adopted pursuant to RSA 541-A by the state board. The [~~sending~~] **student's
23 resident** district shall be responsible for **providing transportation and** paying the transportation
24 costs and shall **then** be reimbursed from state funds. ***If a student is permitted to self-transport,
25 the student's resident district shall reimburse the student in accordance with rules
26 adopted pursuant to RSA 541-A. The department of education shall then reimburse the
27 district from its regular budget.***

28 5 Payment of Tuition and Transportation Funds. Amend RSA 188-E:9, I to read as follows:

29 I. The state shall pay the receiving district for its portion of the tuition charge upon receipt
30 by the department of education of forms showing the charges as requested by them. Payment of
31 transportation shall be made to the [~~sending~~] **resident** district by the department of education upon
32 certification of payment or liability of payment of transportation charges on forms prescribed by the
33 department. School districts shall report actual tuition and transportation costs for reimbursement
34 by the state to the department by September 30 of each year. Failure to file such information on the
35 forms required under this paragraph shall result in withholding of funds.

36 6 Career and Technical Education; Funding for Construction, Renovation, Expansion, and
37 Replacement. Amend RSA 188-E:10, I to read as follows:

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1 I. The department of education is responsible for maintaining a statewide system of regional
2 [~~vocational~~] **career and technical** education centers to provide and allow for a variety of career and
3 technical education programs funded within state budget appropriations. The treasurer of the state
4 of New Hampshire is hereby authorized to make funds available to the department of education for
5 the **construction**, renovation [~~and~~], expansion, **or replacement** of qualified regional career and
6 technical education centers or regional career and technical education programs authorized in the
7 capital budget, provided that:

8 (a) The commissioner of the department of education shall ensure that all requests
9 submitted are both educationally and financially appropriate within the state capital project
10 authorization process;

11 (b) The commissioner of the department of education submits on a biennial basis in a
12 capital budget request a priority list of facilities and programs eligible for **construction**, renovation
13 [~~and~~], expansion, **or replacement** provided that priority shall be given to programs that have been
14 certified by an approved standard or that need additional funds to become certified by an approved
15 standard;

16 (c) Each request for funding follows the capital budget procedure pursuant to RSA 9:3-a,
17 provided that no qualified project funded in a state capital budget as required in this section shall
18 have additional funds for the same project included in a subsequent proposal for capital
19 appropriation under RSA 9:3-a unless directed by the priority list of the department of education;

20 (d) Each school district requesting funds from the department of education establishes
21 and funds a **construction**, renovation [~~and~~], expansion, **and replacement** reserve fund, which
22 shall be used by the school district to pay **construction**, renovation [~~and~~], expansion, **and**
23 **replacement** costs not funded by the state, and which may include funding for the replacement of
24 equipment; and

25 (e) The state shall fund not less than 50 percent nor more than 75 percent of the cost of a
26 qualified project approved pursuant to this section.

27 (f) In this section, "qualified" means the project:

28 (1) Demonstrates need connected to the labor market.

29 (2) Accepts students from sending schools.

30 (3) Demonstrates adequate numbers of students through enrollment figures based
31 on 3-year averages.

32 (4) Demonstrates alignment with program competencies and academic competencies
33 required by the department of education.

34 (5) Allows for matriculation into a postsecondary venue.

35 (6) Meets all industry and building standards.

36 (7) Meets the procedural requirements for requests under this section and any other
37 requirements in rules of the department of education.

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1 (8) Is a regional career and technical education center within a public school, or a
2 public academy as defined in RSA 194:23, II, in the state of New Hampshire.

3 (9) Has the capacity to provide academic courses for students from the sending
4 districts who are approved for full-time attendance at the center.

5 7 New Subparagraph; Advisory Council on Career and Technical Education. Amend RSA 188-
6 E:10-b, I by inserting after subparagraph (h) the following new subparagraph:

7 (i) A high school counselor from a sending school district, appointed by the president of
8 the New Hampshire School Counselor Association.

9 8 Advisory Council on Career and Technical Education. Amend RSA 188-E:10-b, III to read as
10 follows:

11 III. Members of the advisory council appointed under subparagraphs I(f)-~~(h)~~**(i)** shall serve
12 for terms of 3 years and may be reappointed, except that terms of initial appointments by the
13 commissioner under subparagraphs (f) and (h) shall be staggered.

14 9 New Paragraph; Career and Technical Education; Rulemaking. Amend RSA 188-E:10-b by
15 inserting after paragraph VI the following new paragraph:

16 VII. By June 30, 2021, upon recommendation of the council, the department shall adopt
17 rules, pursuant to RSA 541-A, establishing requirements for a career readiness credential.

18 10 Secondary Career and Technical Education Programs; Federal Authorization. Amend RSA
19 188-E:12 to read as follows:

20 188-E:12 Secondary Career and Technical Education Programs; Federal Authorization. In
21 accordance with 20 U.S.C. section 9271, the state shall include in its unified plan, all secondary
22 career and technical education programs authorized under 20 U.S.C. 2301 et seq., known as the Carl
23 D. Perkins Career and Technical Education Act of 2006 *as amended*.

24 11 Pre-Engineering and Technology Curriculum and Pre-Engineering and Technology Advisory
25 Council; Membership and Terms. Amend RSA 188-E:16, I(d) to read as follows:

26 (d) The ~~[president]~~ **chancellor of the community college system** of ~~[the]~~ New
27 Hampshire ~~[technical institute]~~, or designee.

28 12 Advanced Manufacturing Education Advisory Council; Membership and Terms. Amend RSA
29 188-E:22, I(e) to read as follows:

30 (e) The ~~[president]~~ **chancellor of the community college system** of ~~[the]~~ New
31 Hampshire ~~[technical institute]~~, or designee.

32 13 Dual and Concurrent Enrollment Program; Program Established. Amend RSA 188-E:26 to
33 read as follows:

34 188-E:26 Program Established. There is established a dual and concurrent enrollment program
35 in the department of education. Participation in the program shall be offered to high school and
36 career technical education center students in grades 10 through 12. The program shall provide
37 opportunities for qualified New Hampshire high school students to gain access and support for dual

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1 and concurrent enrollment in *career and technical education courses*, STEM (science,
2 technology, engineering, and mathematics) and STEM-related courses that are fundamental *and*
3 *necessary* for success in postsecondary education, *career path opportunities*, and to meet New
4 Hampshire's emerging workforce needs.

5 14 Dual and Concurrent Enrollment Program; School Board Policy. Amend RSA 188-E:28, I to
6 read as follows:

7 I. [~~No later than July 1, 2018,~~] The school board of each school district shall develop and
8 adopt a policy permitting students residing in the district who are in grade **10**, 11 or 12 to
9 participate in the dual and concurrent enrollment program. The policy shall, at a minimum, include
10 compliance with measurable educational standards and criteria approved by the CCSNH and that
11 meet the same standard of quality and rigor as courses offered on campus by the CCSNH. The
12 policy shall also comply with the standards for accreditation and program development established
13 by the National Alliance for Concurrent Enrollment Partnerships. The policy shall include, but not
14 be limited to, student eligibility criteria, standards for course content, standards for faculty
15 approval, program coordination and communication requirements, tuition and fees, textbooks and
16 materials, course grading policy, data collection, maintenance, and security, revenue and
17 expenditure reporting, and process for renewal of the agreement.

18 15 Department of Education; Community College System of New Hampshire; Dual and
19 Concurrent Enrollment Agreement. The department of education and the CCSNH shall develop and
20 approve a model dual and concurrent enrollment agreement that shall be used by the CCSNH and
21 the school board of a school district participating in the dual and concurrent enrollment agreement
22 program. The model agreement shall include standards established by the CCSNH, shall include
23 elements, standards, and criteria that have been approved by the department of education and
24 CCSNH, and shall serve as the framework for the development, implementation, and administration
25 of the dual and concurrent enrollment program in each school district by clearly defining the
26 procedures related to concurrent and dual enrollment of high school students in college classes. The
27 department shall further develop guidelines for the program relating to reporting, accountability,
28 and payment of available funds to the CCSNH.

29 16 New Paragraph; Delivery of an Adequate Education. Amend RSA 193-E:3 by inserting after
30 paragraph VII the following new paragraph:

31 VIII. Beginning in September 2021, and each year thereafter, school districts shall, for
32 entering high school freshman: assess student career interests; document school pathways to career
33 readiness credentials; advise all entering high school students how to achieve a career ready
34 credential upon graduation; and record on a student's transcript progress towards the credential.
35 School districts shall report the following annually: the number of students who complete CTE; the
36 number of dual enrollments, concurrent enrollments, extended learning opportunities, and work
37 based learning enrollments; and the number of career ready credentials awarded.

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1 17 Repeal Date Extended. Amend 2019, 247:3 to read as follows:
2 247:3 Repeal; [2022] **2026**. RSA 188-E:9-a, relative to donations to regional career and technical
3 education center programs, is repealed.

4 18 Effective Date Change. Amend 2019, 247:4, I to read as follows:

5 I. Section 3 of this act shall take effect June 30, [2022] **2026**.

6 19 Effective Date. Part II of this act shall take effect 60 days after its passage.

7

8

PART III

9

Requiring emergency action plans for cocurricular related injuries and emergencies.

10 1 New Section; Health Services; Emergency Plans for Cocurricular Related Injuries and
11 Emergencies. Amend RSA 200 by inserting after section 40-b the following new section:

12

200:40-c Emergency Plans for Cocurricular Related Injuries.

13

I. The local board of each school district or chartered public school or the governing body of
14 each nonpublic school shall establish an emergency action plan for responding to cocurricular related
15 injuries and emergencies. In this section “cocurricular” shall include those activities which are
16 designed to supplement and enrich regular academic programs of study, provide opportunities for
17 social development, and encourage participation in clubs, athletics, intramurals, performing groups,
18 and service to school and community. Each school plan shall:

19

(a) Document the proper procedures to be followed when a student sustains an injury or
20 emergency while participating in school sponsored cocurricular activity.

21

(b) Identify the employees, team coaches, and licensed athletic trainers in each school
22 who are trained in first aid or cardiopulmonary resuscitation.

23

(c) Identify the employees, team coaches, or licensed athletic trainers responsible for
24 attending to cocurricular injuries or emergencies connected with cocurricular activity.

25

(d) Identify the activity location, address, or venue for the purpose of directing
26 emergency personnel.

27

(e) Identify the equipment and supplies and location thereof needed to respond to the
28 emergency;

29

(f) Identify the location of any automated external defibrillators and personnel trained in
30 the use of the automated external defibrillator.

31

(g) Document procedural policies regarding injuries sustained in cocurricular activities
32 such as but not limited to: sprains and strains, muscle injury, ligament tear, heart-related illnesses,
33 bone injury, exhaustion and fatigue, head trauma, and heat-related illnesses.

34

II. The plan shall be posted within each school and disseminated to, and coordinated with
35 emergency medical services, fire department, and law enforcement. In addition, each school district
36 shall adopt procedures for obtaining accurate disclosure of student-participant medical information
37 and communicating relevant student-participant medical information to cocurricular employees,

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1 team coaches, or licensed athletic trainers responsible for carrying out the emergency action plan.
2 Access, filing, and confidentiality of student-participant medical information shall be managed in
3 accordance with the Health Insurance Portability and Accountability Act (HIPAA) and the Family
4 Educational Rights and Privacy Act (FERPA).

5 III. The plans shall be implemented by the beginning of the first full school year after the
6 effective date of this section.

7 2 Effective Date. Part III of this act shall take effect September 1, 2022.

9 PART IV

10 Relative to the definition of private postsecondary career school.

11 1 New Subparagraph; Private Postsecondary Career Schools; Definitions. Amend RSA 188-G:1,
12 II by inserting after subparagraph (l) the following new subparagraph:

13 (m) Entities that have annual gross tuition of \$100,000 or less.

14 2 Effective Date. Part IV of this act shall take effect 60 days after its passage.

16 PART V

17 Environmental Science Required for Adequate Education

18 1 Criteria for an Adequate Education. Amend RSA 193-E:2, III to read as follows:

19 III. Knowledge of the biological, physical, and earth sciences, ***including environmental***
20 ***sciences that investigate the complex interaction of physical, chemical, and biological***
21 ***processes that take place on the earth***, to enable them to understand and appreciate the world
22 ***and the engineering, socio-economic, and geopolitical challenges*** around them.

23 2 Criteria for an Adequate Education; Science. Amend RSA 193-E:2, VI-VII to read as follows:

24 VI. Sound wellness and environmental practices, ***including outdoor recreation***, to enable
25 them to enhance their own well-being, as well as that of others.

26 VII. Skills for lifelong learning, including interpersonal and technological skills, to enable
27 them to learn, work, ***communicate***, and participate effectively in a changing society ***and***
28 ***environment***.

29 3 New Paragraph; Regional Career and Technical Education; Program. Amend RSA 188-E:5 by
30 inserting after paragraph XI the following new paragraph:

31 XII. Since outdoor recreation education includes instruction in outdoor recreational
32 activities and preparation for participation in the outdoor recreation industry, the director of career
33 and technical education shall report to the advisory council on career and technical education by
34 June 1, 2022 on the availability of programs in outdoor recreation and the potential for new
35 programs to provide workforce training and appropriate credentialing in careers related to the
36 outdoor recreation industry.

37 4 Effective Date. Part V of this act shall take effect 60 days after its passage.

2021-1637h

AMENDED ANALYSIS

This bill adopts legislation relative to:

- I. Vocational rehabilitation.
- II. Career and technical education.
- III. Emergency plans for cocurricular related injuries and emergencies.
- IV. Private postsecondary career schools.
- V. Environmental science education.

Amendment to SB 148-FN

1 Amend the bill by replacing Part III with the following:

2

3

PART III

4

Requiring emergency action plans for sports related injuries.

5

1 New Section; Health Services; Emergency Plans for Sports Related Injuries. Amend RSA 200
6 by inserting after section 40-b the following new section:

6

7

200:40-c Emergency Plans for Sports Related Injuries.

8

I. The local board of each school district or the governing body of each nonpublic school that
9 includes any of the grades 4 through 12, shall establish an emergency action plan for responding to
10 serious or potentially life-threatening sports related injuries. In this section “sports” shall include
11 school sponsored intrascholastic or interscholastic physical activity. Each school plan shall:

12

(a) Document the proper procedures to be followed when a student sustains a serious
13 injury or illness while participating in school sponsored sports or other athletic activity.

14

(b) Identify the employees, team coaches, and licensed athletic trainers in each school
15 who are trained in first aid or cardiopulmonary resuscitation.

16

(c) Identify the employees, team coaches, or licensed athletic trainers responsible for
17 carrying out the emergency action plan.

18

(d) Identify the activity location, address, or venue for the purpose of directing
19 emergency personnel.

20

(e) Identify the equipment and supplies and location thereof needed to respond to the
21 emergency.

22

(f) Identify the location of any automated external defibrillators and personnel trained in
23 the use of the automated external defibrillator.

24

(g) Document policies related to cooling for an exertional heat stroke victim consistent
25 with guidelines established by the American College of Sports Medicine and the National Athletic
26 Trainers’ Association.

27

II. The plan shall be posted within each school and disseminated to, and coordinated with
28 emergency medical services, fire department, and law enforcement. In addition, each school district
29 shall adopt procedures for obtaining accurate disclosure of student-participant medical information
30 using the American Academy of Pediatrics Pre-Participation Exam and communicating relevant
31 student-participant medical information to employees, team coaches, or licensed athletic trainers
32 responsible for carrying out the emergency action plan. Access, filing, and confidentiality of student-

Amendment to SB 148-FN
- Page 2 -

1 participant medical information shall be managed in accordance with the Health Insurance
2 Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act
3 (FERPA); policies related to hydration, heat acclimatization and wet bulb globe temperature
4 guidelines as established by the American College of Sports Medicine and the National Athletic
5 Trainers' Association; and procedures for students to return to play after a positive Covid-19
6 diagnosis, which shall be kept on file by each school district and made available to the department of
7 education and public upon request. Each plan shall be added to the school's emergency response
8 plan and adopted procedures shall be reviewed annually and updated as necessary.

9 III. The plans shall be implemented by the beginning of the first full school year after the
10 effective date of this section.

11 2 Effective Date. Part III of this act shall take effect September 1, 2022.

Voting Sheets

HOUSE COMMITTEE ON EDUCATION

EXECUTIVE SESSION on Bill # SB148

BILL TITLE: adopting omnibus legislation relative to vocational and career education, environmental educ, & emergency plans for sports injuries
DATE: 5-20-21

LOB ROOM: 301-303

① Amendment for Part III
MOTION: (Please check one box)

OTP ITL Retain (1st year) Adoption of Amendment # 1563h
 Interim Study (2nd year) (if offered)

Moved by Rep. Ladd Seconded by Rep. Lekas Vote: 20-0

② Amendment for Part III
MOTION: (Please check one box)

OTP OTP/A ITL Retain (1st year) Adoption of Amendment # 1585h
 Interim Study (2nd year) (if offered)

③ Moved by Rep. Luneau Seconded by Rep. Woodcock Vote: 9-11

Amendment for Part III
MOTION: (Please check one box)

OTP OTP/A ITL Retain (1st year) Adoption of Amendment # 1586h
 Interim Study (2nd year) (if offered)

Moved by Rep. Lekas Seconded by Rep. Hobson Vote: ~~15-9~~ withdrew

④ Amendment for Part III
MOTION: (Please check one box)

OTP OTP/A ITL Retain (1st year) Adoption of Amendment # 1580h
 Interim Study (2nd year) (if offered)

Moved by Rep. Cordelli Seconded by Rep. Lekas Vote: 11-9

CONSENT CALENDAR: YES NO

Minority Report? Yes No If yes, author, Rep: Motion

Respectfully submitted: Rep Barbara Shaw
Rep. Barbara Shaw, Clerk



1/22/2021 9:56:47 AM
Roll Call Committee Registers
Report

2021 SESSION

Education

① Amendment #1 to Part II

Bill #: SB148Motion: OTPAM #: 1563hExec Session Date: 5-20-21

<u>Members</u>	<u>YEAS</u>	<u>Nays</u>	<u>NV</u>
Ladd, Rick M. Chairman	✓		
Cordelli, Glenn Vice Chairman	✓		
Boehm, Ralph G.	✓		
Allard, James C. <i>Notter</i>	✓		
Lekas, Alicia D.	✓		
Moffett, Michael	✓		
Hobson, Deborah L.	✓		
Andrus, Louise	✓		
Ford, Oliver J.	✓		
Layon, Erica J.	✓		
Soti, Julius F.	✓		
Myler, Mel	✓		
Luneau, David J.	✓		
Shaw, Barbara E. Clerk	✓		
Cornell, Patricia	✓		
Tanner, Linda L.	✓		
Ellison, Arthur S.	✓		
Mullen, Sue M.	✓		
Ley, Douglas A. <i>Porter</i>	✓		
Woodcock, Stephen L.	✓		
TOTAL VOTE:	20	0	



2021 SESSION

Education

② Amendment to Part III

Bill #: SB 148Motion: OTFAM #: 1585hExec Session Date: 5-20-21

<u>Members</u>	<u>YEAS</u>	<u>Nays</u>	<u>NV</u>
Ladd, Rick M. Chairman		✓	
Cordelli, Glenn Vice Chairman		✓	
Boehm, Ralph G.		✓	
Allard, James C. <i>Mutter</i>		✓	
Lekas, Alicia D.		✓	
Moffett, Michael		✓	
Hobson, Deborah L.		✓	
Andrus, Louise		✓	
Ford, Oliver J.		✓	
Layon, Erica J.		✓	
Soti, Julius F.		✓	
Myler, Mel	✓		
Luneau, David J.	✓		
Shaw, Barbara E. Clerk	✓		
Cornell, Patricia	✓		
Tanner, Linda L.	✓		
Ellison, Arthur S.	✓		
Mullen, Sue M.	✓		
Ley, Douglas A. <i>Porter</i>	✓		
Woodcock, Stephen L.	✓		
TOTAL VOTE:	9	11	



2021 SESSION

Education
Amendment for Part IV

Bill #: SB 148 Motion: OTD AM #: 1580h Exec Session Date: 5-20-21

<u>Members</u>	<u>YEAS</u>	<u>Nays</u>	<u>NV</u>
Ladd, Rick M. Chairman	✓		
Cordelli, Glenn Vice Chairman	✓		
Boehm, Ralph G.	✓		
Allard, James C. <i>Matter</i>	✓		
Lekas, Alicia D.	✓		
Moffett, Michael	✓		
Hobson, Deborah L.	✓		
Andrus, Louise	✓		
Ford, Oliver J.	✓		
Layon, Erica J.	✓		
Soti, Julius F.	✓		
Myler, Mel		✓	
Luneau, David J.		✓	
Shaw, Barbara E. Clerk		✓	
Cornell, Patricia		✓	
Tanner, Linda L.		✓	
Ellison, Arthur S.		✓	
Mullen, Sue M.		✓	
Ley, Douglas A. <i>Partner</i>		✓	
Woodcock, Stephen L.		✓	
TOTAL VOTE:	11	9	



2021 SESSION

Education

⑨ ~~Pat's~~ Amendment for Part V
 Bill #: SB148 Motion: OTP AM #: 15846 Exec Session Date: 5-20-21

<u>Members</u>	<u>YEAS</u>	<u>Nays</u>	<u>NV</u>
Ladd, Rick M. Chairman	✓		
Cordelli, Glenn Vice Chairman	✓		
Boehm, Ralph G.	✓		
Allard, James C. <i>Notter</i>	✓		
Lekas, Alicia D.	✓		
Moffett, Michael	✓		
Hobson, Deborah L.	✓		
Andrus, Louise	✓		
Ford, Oliver J.	✓		
Layon, Erica J.	✓		
Soti, Julius F.	✓		
Myler, Mel		✓	
Luneau, David J.		✓	
Shaw, Barbara E. Clerk		✓	
Cornell, Patricia		✓	
Tanner, Linda L.		✓	
Ellison, Arthur S.		✓	
Mullen, Sue M.		✓	
Ley, Douglas A. <i>Porter</i>		✓	
Woodcock, Stephen L.		✓	
	11	9	



2021 SESSION

Education

⑥ Amendment to Part III

Bill #: SB148

Motion: OTP

AM #: 1625h

Exec Session Date: 5-20-2021

<u>Members</u>	<u>YEAS</u>	<u>Nays</u>	<u>NV</u>
Ladd, Rick M. Chairman	✓		
Cordelli, Glenn Vice Chairman	✓		
Boehm, Ralph G.	✓		
Allard, James C. <i>Matter</i>	✓		
Lekas, Alicia D.	✓		
Moffett, Michael	✓		
Hobson, Deborah L.	✓		
Andrus, Louise	✓		
Ford, Oliver J.	✓		
Layon, Erica J.	✓		
Soti, Julius F.	✓		
Myler, Mel		✓	
Luneau, David J.		✓	
Shaw, Barbara E. Clerk	✓		
Cornell, Patricia		✓	
Tanner, Linda L.	✓		
Ellison, Arthur S.		✓	
Mullen, Sue M.	✓		
Ley, Douglas A. <i>Porter</i>	✓		
Woodcock, Stephen L.		✓	
TOTAL VOTE:	15	5	



2021 SESSION
 1563h
 1580h
 1584h
 AM #: 1625h

Education

Bill #: SB 148 Motion: OTP/A

Exec Session Date: 5-20-21

<u>Members</u>	<u>YEAS</u>	<u>Nays</u>	<u>NV</u>
Ladd, Rick M. Chairman	✓		
Cordelli, Glenn Vice Chairman	✓		
Boehm, Ralph G.	✓		
Allard, James C. <i>Motter</i>	✓		
Lekas, Alicia D.	✓		
Moffett, Michael	✓		
Hobson, Deborah L.	✓		
Andrus, Louise	✓		
Ford, Oliver J.	✓		
Layon, Erica J.	✓		
Soti, Julius F.	✓		
Myler, Mel		✓	
Luneau, David J.		✓	
Shaw, Barbara E. Clerk	✓		
Cornell, Patricia		✓	
Tanner, Linda L.		✓	
Ellison, Arthur S.		✓	
Mullen, Sue M.		✓	
Ley, Douglas A. <i>Porter</i>		✓	
Woodcock, Stephen L.		✓	
TOTAL VOTE:	12	8	

Amendment to SB 148-FN

1 Amend the bill by replacing Part III with the following:

2

3

PART III

4

Requiring emergency action plans for sports related injuries.

5

1 New Section; Health Services; Emergency Plans for Sports Related Injuries. Amend RSA 200
6 by inserting after section 40-b the following new section:

7

200:40-c Emergency Plans for Sports Related Injuries.

8

I. The local board of each school district or the governing body of each nonpublic school that
9 includes any of the grades 4 through 12, shall establish an emergency action plan for responding to
10 serious or potentially life-threatening sports related injuries. In this section “sports” shall include
11 school sponsored intrascholastic or interscholastic physical activity. Each school plan shall:

12

(a) Document the proper procedures to be followed when a student sustains a serious
13 injury or illness while participating in school sponsored sports or other athletic activity.

14

(b) Identify the employees, team coaches, and licensed athletic trainers in each school
15 who are trained in first aid or cardiopulmonary resuscitation.

16

(c) Identify the employees, team coaches, or licensed athletic trainers responsible for
17 carrying out the emergency action plan.

18

(d) Identify the activity location, address, or venue for the purpose of directing
19 emergency personnel.

20

(e) Identify the equipment and supplies and location thereof needed to respond to the
21 emergency.

22

(f) Identify the location of any automated external defibrillators and personnel trained in
23 the use of the automated external defibrillator.

24

(g) Document policies related to cooling for an exertional heat stroke victim consistent
25 with guidelines established by the American College of Sports Medicine and the National Athletic
26 Trainers’ Association.

27

II. The plan shall be posted within each school and disseminated to, and coordinated with
28 emergency medical services, fire department, and law enforcement. In addition, each school district
29 shall adopt procedures for obtaining accurate disclosure of student-participant medical information
30 using the American Academy of Pediatrics Pre-Participation Exam and communicating relevant
31 student-participant medical information to employees, team coaches, or licensed athletic trainers
32 responsible for carrying out the emergency action plan. Access, filing, and confidentiality of student-

Amendment to SB 148-FN
- Page 2 -

1 participant medical information shall be managed in accordance with the Health Insurance
2 Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act
3 (FERPA); policies related to hydration, heat acclimatization and wet bulb globe temperature
4 guidelines as established by the American College of Sports Medicine and the National Athletic
5 Trainers' Association; and procedures for students to return to play after a positive Covid-19
6 diagnosis, which shall be kept on file by each school district and made available to the department of
7 education and public upon request. Each plan shall be added to the school's emergency response
8 plan and adopted procedures shall be reviewed annually and updated as necessary.

9 III. The plans shall be implemented by the beginning of the first full school year after the
10 effective date of this section.

11 2 Effective Date. Part III of this act shall take effect September 1, 2022.

UNAPPROVED

Amendment to SB 148-FN

1 Amend the title of the bill by replacing it with the following:

2

3 AN ACT adopting omnibus legislation relative to vocational and career education,
4 environmental education, and emergency plans for cocurricular related injuries and
5 emergencies.
6

7 Amend section 1 of the bill by replacing Part III with the following:

8

9 Part III: Relative to emergency plans for cocurricular related injuries and emergencies.

10

11 Amend the bill by replacing Part III with the following:

12

13

PART III

14

Requiring emergency action plans for cocurricular related injuries and emergencies.

15

1 New Section; Health Services; Emergency Plans for Cocurricular Related Injuries and
16 Emergencies. Amend RSA 200 by inserting after section 40-b the following new section:

17

200:40-c Emergency Plans for Sports Related Injuries.

18

I. The local board of each school district or the governing body of each nonpublic school shall
19 establish an emergency action plan for responding to cocurricular related injuries and emergencies.

20

In this section "cocurricular" shall include those activities which are designed to supplement and
21 enrich regular academic programs of study, provide opportunities for social development, and
22 encourage participation in clubs, athletics, intramurals, performing groups, and service to school and
23 community. Each school plan shall:

24

(a) Document the proper procedures to be followed when a student sustains an injury or
25 emergency while participating in school sponsored cocurricular activity.

26

(b) Identify the employees, team coaches, and licensed athletic trainers in each school
27 who are trained in first aid or cardiopulmonary resuscitation.

28

(c) Identify the employees, team coaches, or licensed athletic trainers responsible for
29 attending to cocurricular injuries or emergencies connected with cocurricular activity.

30

(d) Identify the activity location, address, or venue for the purpose of directing
31 emergency personnel.

32

(e) Identify the equipment and supplies and location thereof needed to respond to the

Amendment to SB 148-FN
- Page 2 -

1 emergency;

2 (f) Identify the location of any automated external defibrillators and personnel trained in
3 the use of the automated external defibrillator.

4 (g) Document procedural policies regarding injuries sustained in cocurricular activities
5 such as but not limited to: sprains and strains, muscle injury, ligament tear, heart-related illnesses,
6 bone injury, exhaustion and fatigue, head trauma, and heat-related illnesses.

7 II. The plan shall be posted within each school and disseminated to, and coordinated with
8 emergency medical services, fire department, and law enforcement. In addition, each school district
9 shall adopt procedures for obtaining accurate disclosure of student-participant medical information
10 and communicating relevant student-participant medical information to cocurricular employees,
11 team coaches, or licensed athletic trainers responsible for carrying out the emergency action plan.
12 Access, filing, and confidentiality of student-participant medical information shall be managed in
13 accordance with the Health Insurance Portability and Accountability Act (HIPAA) and the Family
14 Educational Rights and Privacy Act (FERPA).

15 III. The plans shall be implemented by the beginning of the first full school year after the
16 effective date of this section.

17 2 Effective Date. Part III of this act shall take effect September 1, 2022.

2021-1586h

AMENDED ANALYSIS

This bill adopts legislation relative to:

- I. Vocational rehabilitation.
- II. Career and technical education.
- III. Emergency plans for cocurricular related injuries and emergencies.
- IV. Private postsecondary career schools.
- V. Environmental and outdoor education.

UNAPPROVED

Amendment to SB 148-FN

1 Amend the title of the bill by replacing it with the following:

2

3 AN ACT adopting omnibus legislation relative to vocational and career education,
4 environmental education, and emergency plans for cocurricular related injuries and
5 emergencies.
6

7 Amend section 1 of the bill by replacing Part III with the following:

8

9 Part III: Relative to emergency plans for cocurricular related injuries and emergencies.

10

11 Amend the bill by replacing Part III with the following:

12

13

PART III

14

Requiring emergency action plans for cocurricular related injuries and emergencies.

15

1 New Section; Health Services; Emergency Plans for Cocurricular Related Injuries and
16 Emergencies. Amend RSA 200 by inserting after section 40-b the following new section:

17

200:40-c Emergency Plans for Cocurricular Related Injuries.

18

I. The local board of each school district or chartered public school or the governing body of
19 each nonpublic school shall establish an emergency action plan for responding to cocurricular related
20 injuries and emergencies. In this section "cocurricular" shall include those activities which are
21 designed to supplement and enrich regular academic programs of study, provide opportunities for
22 social development, and encourage participation in clubs, athletics, intramurals, performing groups,
23 and service to school and community. Each school plan shall:

24

(a) Document the proper procedures to be followed when a student sustains an injury or
25 emergency while participating in school sponsored cocurricular activity.

26

(b) Identify the employees, team coaches, and licensed athletic trainers in each school
27 who are trained in first aid or cardiopulmonary resuscitation.

28

(c) Identify the employees, team coaches, or licensed athletic trainers responsible for
29 attending to cocurricular injuries or emergencies connected with cocurricular activity.

30

(d) Identify the activity location, address, or venue for the purpose of directing
31 emergency personnel.

32

(e) Identify the equipment and supplies and location thereof needed to respond to the

Amendment to SB 148-FN
- Page 2 -

1 emergency;

2 (f) Identify the location of any automated external defibrillators and personnel trained in
3 the use of the automated external defibrillator.

4 (g) Document procedural policies regarding injuries sustained in cocurricular activities
5 such as but not limited to: sprains and strains, muscle injury, ligament tear, heart-related illnesses,
6 bone injury, exhaustion and fatigue, head trauma, and heat-related illnesses.

7 II. The plan shall be posted within each school and disseminated to, and coordinated with
8 emergency medical services, fire department, and law enforcement. In addition, each school district
9 shall adopt procedures for obtaining accurate disclosure of student-participant medical information
10 and communicating relevant student-participant medical information to cocurricular employees,
11 team coaches, or licensed athletic trainers responsible for carrying out the emergency action plan.
12 Access, filing, and confidentiality of student-participant medical information shall be managed in
13 accordance with the Health Insurance Portability and Accountability Act (HIPAA) and the Family
14 Educational Rights and Privacy Act (FERPA).

15 III. The plans shall be implemented by the beginning of the first full school year after the
16 effective date of this section.

17 2 Effective Date. Part III of this act shall take effect September 1, 2022.

2021-1625h

AMENDED ANALYSIS

This bill adopts legislation relative to:

- I. Vocational rehabilitation.
- II. Career and technical education.
- III. Emergency plans for cocurricular related injuries and emergencies.
- IV. Private postsecondary career schools.
- V. Environmental and outdoor education.

UNAPPROVED

Amendment to SB 148-FN

1 Amend the bill by replacing Part II with the following:

2

3

PART II

4

Relative to career and technical education.

5

6

1 Regional Career and Technical Education; Definitions; Sending District. Amend RSA 188-E:2, VIII(b) to read as follows:

7

8

(b) If a student attends a chartered public school, **private school, or is home schooled**, the sending district shall be the school district in which the student resides.

9

10

2 Construction or Renovation of Career and Technical Education Centers. Amend RSA 188-E:3, I to read as follows:

11

12

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19

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21

22

I. The commissioner, department of education, shall make grants available to designated regional centers for construction of career and technical education facilities or renovation, **expansion, or replacement** of existing regional career and technical education centers. The state board shall adopt rules, pursuant to RSA 541-A and RSA 21-N:9, II, which the commissioner shall carry out, relative to requirements for approval of regional career and technical education centers to receive funds for construction ~~or~~, renovation, **expansion, or replacement** of such facilities. The rules shall include criteria which guarantee potential sending districts an opportunity to enroll students in the regional career and technical education program, and basic criteria for planning such facilities through cooperative development of plans by the career and technical education staff of the state department of education and the local school district's staff. When such plans appear to be both educationally and financially acceptable, the department's career and technical education staff shall recommend to the commissioner that they be approved for funding.

23

24

3 Regional Career and Technical Education; Program. Amend RSA 188-E:5, II to read as follows:

25

26

27

28

29

30

II. Career and technical education of consistent quality shall be equally available to students and across the state. Each career and technical education program pathway shall include embedded rigorous academic skills and technical core competencies aligned with national business and industry standards delivered through a relevant sequence of courses. **New Hampshire students are encouraged to access career and technical education to learn and apply technical, academic, and employability skills needed for career and life.**

31

4 Career and Technical Education; Transportation. Amend RSA 188-E:8 to read as follows:

1 188-E:8 Transportation. The department of education is authorized to reimburse from its
2 regular budget the **full** cost of transportation, **subject to availability of funding** for (a) regional
3 career and technical education students who attend regional career and technical education centers
4 and for (b) at-risk students who attend alternative education programs located at a regional career
5 and technical education center or other comprehensive high school. Transportation costs shall not
6 exceed the rate adopted pursuant to RSA 541-A by the state board. The [~~sending~~] **student's**
7 **resident** district shall be responsible for **providing transportation and** paying the transportation
8 costs and shall **then** be reimbursed from state funds. **If a student is permitted to self-transport,**
9 **the student's resident district shall reimburse the student in accordance with rules**
10 **adopted pursuant to RSA 541-A. The department of education shall then reimburse the**
11 **district from its regular budget.**

12 5 Payment of Tuition and Transportation Funds. Amend RSA 188-E:9, I to read as follows:

13 I. The state shall pay the receiving district for its portion of the tuition charge upon receipt
14 by the department of education of forms showing the charges as requested by them. Payment of
15 transportation shall be made to the [~~sending~~] **resident** district by the department of education upon
16 certification of payment or liability of payment of transportation charges on forms prescribed by the
17 department. School districts shall report actual tuition and transportation costs for reimbursement
18 by the state to the department by September 30 of each year. Failure to file such information on the
19 forms required under this paragraph shall result in withholding of funds.

20 6 Career and Technical Education; Funding for Construction, Renovation, Expansion, and
21 Replacement. Amend RSA 188-E:10, I to read as follows:

22 I. The department of education is responsible for maintaining a statewide system of regional
23 [~~vocational~~] **career and technical** education centers to provide and allow for a variety of career and
24 technical education programs funded within state budget appropriations. The treasurer of the state
25 of New Hampshire is hereby authorized to make funds available to the department of education for
26 the **construction**, renovation [~~and~~], expansion, **or replacement** of qualified regional career and
27 technical education centers or regional career and technical education programs authorized in the
28 capital budget, provided that:

29 (a) The commissioner of the department of education shall ensure that all requests
30 submitted are both educationally and financially appropriate within the state capital project
31 authorization process;

32 (b) The commissioner of the department of education submits on a biennial basis in a
33 capital budget request a priority list of facilities and programs eligible for **construction**, renovation
34 [~~and~~], expansion, **or replacement** provided that priority shall be given to programs that have been
35 certified by an approved standard or that need additional funds to become certified by an approved
36 standard;

Amendment to SB 148-FN
- Page 3 -

1 (c) Each request for funding follows the capital budget procedure pursuant to RSA 9:3-a,
2 provided that no qualified project funded in a state capital budget as required in this section shall
3 have additional funds for the same project included in a subsequent proposal for capital
4 appropriation under RSA 9:3-a unless directed by the priority list of the department of education;

5 (d) Each school district requesting funds from the department of education establishes
6 and funds a **construction**, renovation ~~[and]~~, expansion, **and replacement** reserve fund, which
7 shall be used by the school district to pay **construction**, renovation ~~[and]~~, expansion, **and**
8 **replacement** costs not funded by the state, and which may include funding for the replacement of
9 equipment; and

10 (e) The state shall fund not less than 50 percent nor more than 75 percent of the cost of a
11 qualified project approved pursuant to this section.

12 (f) In this section, "qualified" means the project:

13 (1) Demonstrates need connected to the labor market.

14 (2) Accepts students from sending schools.

15 (3) Demonstrates adequate numbers of students through enrollment figures based
16 on 3-year averages.

17 (4) Demonstrates alignment with program competencies and academic competencies
18 required by the department of education.

19 (5) Allows for matriculation into a postsecondary venue.

20 (6) Meets all industry and building standards.

21 (7) Meets the procedural requirements for requests under this section and any other
22 requirements in rules of the department of education.

23 (8) Is a regional career and technical education center within a public school, or a
24 public academy as defined in RSA 194:23, II, in the state of New Hampshire.

25 (9) Has the capacity to provide academic courses for students from the sending
26 districts who are approved for full-time attendance at the center.

27 7 New Subparagraph; Advisory Council on Career and Technical Education. Amend RSA 188-
28 E:10-b, I by inserting after subparagraph (h) the following new subparagraph:

29 (i) A high school counselor from a sending school district, appointed by the president of
30 the New Hampshire School Counselor Association.

31 8 Advisory Council on Career and Technical Education. Amend RSA 188-E:10-b, III to read as
32 follows:

33 III. Members of the advisory council appointed under subparagraphs I(f)-~~(h)~~(i) shall serve
34 for terms of 3 years and may be reappointed, except that terms of initial appointments by the
35 commissioner under subparagraphs (f) and (h) shall be staggered.

36 9 New Paragraph; Career and Technical Education; Rulemaking. Amend RSA 188-E:10-b by
37 inserting after paragraph VI the following new paragraph:

Amendment to SB 148-FN
- Page 4 -

1 VII. By June 30, 2021, upon recommendation of the council, the department shall adopt
2 rules, pursuant to RSA 541-A, establishing requirements for a career readiness credential.

3 10 Secondary Career and Technical Education Programs; Federal Authorization. Amend RSA
4 188-E:12 to read as follows:

5 188-E:12 Secondary Career and Technical Education Programs; Federal Authorization. In
6 accordance with 20 U.S.C. section 9271, the state shall include in its unified plan, all secondary
7 career and technical education programs authorized under 20 U.S.C. 2301 et seq., known as the Carl
8 D. Perkins Career and Technical Education Act of 2006 **as amended**.

9 11 Pre-Engineering and Technology Curriculum and Pre-Engineering and Technology Advisory
10 Council; Membership and Terms. Amend RSA 188-E:16, I(d) to read as follows:

11 (d) The [~~president~~] **chancellor of the community college system** of [~~the~~] New
12 Hampshire [~~technical institute~~], or designee.

13 12 Advanced Manufacturing Education Advisory Council; Membership and Terms. Amend RSA
14 188-E:22, I(e) to read as follows:

15 (e) The [~~president~~] **chancellor of the community college system** of [~~the~~] New
16 Hampshire [~~technical institute~~], or designee.

17 13 Dual and Concurrent Enrollment Program; Program Established. Amend RSA 188-E:26 to
18 read as follows:

19 188-E:26 Program Established. There is established a dual and concurrent enrollment program
20 in the department of education. Participation in the program shall be offered to high school and
21 career technical education center students in grades 10 through 12. The program shall provide
22 opportunities for qualified New Hampshire high school students to gain access and support for dual
23 and concurrent enrollment in **career and technical education courses**, STEM (science,
24 technology, engineering, and mathematics) and STEM-related courses that are fundamental **and**
25 **necessary** for success in postsecondary education, **career path opportunities**, and to meet New
26 Hampshire's emerging workforce needs.

27 14 Dual and Concurrent Enrollment Program; School Board Policy. Amend RSA 188-E:28, I to
28 read as follows:

29 I. [~~No later than July 1, 2018,~~] The school board of each school district shall develop and
30 adopt a policy permitting students residing in the district who are in grade **10**, 11 or 12 to
31 participate in the dual and concurrent enrollment program. The policy shall, at a minimum, include
32 compliance with measurable educational standards and criteria approved by the CCSNH and that
33 meet the same standard of quality and rigor as courses offered on campus by the CCSNH. The
34 policy shall also comply with the standards for accreditation and program development established
35 by the National Alliance for Concurrent Enrollment Partnerships. The policy shall include, but not
36 be limited to, student eligibility criteria, standards for course content, standards for faculty
37 approval, program coordination and communication requirements, tuition and fees, textbooks and

Amendment to SB 148-FN
- Page 5 -

1 materials, course grading policy, data collection, maintenance, and security, revenue and
2 expenditure reporting, and process for renewal of the agreement.

3 15 Department of Education; Community College System of New Hampshire; Dual and
4 Concurrent Enrollment Agreement. The department of education and the CCSNH shall develop and
5 approve a model dual and concurrent enrollment agreement that shall be used by the CCSNH and
6 the school board of a school district participating in the dual and concurrent enrollment agreement
7 program. The model agreement shall include standards established by the CCSNH, shall include
8 elements, standards, and criteria that have been approved by the department of education and
9 CCSNH, and shall serve as the framework for the development, implementation, and administration
10 of the dual and concurrent enrollment program in each school district by clearly defining the
11 procedures related to concurrent and dual enrollment of high school students in college classes. The
12 department shall further develop guidelines for the program relating to reporting, accountability,
13 and payment of available funds to the CCSNH.

14 16 New Paragraph; Delivery of an Adequate Education. Amend RSA 193-E:3 by inserting after
15 paragraph VII the following new paragraph:

16 VIII. Beginning in September 2021, and each year thereafter, school districts shall, for
17 entering high school freshman: assess student career interests; document school pathways to career
18 readiness credentials; advise all entering high school students how to achieve a career ready
19 credential upon graduation; and record on a student's transcript progress towards the credential.
20 School districts shall report the following annually: the number of students who complete CTE; the
21 number of dual enrollments, concurrent enrollments, extended learning opportunities, and work
22 based learning enrollments; and the number of career ready credentials awarded.

23 17 Repeal Date Extended. Amend RSA 2019, 247:3, XVI to read as follows:

24 247:3 Repeal; [2022] **2026**. RSA 188-E:9-a, relative to donations to regional career and technical
25 education center programs, is repealed.

26 18 Effective Date Change. Amend RSA 2019,247:4, I to read as follows:

27 I. Section 3 of this act shall take effect June 30, [2022] **2026**.

28 19 Effective Date. Part II of this act shall take effect 60 days after its passage.

Rep. Cordelli, Carr. 4
Rep. Ladd, Graf. 4
May 19, 2021
2021-1580h
06/05

Amendment to SB 148-FN

1 Amend the bill by replacing Part IV with the following:

2

3

PART IV

4

Relative to the definition of private postsecondary career school.

5

1 New Subparagraph; Private Postsecondary Career Schools; Definitions. Amend RSA 188-G:1,

6

II by inserting after subparagraph (l) the following new subparagraph:

7

(m) Entities that have annual gross tuition of \$100,000 or less.

8

2 Effective Date. Part IV of this act shall take effect 60 days after its passage.

UNAPPROVED

Amendment to SB 148-FN

1 Amend section 1 of the bill by replacing Part V with the following:

2

3 Part V: Relative to environmental science and outdoor recreation as criteria for an adequate
4 education.

5

6 Amend the bill by replacing Part V with the following:

7

8

PART V

9

Environmental Science Required for Adequate Education

10 1 Criteria for an Adequate Education. Amend RSA 193-E:2, III to read as follows:

11 III. Knowledge of the biological, physical, and earth sciences, ***including environmental***
12 ***sciences that investigate the complex interaction of physical, chemical, and biological***
13 ***processes that take place on the earth***, to enable them to understand and appreciate the world
14 ***and the engineering, socio-economic, and geopolitical challenges*** around them.

15 2 Criteria for an Adequate Education; Science. Amend RSA 193-E:2, VI-VII to read as follows:

16 VI. Sound wellness and environmental practices, ***including outdoor recreation***, to enable
17 them to enhance their own well-being, as well as that of others.

18 VII. Skills for lifelong learning, including interpersonal and technological skills, to enable
19 them to learn, work, ***communicate***, and participate effectively in a changing society ***and***
20 ***environment***.

21 3 New Paragraph; Regional Career and Technical Education; Program. Amend RSA 188-E:5 by
22 inserting after paragraph XI the following new paragraph:

23 XII. Since outdoor recreation education includes instruction in outdoor recreational
24 activities and preparation for participation in the outdoor recreation industry, the director of career
25 and technical education shall report to the advisory council on career and technical education by
26 June 1, 2022 on the availability of programs in outdoor recreation and the potential for new
27 programs to provide workforce training and appropriate credentialing in careers related to the
28 outdoor recreation industry.

29 4 Effective Date. Part V of this act shall take effect 60 days after its passage.

2021-1584h

AMENDED ANALYSIS

This bill adopts legislation relative to:

- I. Vocational rehabilitation.
- II. Career and technical education.
- III. Emergency plans for sports related injuries.
- IV. Private postsecondary career schools.
- V. Environmental science education.

UNAPPROVED

Hearing Minutes

HOUSE COMMITTEE ON EDUCATION

PUBLIC HEARING ON SB 148-FN

BILL TITLE: adopting omnibus legislation relative to vocational and career education, environmental education, and emergency plans for sports injuries.

DATE: April 21, 2021

LOB ROOM: 301-303 **Time Public Hearing Called to Order:** 11:30 AM

Time Adjourned: 1:30 PM

Committee Members: Reps. Ladd, Cordelli, Shaw, Boehm, Allard, A. Lekas, Moffett, Hobson, Andrus, Ford, Layon, Soti, Myler, Luneau, Cornell, Tanner, Mullen, Heath, Ley and Woodcock

Bill Sponsors:
Sen. Ward

TESTIMONY

* Use asterisk if written testimony and/or amendments are submitted.

Senator Waters

- Introduced bill

PART I – VOCATIONAL

Lisa Hatz – Self

- Vocational rehab going through many changes including administrative rules, which have updated as stated in this bill

PART II – TECH ED

Senator Waters – Sponsor

- Will pay full transportation costs
- Policy adoption by all school boards
- Change of title for advisory board
- No fiscal note – funding in HB 102
- Grade10 added
- Long overdue and welcomed changes to CTE laws
- On part II – Education and funding for environmental ed is finally covered by this bill
- Model existing curriculum needs to get to schools

Eric Frauwirth – DOE

- Long overdue
- Home school and private schools – sending district is where student resides – can attend any CTE center as long as there is room – Parents usually provide – but can join students on **unreadable**
- 2M needed extra to fully fund this change in the law

***Senator Prentiss – Introducing Part III**

- Updates 1971 legislation – aligns with best practices and best care for students
- Incorporates existing policy and best practices
- Extends to practice sessions

PART III – Continued

Becka Stern - CEO of Sports Awareness Group – Supports

- Goal of organization us to prevent injuries
- Enacts 5 beneficial changes to law
- Long overdue – established best practices

Leonard Angleli - Physical Trainer – Self

- Dealt with many injuries – must include to address laws on a regular basis as things change

Shannon Roche – Yoga Alliance – Supports

- Small business licensing can be an issue so legislation addressed in this bill is very welcomed
- Proper training and education are crucial for effective licensing

Maureen Miller – Yoga Alliance – Supports

- Consumer protection in this bill long overdue

Katie O’Connell – Yoga Teaching – Supports

- Supports the section on licensing and protection
- Yoga is increasing in popularity

***Senator Ward**

- Written testimony submitted by email

PART V – ENVIRONMENTAL AND OUTDOOR EDUCATION

***Jayson Seaman – Professor at UNH – Supports**

- Definitely supports outdoor education

Janice Crawford – Teacher – Supports

- Supports environmental education and lots of outdoor activities
- Exercise and appreciation of nature is very important

Respectfully submitted,

Rep. Barbara Shaw, Clerk

HOUSE COMMITTEE ON EDUCATION

PUBLIC HEARING on Bill # SB 148
BILL TITLE: adopting omnibus legislation relative to vocational
DATE: 4-21-21 a career ed environmental educat
& emergency plans for sports inj

ROOM: 301-303 Time Public Hearing Called to Order: 11:30

Time Adjourned: 1:30

(please circle if present)

Committee Members: Reps. Ladd, Cordelli, Shaw, Boehm, Allard, A. Lekas, Moffett,
Hobson, Andrus, Ford, Layon, Soti, Myler, Luneau, Cornell, Tanner, Ellison, Mullen, Ley
and Woodcock abs Mary Heath

TESTIMONY

* Use asterisk if written testimony and/or amendments are submitted.

Part I Vocational
① Ben Waters introduced full bill

② Lisa Hatz - self -- supports
vocational rehab going through many changes
including administrative rules, which have been
updated as stated in this bill

Part II Career & Tech Ed

① Ben Waters - sponsor
will pay full transportation costs
• policy adoption by all school boards
• change of title for advisory board
• no fiscal note - funding in HB 1 & 2
• grade 10 added
• long overdue & welcomed changes to CTE
laws
on Part IV - education & funding for environ-
mental ed is finally covered by this bill.
model, existing curriculum, needs to get to schools

① Eric Frauworth - DOE - Career Dev.

- long overdue
- home school & private schools - sending district is where student resides - can attend any CTE center as long as their is room. Parents usually provide. But can join students on bus

* Part III
① Sen Prentiss - introducing Part III

- updates 1971 legislation - aligns with best practices and best care for students
- incorporates existing policy & best practices
- extends to practice sessions

② Eric - con'd

- 2 M needed extra to fully fund this change in the law

Part III - con'd

② Becka Stern - CEO of Sports Awareness Group supports

- goal of organization is to prevent injuries
- enacts 5 beneficial changes to law
- long overdue - established best practices

③ Leonard Angeli - physical trainer - self

- delt with many injuries - must include to address laws on a regular basis as things change

④ Shannon Roche - Yoga Alliance - supports

- small business licensing can be an issue so legislation addressed in this bill is very welcomed
- proper training & education are crucial for effective licensing

⑤ Maureen Miller - Yoga Alliance - support

- consumer protection in this bill long overdue

⑥ Katie O'Connell - yoga teaching - supports

- supports the section on licensing & protection
- yoga is increasing in popularity

Part IV - con'd

① *written testimony by Sen Ward will be submitted by email - read by assistant

Part V Environmental & Outdoor Education

- ① Jayson Seaman - prof at UNH - supports
* written testimony by email
• definitely supports outdoor education
- ② Janice Crawford - teacher - supports
• supports environmental education
and lot of outdoor activities
• exercise and appreciation of nature
is very important

Respectfully
submitted,
Rep. Barbara Shaw,
Clerk

House Remote Testify

Education Committee Testify List for Bill SB148 on 2021-04-21

Support: 46 Oppose: 0 Neutral: 1 Total to Testify: 11

Export to Excel

<u>Name</u>	<u>City, State</u> <u>Email Address</u>	<u>Title</u>	<u>Representing</u>	<u>Position</u>	<u>Testifying</u>	<u>Signed Up</u>
Watters, Senator David	Dover, NH david.watters@leg.state.nh.us	An Elected Official	Myself (SD 4)	Support	Yes (5m)	4/16/2021 3:16 PM
Angelli, Leonard	GRANTHAM, NH langelli@cardigan.org	A Member of the Public	Myself	Support	Yes (5m)	4/16/2021 7:05 AM
Seaman, Jayson	Durham, NH jayson.seaman@unh.edu	A Member of the Public	Myself	Support	Yes (5m)	4/19/2021 3:47 PM
Thayer, Chris	Sugar Hill, NH cthayer@outdoors.org	A Member of the Public	Appalachian Mountain Club	Support	Yes (4m)	4/20/2021 1:35 PM
O'Connell, Katie	North Sandwich, NH dragonflyyoga@gmail.com	A Member of the Public	Dragonfly Yoga	Support	Yes (3m)	4/20/2021 1:45 PM
Ray, Tyler	North Conway, NH tyler@graniteoutdoor.org	A Member of the Public	Granite Outdoor Alliance	Support	Yes (3m)	4/20/2021 1:24 PM
Crawford, Janice	North Conway, ME janice@mtwashingtonvalley.org	A Member of the Public	Myself	Support	Yes (3m)	4/20/2021 5:23 PM
Stearns, Rebecca	Storrs, CT rebecca.stearns@uconn.edu	A Member of the Public	Myself	Support	Yes (3m)	4/15/2021 10:53 AM
Roche, Shannon	Arlington, VA sroche@yogaalliance.org	A Member of the Public	Yoga Alliance	Support	Yes (0m)	4/20/2021 1:07 PM
Ward, Senator Ruth	Stoddard, NH ruth.ward@leg.state.nh.us	An Elected Official	Senate District 8 Support Parts I & IV Only PRIME	Support	Yes (0m)	4/14/2021 1:29 PM
Miller, Maureen	Dover, NH mmillernh44@gmail.com	A Member of the Public	Myself	Support	Yes (0m)	4/19/2021 4:47 PM
Rosenberger, Teresa	Concord, NH trosenberger@bernsteinshur.com	A Lobbyist	NH Brain Injury Association	Support	No	4/20/2021 2:46 PM
Moore, Susan	FRANCONIA, NH susan.moore.franconia@gmail.com	A Member of the Public	Myself	Support	No	4/20/2021 4:27 PM

Gannon, Senator Bill	Sandown, NH william.gannon@leg.state.nh.us	An Elected Official	SD 23	Support	No	4/21/2021 10:29 AM
Hatz, Lisa	Concord, NH Lisa.k.hatz@doe.nh.gov	State Agency Staff	Myself	Neutral	No	4/21/2021 9:55 AM
Snow, Cassandra	Manchester, NH Sandy@nhmi.net	A Member of the Public	Myself	Support	No	4/15/2021 9:12 PM
Snow, Brittany	Manchester, NH Bsnow@wjwservices.com	A Member of the Public	Myself	Support	No	4/15/2021 9:14 PM
Brown, Jim	Andover, NH jmbrown283@gmail.com	A Member of the Public	Myself	Support	No	4/15/2021 9:48 PM
Chulada, Cliff	Bow, NH cdchulada@comcast.net	A Member of the Public	Myself	Support	No	4/16/2021 8:49 AM
Collins, Patricia	Sunapee, NH TriciaHammond@hotmail.com	A Member of the Public	Myself	Support	No	4/16/2021 10:34 AM
Hammond, Paul	Lebanon, NH PaulLHammond@msn.com	A Member of the Public	Myself	Support	No	4/16/2021 10:36 AM
Collins Jr., Ernest	Sunapee, NH CollinsTiny9@gmail.com	A Member of the Public	Myself	Support	No	4/16/2021 10:39 AM
Hamblet, Joan	PORTSMOUTH, NH joan.hamblet@leg.state.nh.us	An Elected Official	Myself	Support	No	4/19/2021 9:43 PM
Tucker, Kathy	Wilmot, NH katherine.s.tucker@valley.net	A Member of the Public	Myself	Support	No	4/20/2021 7:06 AM
Rasmussen, Elissa	Brookline, NH elissa@evanshatz.com	A Member of the Public	Myself	Support	No	4/20/2021 8:56 AM
Thomas, Elaine	Nashua, NH thomas.marshall@comcast.net	An Elected Official	Myself	Support	No	4/20/2021 9:07 AM
Taylor, Sue	Plainfield, NH sueetaylor158@gmail.com	A Member of the Public	Myself	Support	No	4/19/2021 6:19 PM
Dontonville, Roger	Enfield, NH rdontonville@gmail.com	An Elected Official	Myself	Support	No	4/19/2021 9:07 PM
Cronin, Tom	Durham, NH thomas.cronin@unh.edu	State Agency Staff	The University System of NH	Support	No	4/19/2021 7:27 PM
Lewandowski, Jean	Nashua, NH jlewando@hotmail.com	A Member of the Public	Myself	Support	No	4/20/2021 10:30 AM
Dutzy, Sherry	Nashua, NH sherry.dutzy@leg.state.nh.us	An Elected Official	Myself	Support	No	4/20/2021 10:48 AM

Hollingworth, Amy	Bedford, NH amy@nhmi.net	A Member of the Public	Myself	Support	No	4/20/2021 12:51 PM
Burke, PRECIOUS	NEW HAMPTON, NH preciousburkeatc@gmail.com	A Member of the Public	Myself	Support	No	4/15/2021 10:29 AM
Smith, Theodore	Sunapee, NH tjsmith03@yahoo.com	A Member of the Public	Myself	Support	No	4/15/2021 12:32 PM
Hamilton, Madison	Candia, NH madison.hamilton.atc@gmail.com	A Member of the Public	Myself	Support	No	4/16/2021 4:38 PM
Schmidt, Jan	NH, NH tesha4@gmail.com	An Elected Official	Myself	Support	No	4/17/2021 2:20 PM
Almy, Susan	Lebanon, NH susan.almy@comcast.net	An Elected Official	Myself	Support	No	4/17/2021 5:50 PM
Eisner, Mary	Derry, NH nhdem@msn.com	A Member of the Public	Myself	Support	No	4/17/2021 3:56 PM
Carson, Sharon	Londonderry, NH deborah.chroniak@leg.state.nh.us	An Elected Official	SD 14, Part II, Part III, Part V	Support	No	4/17/2021 5:43 PM
Hunnewell, Anne	Holderness, NH ahunne@roadrunner.com	A Member of the Public	Myself	Support	No	4/18/2021 8:49 PM
Hunnewell, Richard	Holderness, NH hunnewell.richard@gmail.com	A Member of the Public	Myself	Support	No	4/18/2021 8:49 PM
Grassie, Chuck	Rochester, NH chuck.grassie@leg.state.nh.us	An Elected Official	Strafford 11	Support	No	4/18/2021 11:06 PM
Bixby, Peter	Dover, NH peter.bixby@leg.state.nh.us	An Elected Official	Myself	Support	No	4/19/2021 8:52 AM
Bouchard, Donald	MANCHESTER, NH donaldjbouchard@gmail.com	An Elected Official	Myself	Support	No	4/19/2021 12:48 PM
Ferguson, Lauren	Dover, NH lauren.ferguson@unh.edu	A Member of the Public	Myself	Support	No	4/19/2021 4:22 PM
Ballentine, John M	Nashua, NH mikeb@btine.com	A Member of the Public	Myself	Support	No	4/19/2021 2:30 PM
Schapiro, Joe	Keene, NH joe.schapiro@leg.state.nh.us	An Elected Official	Cheshire 16, Keene	Support	No	4/19/2021 2:40 PM

Testimony

January 25, 2021

Dear Committee Members,

In 2013, when I was a senior at the New Hampton School, I suffered a head injury during a varsity field hockey game. Immediately, I was evaluated and monitored by the Athletic Trainer on the sideline for a concussion. Shortly after the game, I was walking away from the field with my parents and I went into a seizure on the sideline of the playing field. The emergency action plan was activated by the Athletic Trainer and EMS arrived quickly after, determining I needed to be Airlifted by DART to Dartmouth Hitchcock Medical Center, where I received the care that I needed. My diagnosis was a temporal skull fracture and a severe concussion. Having an Certified Athletic Trainer with an effective emergency action plan was essential to my situation because it allowed me to safely and quickly receive treatment. Without this immediate support, the situation could have been detrimental.

I strongly believe thorough and effective emergency action plans are a necessity to ensure the safety of all sports participants.

Respectfully,

Dori Craig
New Hampton School '14
doricraig59@gmail.com

May 18, 2021

Honorable House of Representative Education Committee,

Thank you for your consideration of Part III to Senate Bill 148-FN, entitled “Requiring emergency action plans for sports related injuries.” The New Hampshire Athletic Trainers’ Association (NHATA), along with the Korey Stringer Institute (KSI) originally drafted and worked with Senator Bill Gannon on the language of part III of the bill. KSI is a leading organization in the research of and advocacy of prevention of sudden death in sports. The original language presented in the bill represented the most specific and succinct language in regard to best practices currently outlined by nationally recognized health care associations for preventing sudden death in sport.

There is currently a national movement towards improving youth sport safety, in the last 3 years there has been a 6% increase in mandated health and safety policies for high school sports across all states. In this same time, KSI has organized and collaborated with 14 states to have focused meetings on adopting sport health and safety policies. However, since the ranking of states and territories youth sport safety guidelines began, NH has consistently ranked in the bottom 10 out of 51 states (including DC)¹. If Senate Bill 148 passes as drafted, it will catapult NH to the top 10 and could establish NH as a leader in high school sport safety. Adoption of this bill also aligns NH with states leading the way for athlete health and safety. Currently, 35 states mandate an emergency action plan specific to athletics, 7 of these are through legislation. In states that have passed similar prescriptive language that includes the National Athletic Trainers’ Association (NATA) position statement for sport emergency action plan requirements, researchers found detailed and effective emergency action plans². It is our recommendation that the language utilized in the bill passed by the Senate Education Committee be retained to permit emergency action plans that are prescriptive, permitting consistency in their development, rehearsal requirements and yearly revisions that are uniform among New Hampshire school districts. While setting a standard, it still allows for flexibility

within the district to identify their specific needs and their resources available to meet the emergency action plan requirements.

The recommendations and requirements in this bill are specific to sports, because of the unique and known risks of sport participation. For example, we know that sport participation is 2.5 times more likely to elicit a sudden cardiac arrest (the leading cause of death in athletes) compared to being at rest. Crafting a strong and effective bill in this area is vital to ensure the health and safety of the New Hampshire's youth is established. If it is determined that more prescriptive language is necessary for other co-curricular opportunities, then this model could be replicated in the future to cover all co-curricular events including those outlined in RSA 200:40.

Respectfully,

New Hampshire Athletic Trainers' Association &
The Korey Stringer Institute

¹Belval, Luke. "Sport Safety Policies Archive." *Korey Stringer Institute*, 13 Aug. 2018, ksi.uconn.edu/sport-safety-policies-ranking-archive/#.

²Samantha E. Scarneo-Miller, Zachary Y. Kerr, William M. Adams, Luke N. Belval, Douglas J. Casa; Influence of State-Level Emergency Planning Policy Requirements on Secondary School Adoption. *J Athl Train* 1 October 2020; 55 (10): 1062–1069. doi: <https://doi.org/10.4085/1062-6050-118-19>



April 20, 2021

The Honorable Rep. Rick Ladd, Jr.
Legislative Office Building, Room 207
107 North Main Street
Concord, NH 03301

RE: SB 148: Supporting Outdoor Education

Dear Chairman Ladd and Members of the House Education Committee,

Please accept this testimony on behalf of Granite Outdoor Alliance (Granite Outdoor) **in support of SB 148 and outdoor education initiatives to improve the emerging outdoor economy.**

Granite Outdoor is a trade group coalition supporting New Hampshire outdoor industry brands, services, non-profits, and individuals, to establish common goals in advocacy and policy. Workforce and education are together one of four foundational pillars of the organization which aligns with our support of SB 148.

The outdoors has long been used as an economic strategy (i.e. tourism, business development) in New Hampshire but not always for the best interests of the outdoors in mind. Not until 2017 and passage of the federal REC Act (which authorized the measurement of the outdoor industry nationwide) did we collectively realize the economic impact of the outdoor industry. Recent empirical evidence now supports the powerful emerging outdoor industry as a top industry in the State. Consequently, the outdoors should no longer be taken for granted as a sideshow or usable interest, but rather one that should be responsibly leveraged as an economic driver across the State. Building education around the outdoors is smart economic development.

In New Hampshire, the industry carries substantial statewide economic impact, including \$2.8 billion in consumer spending, supporting 37,000 jobs, \$1.3 billion in wages, and \$528 million in state/local taxes, all of which represents 3.2% of New Hampshire's economy. Now, with the recent hire of Scott Crowder as Director of the Office of Outdoor Recreation Industry Development, the 16th such office in the United States, New Hampshire is in a position of strength to utilize and responsibly leverage the outdoors to the education space.

To that end, we write to encourage the Committee's support of SB 148, particularly in regard to Section 5 noting environmental and outdoor recreation education programming through career and technical education programs (CTE's), workforce development, and industry credentialing.



While the outdoor economy is surging, low wages, high seasonality, and workforce skills jeopardize a potentially prominent and sustainable statewide industry. With a focus on CTE's and connecting students with businesses in the private and non-profit sector, New Hampshire is investing in the productivity and development of the workforce, an educational pipeline that is critical to employee retention, thriving communities, and attraction of new businesses. Such workforce skills provide critical knowledge capital that is necessary to support existing businesses, infrastructure, and assets, and will be a key player in advancing multi-dimensional sectors across the outdoor economy. Further, outdoor education doubles as a stewardship initiative, creating sustainable business practices that protect yet grow and experience-based lifestyle.

Moreover, outdoor education activities and curriculum prepares students for participation in the outdoor industry, the State's up and coming competitive advantage. SB 148 is an investment in not only the State's outdoors, but also the workforce that supports and participates in it.

As such, statutory and Department of Education recognition of educational programs in outdoor recreation, and its connection to workforce development with the Community College System of New Hampshire, among others, directly supports the future sustainability of our collection of local economies and is a statement toward how we value our greatest asset, the Great Outdoors.

Sincerely,

A handwritten signature in black ink that reads "Tyler T. Ray". The signature is fluid and cursive, with the first letters of each name being capitalized and prominent.

Tyler T. Ray
Rockhound Chief
Granite Outdoor Alliance

January 21, 2021

To whom it may concern:

I have been a member of the Orthopedic Sports Medicine Service at Cheshire Medical Center/Dartmouth-Hitchcock for over 20 years. I have provided care to the athletes of the Monadnock community since my arrival in Keene in 1997. Our ability to forge relationships with our local schools and create formalized Emergency Action Plans, care providers in the form of Athletic Trainers, Emergency Personnel and physicians has been a priority for us in providing the highest quality care possible for our student-athletes.

I am in full support of the NHATA's efforts to file a bill requiring local school boards to develop and implement emergency action plans, so as to respond to serious or potentially life-threatening sports related injuries. The safety of our student athletes relies on the careful planning and preparation for the unforeseen and often inevitable injuries and illnesses which occur during their sports careers. Unfortunately during my career I have seen not only fractures, concussions and heat related injuries but also the devastating effects of cardiac and spinal cord emergencies. All of these could be planned for and often partially mitigated by careful pre-planning with Emergency Action Plans and the interventions of on-site healthcare personnel in the form of Athletic Trainers. The advantages of these plans are numerous including not only improved safety but also piece of mind and mitigated legal issues which inevitably arise.

I urge you to consider passing this bill since the future of our students lies in the safety and support we provide them both on and off the field.

Sincerely,

Cherie A. Holmes

Cherie A. Holmes MD
Chief Medical Officer
Cheshire Medical Center / Dartmouth-Hitchcock Keene
590 Court Street
Keene, NH 03431
603-354-5450

I want to thank the members of the committee for their time and for hearing comments on this important bill. I'm going to focus my remarks on my connection to the topic of outdoor recreation and education both personally, as a lifelong New Hampshire resident, and professionally, as someone who worked in schools in just the kinds of programs this bill would support, and who now studies youth outdoor activity involvement across the State.

I grew up in Henniker and learned to ski downhill at Pat's Peak through their school lesson program. In my teen years I fell in love with mountain biking – I got my first mountain bike, a Univega, at Ozzy Waite's shop on Main Street in Concord – and spent countless hours roaming the woods on my local trails. My first big hike was at four years old, up Mount Chocorua, which I bested two years later by hiking with my dad up Mount Washington. I remember these hikes fondly but in truth I probably needed a piggyback ride for a lot of them – as any outdoor parent knows, these are the investments you make in your kids so you can involve them in the things you love doing for years to come. It took me another 15 years to finish all 48 4,000 footers in the Whites, which I did accomplish under my own steam. I attended summer camp in the lakes region during my most formative summers, a tradition I'm passing down to my three daughters. I've also imparted my love for skiing to them and enjoy watching them race at Cranmore, even though I can't keep up with them anymore. Growing up in the outdoors in NH has been a real intergenerational experience for me, all around the State.

When I graduated from New England College I was hired at my alma mater, John Stark Regional High School, to teach English part time and also start an outing club. This was my introduction to formal outdoor education as a professional. Its principal at the time and one of my early mentors, Mark Roth, agreed to make outdoor education part of my job description and entrusted me with taking students on outdoor adventures in every season to learn about themselves, each other, and the state. Anybody who has done that kind of work knows that it is often the kids who struggle most in school, who really shine in outdoor settings. I had a similar experience when I worked in Orford and enlisted kids to help create the Cross-Rivendell trail, a 38-mile footpath ranging from Mt Cube to Flagpole Hill in Vershire, VT. We received funding from the NH Recreational Trail Program and hired kids to build the trail over summers; for some this was their first paying job. The trail was founded as and remains a learning lab for the Rivendell Interstate School District.

It was those early professional experiences that propelled me to pursue a PhD at UNH, where I now have the privilege of working as an Associate Professor of Outdoor Leadership and Management in the Recreation Management and Policy Department. My current research focuses on how outdoor activity involvement in adolescence shapes their postsecondary planning. My colleagues and I have published papers on how youth from northern NH participate in outdoor activities at higher rates than their peers nationwide. The most highly involved youth not only report stronger connections to their communities, they also show more favorable postsecondary aspirations and, after graduation, attend college at higher rates. If there is only one point I hope you remember from this testimony, it is that outdoor activity involvement in adolescence is strongly related to postsecondary planning and achievement.

But we also noticed a dilemma: Our research suggests, unsurprisingly, that rural youth evaluate their postsecondary options in light of perceived opportunities for education and employment. In short, youth can learn to love the outdoors like I did as a kid, but if there aren't viable opportunities for work along with ways to imagine yourself doing it, it's tough to know where to channel that interest and passion. Fortunately, the State is now wisely investing in Outdoor Recreation Economic Development in order to capitalize on the true New Hampshire advantage – our abundant outdoor amenities and strong outdoor culture.

This is why SB148 is so critical and why I am compelled to comment today: it can help connect these dots – outdoor recreation as a growing economic engine on the one hand, and the outdoors as a powerful venue for forming postsecondary aspirations, on the other hand. SB148 will help schools and youth-serving agencies align behind these important state priorities and build a thriving citizenry and workforce in New Hampshire, whether directly in the outdoor recreation economy or in other careers. I think it is helpful to consider SB148 not merely as an education bill, but as an investment in the State's future workforce and in future adults who are committed to sustaining its quality of life.

In sum, my comments have not focused on specific learning outcomes or even on schools per se. Instead I've emphasized aspects of the outdoors that support who people are and who they can become. My personal biography testifies to the strong intergenerational bonds to NH that are formed through early exposure to the outdoors, and my research shows how this also influences the way young people think about their futures. That's why I'm asking you to think about SB148 as an investment into the future of NH, where opportunities are coming together to meet real educational, outdoor, and economic needs by promoting greater outdoor involvement among NH youth.

Thank you again for your time.

Jayson Seaman
Durham, NH



Children's Hospital at
Dartmouth-Hitchcock

Keith J. Loud, MD, MSc, FAAP
Chair, Department of Pediatrics
Physician-in-Chief, CHaD



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CHaDKids.org

February 2, 2021

To Whom It May Concern:

As a pediatrician board-certified in sports medicine, I write in strong support of SB 2021-0863, "an Act requiring emergency action plans for sports related injuries." I am also a former certified athletic trainer who developed and implemented comprehensive emergency action plans for high schools in Rhode Island and Massachusetts.

I therefore provided a unique perspective as representative of the American Academy of Pediatrics for and co-author of the Consensus and Summary Statements for the Appropriate Medical Care for the Secondary School Aged Athlete Task Force (*Journal of Athletic Training*. 2008 Jul-Aug; 43(4): 416–427). That expert panel reviewed the medical literature and case law, determining that establishing and maintaining a comprehensive athletic emergency action plans are a best practice standard. This standard was reaffirmed as one of 12 evidence-based practices by the National Athletic Trainers' Association in 2019 (*Journal of Athletic Training*. 2019 Jul; 54(7): 741–748).

I urge passage of this bill for the health and safety of young athletes throughout New Hampshire.

Sincerely,

Keith J. Loud
Associate Professor of Pediatrics



2/3/2021

Dear Honorable Representatives of the New Hampshire State Legislature,

On behalf of the student-athletes in New Hampshire, the Korey Stringer Institute (KSI) would like to provide our full support for the raised Senate Bill amendments to RSA 200, titled “An Act Requiring Emergency Action Plans for Sports Related Injuries.” As the mission of the KSI is to provide research, education, advocacy and consultation to maximize performance, optimize safety and prevent sudden death for the athlete, warfighter and laborer, we believe that this bill is a huge step to protect the health and safety policies benefiting high school athletes in the state of New Hampshire.

Our goal is to reduce catastrophic injuries related to the top causes of death - cardiac arrest, exertional heat stroke, traumatic head injuries and exertional sickling. We believe that a majority of these deaths are preventable. When we collaborated with colleagues to produce the Inter-Association Task Force on Preventing Sudden Death in Secondary Schools (Casa 2013) and later reported the implementation gaps of these best practices at the high school level (Adams et al. 2017), our hope was that the data provided would spark conversations to move the sport safety policies forward. Several research studies have demonstrated the positive effects of state policy requirements on overall injury reduction (Kerr et al. 2019) and policy adoption at the local high school level (Kerr et al. 2014, Kerr et al. 2019, Yang et al. 2017, Johnson et al. 2018). Through state policy requirements, we are confident that more athletes will be able to go home to their parents and families at the end of the night.

In order to support this effort, we organized an educational symposium in November 2019 for the key stakeholders in New Hampshire. The proposed amendments are a direct result of these efforts. We are in full support of amendments to RSA 200. If we or our colleagues can assist with the forward motion of this bill, please let us know.

For the health and safety of all the New Hampshire high school athletes - thank you,

A handwritten signature in black ink that reads 'Douglas J. Casa'.

Douglas J. Casa
Chief Executive Officer
Korey Stringer Institute, Univ. of Connecticut
Douglas.casa@uconn.edu
860-486-3624

A handwritten signature in black ink that reads 'Rebecca L. Stearns'.

Rebecca L. Stearns, PhD, ATC
Chief Operating Officer
Korey Stringer Institute, Univ. of Connecticut
Rebecca.Stearns@uconn.edu
860-486-0275



References:

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Testimony on bill before the NH Senate on emergency action plans for sports related injuries in the youth sports setting.

My name is Arthur Maerlender, I am a board-certified clinical neuropsychologist. I was the Director of Pediatric neuropsychology at DHMC before becoming director of a clinical research at the Center for Brain, Biology and Behavior at the University of Nebraska Athletic Dept. I now live back in New Hampshire where I consult to numerous concussion programs, do research and teach.

Playing sports is tremendously important for youth development. The statistics on the benefits of sports participation to the individual and society are staggering in their support. But sports also entail risks and every person who engages in organized sporting activities must understand and accept the risk of an accident, because accidents happen.

There is evidence – and common sense support - that in following clinical guidelines outcomes improve. In an emergency, effective immediate action is imperative and appropriate immediate action can only happen with preparation and training. Standardized medical care is a hallmark of best-practice. This will help establish standardized approaches across New Hampshire.

And while frivolous laws are verboten in NH, it is actually surprising that this policy does not already exist. Schools have emergency plans for many things and it would seem that adding sporting events to the list will not require re-invention of the wheel.

Athletic trainers are the first responders on the athletic field. But at last count, roughly 50% of NH high schools did not have athletic trainers. And even when there are athletic trainers, they are not able to be at every field for every practice and every game. In the absence of an athletic trainer this bill helps to remove barriers to action from the time of injury to transfer of care.

Further, all personal involved share a professional and legal responsibility to ensure guidelines are in place to manage any sport related emergency that may arise. It increases the probability of rapid care and facilitates rapid action by emergency transport/EMS personnel. All of these outcomes help to reduce liability.

Finally, as I read the bill it will require every school (4-12th grade) to have at least one person with emergency training for their specific site. Obviously, this does not replace AT's or nurses, but it does assure a minimum level of secondary prevention. My preference would be that at least two people would be trained to provide needed redundancy.

This bill is overdue, and I heartily support passage.

Respectfully,
Arthur Maerlender, PhD, ABPP-CN

Senator Watters

SB 148 Part V amendment to conform with HB 242

PART V

Relative to environmental and outdoor education.

1 Findings.

I. New Hampshire has throughout its history relied on its natural resources for economic, social, and cultural development, and it has acted to steward its environment. New Hampshire has promoted agriculture, protected its water resources and its fish and game, has established the Society for the Protection of New Hampshire Forests, and passed the Weeks Act. It is recognized as a public good, promoted by environmental organizations and state and municipal governments, to sustain a healthy New Hampshire environment. It is essential that New Hampshire citizens have access to and opportunities for connection with the natural world and become informed and responsible stewards.

II. New Hampshire's recreational future depends on how the state of New Hampshire, educational institutions, environmental organizations, and the outdoor recreation industry rise up and steward our natural resources.

III. New Hampshire's outdoor recreation sector in 2020 is 3.2 percent of the state's economy, the ninth highest of any state. New Hampshire's consumer outdoor recreation spending is \$8,700,000,000 providing 79,000 jobs, \$2,600,000,000 in wages, and \$528,000,000 in state and local taxes.

IV. In 2019, New Hampshire became the sixteenth state in the United States to approve of an office of outdoor recreation industry development to be housed within the New Hampshire department of business and economic affairs. The office is intended to advance the outdoor industry toward a sustainable and responsible future by focusing on land conservation, economic development, education, and health and wellness. In furtherance of these goals, New Hampshire supports the Granite Outdoor Alliance in its work to unite the ecosystem of outdoor enthusiasts across New Hampshire to protect yet grow an experience-driven lifestyle.

V. Therefore, it is in the public interest to provide environmental and outdoor recreation education for New Hampshire students.

VI. Environmental literacy requires having an understanding of the natural world and the capacity to interpret environmental systems.

VII. Environmental literacy is achieved, in part, through environmental education and outdoor recreational education. Environmental education integrates hands-on, project-based classroom, community experiences with outdoor, place-based, in-the-field and outdoor recreation experiences, including fishing and hunting, in order to achieve an understanding of the

environment as a whole. Outdoor recreation education includes instruction in outdoor recreational activities and preparation for participation in the outdoor recreation industry.

2 State Board of Education; Department of Education; Environmental and Outdoor Recreation Education. By July 1, 2022, for implementation by July 1, 2023, the state board of education and the department of education shall review the model curriculum in environmental education and outdoor recreation education contained in the New Hampshire environmental literacy plan (2016) developed by the New Hampshire Environmental Educators and the New Hampshire Children in Nature Coalition, and shall revise state standards and frameworks as necessary, so that New Hampshire students shall have opportunities, as feasible and practical, in fulfilling the requirements for an adequate education, and selecting elective courses, and other formal and informal opportunities and instruction, to complete the curriculum at the elementary, middle, and high school levels.

3 Criteria for an Adequate Education. Amend RSA 193-E:2, III to read as follows:

~~III. Knowledge of the biological, physical, and earth sciences, including climate and environmental sciences, to enable them to understand and appreciate the world around them.~~

III. Knowledge of the biological, physical, and earth sciences, including environmental science, to enable them to understand and appreciate the world and the engineering, socio-economic, and geopolitical challenges around them.

4 Criteria for an Adequate Education; Science. Amend RSA 193-E:2, VI-VII to read as follows:

~~VI. Sound wellness and environmental practices, including outdoor recreation, to enable them to enhance their own well-being, as well as that of others.~~

~~VII. Skills for lifelong learning, including interpersonal, environmental education skills, and technological skills, to enable them to learn, work, and participate effectively in a changing society.~~

VI. Sound wellness and environmental practices, including outdoor recreation, to enable them to enhance their own well-being, as well as that of others.

VII. Skills for lifelong learning, including interpersonal, environmental education skills, and technological skills, to enable them to learn, work, communicate, and participate effectively in a changing society.

5 New Paragraph; Regional Career and Technical Education; Program. Amend RSA 188-E:5 by inserting after paragraph XI the following new paragraph:

XII. The director of career and technical education shall report to the advisory council on career and technical education by June 1, 2022 on the availability of programs in outdoor recreation and the potential for new programs to provide workforce training and appropriate credentialing in careers related to the outdoor recreation industry.

6 Department of Natural and Cultural Resources; Department of Business and Economic Development. The department of natural and cultural resources and the department of business and economic development shall investigate joining the Outdoor Recreation Industry Confluence Accords and report to the legislature its findings by June 1, 2022.

7 Effective Date. Part V of this act shall take effect 60 days after its passage.

Archived: Thursday, June 3, 2021 8:40:33 AM

From: [Precious Burke](#)

Sent: Wednesday, May 19, 2021 2:23:34 PM

To: ~House Education Committee

Cc: [Thomas Prasol](#); [Shaun Thomas](#)

Subject: SB 148 Part III

Importance: Normal

Attachments:

[Final SB 148 III Email.docx](#) 


Honorable House of Representatives Education Committee,

Please find attached statistics and data on why the New Hampshire Athletic Trainers' Association and the Korey Stringer Institute strongly believe that the drafted language regarding youth sport emergency action plans should remain the same.

If you have any questions or concerns, please do not hesitate to contact myself, Precious Burke, the GAC Chair of the NHATA or our lobbyist, Thomas Prasol.

Best regards,

Precious Burke, MS, N.H. LAT, ATC
NHATA Governmental Affairs Committee Chair
New Hampton School
603-381-1174
NPI #: 1871185967

Archived: Thursday, June 3, 2021 8:40:34 AM
From: [Senator David Watters](#)
Sent: Tuesday, April 20, 2021 8:59:00 PM
To: [Rick Ladd](#); [Rick Ladd](#); [~House Education Committee](#)
Subject: SB 148 Part V amendment for conformity with HB 242
Importance: Normal
Attachments:
[SB 148 and HB 242.docx](#) 

Dear Chairman Ladd,

Based on our conversation from last week, I made the changes needed to SB 148 to bring it into conformity with HB 242's adequacy definitions, inserting references we discussed for outdoor recreation and environmental science. I know you may have another way to do this, but I thought it might help to have something for the hearing tomorrow. Thanks again for your help on this.

--David Watters

--

Sen. David H. Watters
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Representative Rick Ladd, Chair
Representative Cordelli, Vice Chair
House Education Committee

Cassandra Snow, MS, N.H.LAT, ATC
Program Director – Safe Sports Network
Past President - New Hampshire Athletic Trainers' Association
Parent

Wednesday, April 21, 2021

Position: Support for SB148-FN, Part III, emergency plans for sports injuries.

Mr. Chair and members of the Committee, thank you for allowing me the opportunity to testify on Senate Bill 148, Part III. My name is Cassandra Snow and I am a licensed athletic trainer in New Hampshire. I am also the Safe Sports Network Program Director and past president of the New Hampshire Athletic Trainers' Association, but first and foremost, I am a parent.

I support this bill because a gap remains in New Hampshire for public and non-public school-sponsored athletic events pertaining to emergency plans for athletics despite Title XV Education - Chapter 200 Health and Sanitation - Section 200:40 (effective on September 4, 1971), environmental monitoring and cooling policies, procedures for gathering a comprehensive health and injury history, and most recently return to play procedures following a positive COVID-19 diagnosis.

Over 90% of deaths in high school sports are related to cardiac arrest, exertional heat stroke, traumatic head injuries and sickle cell trait.¹ Most situations leading to these causes of death can be properly managed with positive outcomes when an emergency plan exists and is activated.

Emergency action plans (EAPs) improve response times and ensure access to emergency equipment to manage patients with acute injuries and medical conditions. EAPs are already developed and rehearsed for school-sponsored activities during school hours (e.g., fire drills and active shooter drills), but there are still public and non-public high, middle and elementary schools in NH that do not have written EAPs for sports-related injuries and illnesses that are reviewed and rehearsed at least once annually.

According to the Athletic Training Location and Services (ATLAS) survey, a research and advocacy effort led by the National Athletic Trainers' Association (NATA) and Korey Stringer Institute (KSI), 71 of 123 NH high schools have some level of athletic training (AT) services (i.e., part-time or full-time). The athletic trainers for those 71 schools were asked to complete the self-report survey to assess the level of care being provided at each site. Of those 71 schools, 68 completed the survey. The results showed that 7 of the 68 that responded (serving ~3,750 student-athletes) do not have formal EAPs for sports-related injuries and illnesses, and 9 schools (serving ~8,625 student-athletes) reported they do not have AEDs. Research has also corroborated the finding that emergency action plans are not present in all NH

secondary school programs.^{2,3} EAPs and AED access are two of the largest factors that contribute to survival following cardiac arrest.

The ATLAS survey also examined a second leading cause of death in athletics - exertional heat stroke. People do not typically think of NH as a place where exertional heat illnesses occur, but it can and does happen. I have experience managing cases of exertional heat illness in the high school athletic population when I was providing athletic training services as a Safe Sports Network athletic trainer to an NHIAA Division 1 football program in Southern NH.

The year prior to my arrival at Safe Sports Network at said high school, a football player collapsed on the first day of preseason. Fortunately, EAPs were in place and Tommy survived exertional heat stroke with minor kidney damage due to the swift action by the athletic trainer and coaches. Following that incident, Safe Sports Network purchased a heat stress meter to assess site-specific wet bulb global temperature (WBGT) readings.

WBGT readings are used to estimate potential heat stress on an individual exercising in specific environmental conditions that takes into account: temperature, humidity, wind speed, sun angle and cloud cover. Workload modifications can be made using WBGT readings to decrease the likelihood of serious injury or illness and sudden death when environmental conditions are high risk for heat stress.

During my first year with Safe Sports Network in 2016, WBGT readings were taken regularly during fall preseason and activity modifications were applied on days when WBGT readings were elevated. We survived the hot August preseason with no instances of exertional heat illness, most likely due to environmental monitoring and activity modifications to reduce heat stress on the body. I also rehearsed the venue-specific EAP with the all athletic teams. Coaches and athletes were assigned roles on the emergency response team and practiced their jobs during rehearsal. We were ready if and when we needed to act.

Such a time came on the first day of school in September 2016. I conducted WBGT readings and we were in the "safe zone" to conduct normal activities with regular rest and hydration breaks while continuing to monitor the athletes for signs of exertional heat illness. At the end of practice, the team was conducting their usual conditioning session and by that point in the evening, the WBGT reading continued to drop.

What we did not know was that one 9th grade football player did not eat or drink all day because he was nervous about his first day of high school. I was on the sidelines and observed this athlete collapse. His legs continued in a running motion, driving his forehead into the turf, not realizing he collapsed. The emergency response team jumped into action, flawlessly and calmly executing their responsibilities. We activated the EAP and initiated rapid cooling before EMS arrived. The patient was cooled before they were transported to the closest hospital, and survived with no negative side effects.

Research indicates that full body cold water immersion (CWI) is the most effective and quickest way to rapidly cool an individual suffering from exertional heat stroke to lower their core body temperature to less than 102° F before transporting the patient to the hospital.^{4,5} The rationale for immediate onsite CWI before transporting the patient to the hospital is because the first 15 minutes following collapse are critical. CWI has saved 100% of victims when used within the first 15 minutes of collapse. Additionally, there is no guarantee the hospitals and ambulances have the resources to sufficiently and effectively cool the patient, such as with CWI.

According to the ATLAS survey, only 28/69 had a WBGT device and only 32/68 of the high schools with athletic training services reported having CWI tubs. It was unclear from the survey if the absence of a WBGT device and/or cooling tub was due to budgetary reasons or a gap in education.

The preferred method of gathering and calculating WBGT readings is onsite so accurate modifications can be implemented. However, if the lack of WBGT devices to conduct onsite readings is due to budgetary reasons, WBGT readings can be manually calculated using information gathered from the local weather monitoring station or a reputable weather service webpage (e.g., National Oceanic and Atmospheric Administration).

Additionally, a convenient cost-effective alternative for those without a cooling tub is the Tarp Assisted Cooling Oscillation (TACO) method.^{6,7} The outcomes are still favorable for exertional heat stroke victims if the TACO method is used immediately following collapse when a CWI tub is unavailable.

It is important to note that the both alternatives require very little training and can be executed swiftly and effectively whether or not athletic training services are available while the institution is securing funding (e.g., grant, etc.) for a WBGT reading device.

The proposed bill also standardizes which information should be gathered as part of the comprehensive health history. Gathering an accurate, comprehensive health history is crucial to identifying high risk individuals and preventing sudden death in athletics.

Toward that end, the proposed bill also identifies that public and non-public schools shall establish procedures for athletes with a confirmed COVID-19 diagnosis to return to play. Return to play procedures following a positive COVID-19 diagnosis is consistent with best practice and expert recommendations.^{8,9} These procedures are necessary because, although rare, COVID-19 has been linked to life threatening sequelae, such as myocarditis and multisystem inflammatory syndrome. Further, best practices recommend a graduated reintroduction of activity following any period of prolonged inactivity, such as the quarantine and rest period associated with a COVID-19 diagnosis, to reduce incidence of injuries and deaths related to exertional heat illnesses, exertional rhabdomyolysis, and cardiorespiratory failure while athletes are transitioning from a period of inactivity to regular training.^{10,11}

Anecdotally, athletic trainers in New Hampshire that have adopted return to play guidelines for their COVID-positive athletes consistent with best practices and expert opinion report that many of their

athletes demonstrate signs of deconditioning during their phased return to play following the 10-day quarantine and rest period. This demonstrates the need for return to play procedures not only to screen for sequelae of COVID-19, but also to reduce the risk of injury as athletes are easing back into full training.

State legislation standardizing these practices in New Hampshire is essential because recent research found athletic trainers, athletic directors and school nurses identified state legislation as a facilitator to develop sport-related emergency action plans.^{12,13} Additionally, several studies have demonstrated the positive effects of state policy requirements on overall injury reduction,⁸ and policy adoption.¹⁴⁻¹⁷ Emergency plans are a zero-cost policy that incorporates the resources the school already has available and can be easily modified as the school accesses additional resources (e.g. athletic training services, automated external defibrillator, cold water immersion tub, etc.).

Now that I am the Safe Sports Network Program Director, I have 11 licensed New Hampshire athletic trainers under my direct supervision. We provide athletic training services to nine high schools, both public and non-public, in Southern New Hampshire. Safe Sports Network athletic trainers are responsible for drafting, rehearsing, and maintaining venue-, environmental-, and injury/illness-specific EAPs in collaboration with school officials. Each athletic trainer also conducts environmental monitoring (e.g., WBGT readings, inclement weather, etc.) and makes appropriate activity modifications accordingly.

Safe Sports Network athletic trainers also review the comprehensive health history of athletes to identify “red flags” that could result in serious illness or injury, or possibly sudden death if exercise-induced episodes are not appropriately recognized and managed (e.g., exertional sickling episodes, asthma attacks, cardiorespiratory failure, etc.).

Safe Sports Network recently developed COVID-19 return to play guidelines that have been implemented at the nine schools we serve to transition athletes from rest to full training. Safe Sports Network also runs a free injury evaluation clinic in Manchester that offers in-person and telehealth appointment to facilitate return to play procedures for youth athletes without access to athletic training services at their school following a positive COVID-19 diagnosis. We are also a community-based non-profit that provides guidance to public and non-public schools regarding this topic and youth sports safety procedures in general at no charge. We all believe an ounce of prevention is worth a pound of care!

I am also fortunate that I live in a school district with access to athletic training services and procedures in place consistent with athletic healthcare best practices. Other parents and communities in New Hampshire are not as fortunate, as demonstrated by the ATLAS survey results. This bill will standardize emergency plans for sports-related injuries and illnesses, allowing each entity the minimum standard of care athletes will receive. Having a minimum standard is important so parents, athletic administrators, athletes, coaches and athletic trainers will know the level of emergency care is offered by away sites when traveling for competitions, especially for schools without access to athletic training services. It also

provides each school board and non-public school governing body flexibility to develop appropriate plans based on their needs.

Thank you for your time and this opportunity to testify.



Cassandra Snow, MS, N.H.LAT, ATC
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April 20, 2021

To: New Hampshire House Education Committee Members

Re: Testimony for SB148 part III Requiring emergency action plans for sports related injuries.

My name is Theodore Smith and I am a resident of Georges Mill New Hampshire and I am testifying in support of SB148, part III, which is the amendment to RSA200:40 Emergency plans for sports. I am a New Hampshire licensed athletic trainer employed by Colby-Sawyer College as the director for their athletic training program. The testimony that I am providing represents my views and not those of my employer.

As an athletic trainer, strength and conditioning coach and sport coach I have experience at the youth, high school, college and professional level of athletics. With these experiences I have served as the primary or support for a variety of acute orthopedic, neurological or cardiovascular emergencies which necessitated the activation of an emergency plan (EAP) and feel that I can attest strongly to the value and emergency action plan can have in reducing errors in controllable factors post the onset of injury and enhancing the quality of care provided.

The requirement of an emergency plan for local school boards or boards of non-public schools has support not just for the student athletes competing on our playing fields but also the administration and coaches who work to support our student athletes. The benefit lies in that a uniform floor of prior planning is a part of any youth practice or event occurring in the state for grades 4 through 12. This prior planning can then be shared with all support personnel, whom in an emergency, will also include the local emergency medical service providers for the school whether they be professional or volunteer. For example, SAU65, the Kearsarge regional school district, serves seven towns (Bradford, Newbury, New London, Sutton, Springfield, Warner and Wilmot) with practice and competition fields existing in Bradford, Newbury, New London and Sutton. Immediate response to emergencies is often by volunteer non-transport "First Aid Stabilization Teams" or FAST teams which will then transition care to a transport provider of which New London EMS is one. By having an emergency plan in place, that is disseminated to and coordinated with EMS as outlined on page 7 lines 16 and 17 of the bill, continuity with this broad spectrum of individuals will improve response time as well as quality of care provided.

With emergency plans for all schools, athletic directors, coaches, athletes and parents can expect consistency in the minimum quality of care New Hampshire youth participating in athletics can receive during an emergency whether they are on their "home turf" or traveling to a neighboring town. In an emergency, the quality of response and outcome related to a catastrophic injury should not be dependent upon the town or SAU in which it occurred. An athlete or parent should not have to hear, that if this injury or condition was experienced at a different location that long-term complications or even death could have been avoided if post incident controllable factors had been addressed appropriately.

With the current language of RSA200:40 Emergency Care currently 50 years of age and lacking in objective guidelines to create consistency from one SAU to another, I strongly support the language and intent of this bill to address this gap. I am hopeful that SB148 will become law so that we can avoid reintroducing a bill in future legislative cycles that is colloquially known as "Susie's or Johnnie's bill" with similar language due to the avoidable death or significant injury after a future New Hampshire athlete whose negative outcome could have been prevented had the measures that are part of an emergency plan been implemented as outlined in this bill.

Sincerely,

Theodore J. Smith MS, N.H.LAT, CSCS

January 27, 2021

Testimony of Samantha Scarneo-Miller, PhD, ATC – West Virginia University

In Support of Raised Senate Bill Amendments to RSA 200,

“AN ACT REQUIRING EMERGENCY ACTION PLANS FOR SPORTS RELATED INJURIES”

Good day congress members, I am writing to testify in support of the above-mentioned amendments to RSA 200 aiming to improve emergency preparedness for New Hampshire high school athletes. My background in emergency planning, evaluation of emergency action plans and current role on the writing team of the new National Athletic Trainers’ Association Position Statement on Emergency Action Plans, highlights my passion for emergency preparedness and thus I am delighted to write testimony in **large support** of this bill.

The proposed amendments to the bill would require an emergency action plan be developed for responding to serious and life-threatening sports-related injuries that occur during interscholastic and intramural athletic events.

Over 90% of deaths in high school sports are attributed to 4 items – cardiac arrest, exertional heat stroke, traumatic head injuries and sickle cell trait.¹ Most of the situations leading to these causes can be properly managed with positive outcomes with the activation of an emergency action plan. Emergency action plans (EAPs) are concrete written documents that outline what we should do in the event of a catastrophic injury in sport. These plans are often present during the school day for an active shooter, fire drill, or other type of emergency situation. As of January 2021, 34 states in the U.S. require secondary school interscholastic athletics programs to develop an EAP.² However, they are not present in all interscholastic athletics programs in New Hampshire.^{3,4} Over 90% of high schools **do not** have a comprehensive emergency action plan in the United States, inclusive of key components to facilitate improved patient outcomes.

Consider this, when you are on an air plane, what is the first item the flight attendants go over upon pushing back from the gate? It is always the safety information for the plane. If you have flown a few times in your life, you may know the safety presentation well, and this is because it has been repeated and rehearsed on each flight – regardless of if you have flown once or one hundred times in a year. The Raised Senate bill will outline the required components of an EAP for each school to follow including the review and updating of the plan.

Emergency action plans are often developed by key stakeholders at the school (e.g., athletic directors, athletic trainers, team physicians, school nurses, coaches, etc.) and with emergency medical services. Some of our recent research has identified that athletic trainers, athletic directors and school nurses have identified state legislation as a facilitator to develop an EAP.^{5,6} Developing these plans allow for the proactive planning for an emergency. They are easy to develop and implement and are a zero-cost policy. In other words, an EAP will include the resources the school already has available to them and will be developed using those resources. As the school gets access to more resources (e.g., access to athletic training services, automated external defibrillators, cold-water immersion tubs, etc.), the EAP can be updated to include the new resources.

In conclusion, the development of a comprehensive EAP is known to be a large contributor to reducing deaths in secondary school interscholastic athletics. Through the development of these plans, we can ensure that potentially hazardous situations are thoroughly considered and that we are proactively planning to respond to these emergencies. The proposed amendments to the bill includes language that consider these evidence-based findings and will require all secondary schools with interscholastic athletics to develop a comprehensive EAP. Therefore, I am pleased to provide testimony in support of these amendments.

If you have any additional questions, please feel free to reach out at the contact information below.

Cordially,



Samantha E. Scarneo-Miller, PhD, ATC, LAT
Program Director, Assistant Professor
West Virginia University
School of Medicine, Division of Athletic Training
1 Medical Center Drive, 8501A Health Science Center South, Morgantown, WV 26506
o) 304-293-9158; Samantha.scarneomiller@hsc.wvu.edu

References:

1. Boden BP, Breit I, Beachler JA, Williams A, Mueller FO. Fatalities in High School and College Football Players. *Am J. Sports Med.* 2012;41(5):1108-1116.
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4. Scarneo-Miller SE, DiStefano LJ, Register-Mihalik JK, Stearns RL, Denegar CR, Casa DJ. Athletic Administrators Report of Emergency Action Plan Policy Adoption in Secondary School Athletics: The influence of athletic training services. *J. Applied Sport. Management.* 2019;11(3):1-10. Scarneo miller Jat fac barr
5. Scarneo-Miller SE, Kerr ZY, Adams WM, Belval LN, Casa DJ. Influence of state-level emergency preparedness policies on secondary school adoption. *Journal of Athletic Train.* (Accepted, December 2019)
6. Murata Y, Scarneo-Miller SE, McMahon LJ, Casa DJ. Adoption of Emergency Action Plans in Secondary Schools: A Study of School Nurse Knowledge and Behavior. *J. School Health* (Accepted, January, 2020)

Archived: Thursday, June 3, 2021 8:40:34 AM
From: HCS
Sent: Thursday, May 13, 2021 8:14:14 AM
To: Rick Ladd; Glenn Cordelli
Cc: Lindsay Forcier; Jennifer Foor
Subject: Senator Ward -Testimony SB 148, part IV
Response requested: No
Importance: Normal

Please share this Testimony with the Committee from Senator Ruth Ward

-----Original Message-----

From: ruthward@myfairpoint.net <ruthward@myfairpoint.net>
Sent: Wednesday, May 12, 2021 9:23 PM
To: HCS <HCS@leg.state.nh.us>
Subject: SB 148, part IV

To the Education Committee's work session, in case I don't get an opportunity to testify before Senate session starts at 10 am, 5/13/21.

Thank you Mr. Chair for taking my additional written testimony on SB 148, part IV This bill is a request from a client. Teaching and practice of yoga is generally not considered a career or vocation. For most it is a lifestyle.

Being considered a post secondary career, puts these people under the requirements of obtaining a license and securing a bond, which for many is a sizeable expense.

We are asking that courses and programs teaching fitness, or recreational wellness, including yoga, be excluded from the requirements of post secondary schools.

If, however, any of these practitioners reach an annual gross income in excess of \$ 100,000, directly attributable to their instructional programs, they will then be obligated to obtain a license, and post a surety bond.

I am asking for a vote in favor of part IV of SB 148.

Thank you Mr. Chair and Education Committee members for considering this request

Ruth Ward
NH State Senator D 8

January 25, 2021

Dear members of the committee,

I am writing in support of the bill requiring an emergency action plan for sports related injuries. I am an orthopedic physician, fellowship trained in sports medicine. I have worked with professional athletes, college, high school, little league, and amateur athletes over a 29-year career. This has included event coverage coordinated with school administrators, coaches, and athletic trainers. It is vital that a clear and well communicated emergency action plan be in place in youth sports settings. Severe and life-threatening injuries are a risk at any event. A well-defined and communicated action plan is vital to the well-being of every athlete! I have personally been involved in several situations over my career where these action plans have been crucial to the acute care, sometimes lifesaving, management of injured athletes. Every athletic venue should have a clearly delineated process that ensures a well-coordinated response to an emergency situation. This means that there should be a clearly defined hierarchy of responsibility between physician (if present), athletic trainer, EMT, and coaches. This bill will ensure appropriate preparedness and a precise chain of command. The bill will ensure appropriate, expeditious, and efficient care of the athlete, while also reducing liability for the school system and those involved. Most importantly, it is what is right for the care of our communities!

Thank you,

Mark Silbey, MD, FAAOS
Director of Sports Medicine
Cheshire Medical Center
Dartmouth Hitchcock/Keene

February 12, 2021

RE: Bill SB148

To Whom It May Concern:

To introduce myself, I am Gregory Soghikian, MD. I am an orthopaedic surgeon specializing in sports medicine. I have been serving the Manchester Community and southern New Hampshire for over twenty-five years. I was the team physician for West High School for about seven years and I have been the team physician for Bedford High School since it opened ten years ago. I was a prior member of the NHIAA medical advisory board. I am also on the board of the New Hampshire Musculoskeletal Institute which is a non-profit organization that helps to promote safe sports for high school students throughout the state and also oversees the athletic trainers through the safe sports network which covers 8 high schools. I also help with team coverage at both Southern New Hampshire University as well St. Anselm's College. As a sport medicine physician I have had both the pleasure and honor of taking care of school athletes throughout my career. Luckily, in most cases we have had the advantage of having athletic trainers available to most of the local schools to help support both educate and treat our student athletes with injuries.

Fortunately, most injuries that occur with sports are non-urgent, non-life threatening injuries that have the advantage of being able to be taken care of in a timely, but not emergent fashion. The injuries that we are most concerned with are the catastrophic injuries that can be life threatening or may lead to permanent loss of function for a lifetime. These are typically cardiac, head, or spine injuries. While most of the injuries that are non-urgent give us the advantage of time with no rush to determine and provide treatment, the life threatening injuries are frequently time dependent and even minutes in terms of initiation of treatment and obtaining appropriate care can be the difference between life saving and life losing events.

It is imperative that schools with or without athletic trainers and with or without physician support have in place emergency action plans for student injuries. These policies and procedures make it more likely that in the event of a life threatening emergency time is not wasted trying to figure out what to do, who is responsible for doing it, and how to get emergent care to the person who needs it in time to make a difference.

For the above reasons I am strongly in support of this bill and if anyone has any questions about the necessity of this type of policy and plan preparedness I would be happy to talk to them in person.

Sincerely,

Gregory W. Soghikian, MD.
New Hampshire Orthopaedic Center
Past President New Hampshire Orthopaedic Society
Past Chairman, Department of Orthopaedic Surgery, Elliot and CMC hospitals
Board Certified in orthopaedic surgery with CAQ in Sports Medicine
Prior Board of Counselors Representative State of NH for National American
Academy of Orthopaedic Surgery.



Greenville, ME

Northampton, MA

Alexandria, NH

Bretton Woods, NH

Gorham, NH

Blairstown, NJ

Haverstraw, NY

New York, NY

Bethlehem, PA

To: House Education Committee
From: Chris Thayer, Director of Partner Relations, Appalachian Mountain Club
Date: April 21, 2021
Re: SB 148-FN, omnibus legislation relative to vocational and career education, environmental education, and emergency plans for sports injuries.

Chairman Ladd and Members of the Committee:

My name is Chris Thayer, and I am the Director of Partner Relations for the Appalachian Mountain Club (AMC). Thank you for this opportunity to speak in support of SB 148-FN.

At over 140 years old, AMC is the oldest conservation and recreation organization in the nation, with over 100,000 members and twelve chapters from Maine to Maryland, including more than 12,000 members here in New Hampshire. Our mission is to foster the protection, enjoyment, and understanding of the outdoors.

SB 148 Part V relative to environmental and outdoor education calls attention to the value of hands-on, project-based classroom, community experiences with outdoor, place-based, in-the-field recreation experiences in order to achieve an understanding of the environment as a whole. Through the revision of state standards and frameworks, it recognizes opportunities for New Hampshire students to gain new skills through programs in outdoor recreation that provide workforce training and appropriate credentialing in careers related to the outdoor recreation industry.

New Hampshire has long served as the setting for historic mountain ascents, an iconic winter sports industry, and a diversity of outdoor pursuits for residents as well as visitors from across the country and around the world. New Hampshire's rich outdoor recreation assets are a significant economic driver for the state. The most recent report from the Outdoor Industry Association (OIA) notes that outdoor recreation in NH generates \$8.7 billion in annual consumer spending, 79,000 direct jobs, \$2.6 billion in wages and salaries, and \$528 million in state and local tax revenue. With nearly 70% of New Hampshire residents participating in outdoor recreation each year, communities across our state are recognizing the connections between a vibrant outdoor recreation economy and improved health and quality of life, as well as its role in retaining and attracting a quality place-focused workforce.

With this bill, New Hampshire underscores the importance of the outdoor recreation economy and of having the educated emerging workforce necessary to build its future through career and technical education center partnerships with industry employers like AMC. Our entry-level and career positions and those of other employers would benefit from a strengthened talent pipeline made possible through such education innovation.

Since the opening of our first White Mountain hut in 1888, AMC has provided outdoor recreation experiences and services in partnership with land managers and surrounding communities. Through our mission-driven activities we employ hundreds of workers, invest in recreation



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Haverstraw, NY
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infrastructure, assist state and federal partners in stewardship of natural and recreational resources, support the business community through our purchasing and vendor relationships, and make connections for local youth and communities through outdoor programming. As a long-time stakeholder in the industry, we are excited about realizing the opportunities such focused and strategic workforce development will create.

We urge the committee to support SB 148-FN to provide the capacity and coordination necessary to ensure the continued vitality of the outdoor recreation economy in New Hampshire.

Thank you for your consideration.



DEMERS | PRASOL

Advocacy & Public Affairs



January 27, 2021

To Whom it May Concern,

I am writing today in support of the proposed bill requiring local school boards to develop and implement emergency plans to respond to serious or potentially life-threatening sports related injuries.

As a licensed Athletic Trainer in the State of New Hampshire, it has been a distinct honor to create and manage Emergency Action Plans at the locations that I have been assigned to. In my experience, having an Emergency Action Plan is essential for the rapid response to injuries sustained in sports environments and allows for well managed cooperation between on scene personnel and responding local EMS agencies. In the absence of an Athletic Trainer, these plans also set established guidelines that remove potential delays in care from the time of injury to the time in transfer of care for the athlete, and set a framework for roles and responsibilities during an emergency. Furthermore, Emergency Action Plans help to reduce the risk of legal action following emergent injury situations.

This bill would ensure that appropriate emergent care is delivered in an efficient manner when athletes need it most.

Thank you,

Mary E. Annear, MS, N.H.LAT, ATC

Director of Supply Chain
(Former Sports Medicine Lead)
Cheshire Medical Center, Dartmouth-Hitchcock
Phone: (603) 354-5454; 8426 | Cell: (413) 522-6279

"We support the hands that heal"

February 12, 2021

RE: SB 148-FN

Dear Representatives of the New Hampshire State Legislature,

As a State of New Hampshire Licensed Athletic Trainer in a secondary school setting, I fully support the passing of the Amendment to RSA 200: 40-c, "Emergency Plans for Sports Related Injuries". Within my role at the school, I have written, rehearsed, and used our emergency action plans (EAP) during serious and life-threatening emergencies. I am fortunate that all administrators, coaches, and staff are trained in cardiopulmonary resuscitation and first aid at my school and they have all read the EAPS prior to every athletic season. The location of all AEDs is also included in the EAP. It is in the best interest of all in the community, visiting teams, referees, and spectators as well to have these plans in place when an emergent situation does occur. Having EAPs also allows the school to have a good relationship with local Emergency Medical Services (EMS) as to what the protocols are prior to their arrival and directing them to the correct locations, to respond in the most effective way. The EAPs also reduce the risk of legal action against the parties involved following the incidence.

Amending the current bill RSA 200: 40 with the proposed additions provides current best practices for responding to emergency situations related to sports injuries. Globally, we are all living through the COVID-19 pandemic and bill would require another set of guidelines that include policies and procedures around athletic competitions as well as the return to play from positive COVID-19 diagnosis.

Athletic Trainers' are trained to respond to all types of emergent and non-emergent situations to include exertional heat stroke and dehydration. The chances of recovery and survival from exertional heat stroke increase significantly when proper, cool first and transport second procedures occur on scene as the hospitals are not equipped to immediately cool a patient. Athletic trainers and other trained responders can effectively do this on field in the late summer humidity during pre-season for fall sports.

I strongly support the passing of the bill, "Emergency Plans for Sports Related Injuries", in the best interest for all student athletes in New Hampshire.

Precious Burke, MS, N.H. LAT, ATC
NHATA Governmental Affairs Committee Chair
New Hampton School
NPI #: 1871185967

SB148 Vocational Rehabilitation Elements

Hatz, Lisa <Lisa.K.Hatz@doe.nh.gov>

Mon 5/17/2021 4:26 PM

To: Rick Ladd <Rick.Ladd@leg.state.nh.us>; Glenn Cordelli <Glenn.Cordelli@leg.state.nh.us>

Cc: Fenton, Diana <Diana.E.Fenton@doe.nh.gov>

Good Afternoon Representative Ladd & Cordelli,

To make sure that we are all on the same page with DOE's requested action in SB 148, as it pertains to the VR rules. In totality, there are 9 statutory provisions which are being repealed. However, in actuality, there are only 2 programs—**Telecommunications Equipment Program** and the **Workers' Personal Care Assistance Program**—which are being repealed by this action. As it relates to this two programs, the reason for the repeal is two-fold: 1) these two programs are no longer administered by the VR program and are administered by other agencies and 2) the repeal was requested as part of the VR audit.

Telecommunications Equipment Program—This program, now called Telecommunications Equipment Access Program (TEAP), is currently administered by the Governor's Commission on Disability (GCD) and Chuck Saia is the current administrator of TEAP. We are requesting that he attend the Exec session on Thursday so that he can further address the Committee's concerns.

The statutory authority for the TEAP program is set forth in RSA 362-E and can be accessed in its entirety here: <http://www.gencourt.state.nh.us/rsa/html/XXXIV/362-E/362-E-mrg.htm>

Since this program is now administered by another agency, DOE feels that it is important to repeal it from the VR statute. As such, in reviewing the language in SB 148, RSA 200-C:8, should be repealed in its entirety as well and not amended—that was oversight on our part.

Worker's Personal Care Assistance Program--

We are still in the process of confirming exactly where this program is located and which agency is in charge of administration. However, interestingly enough, RSA 161-E:1, Personal Care for the Severely Physically Disabled, is a program that is incredibly similar to the program in the VR statute and is governed by DHHS. RSA 161-E can be accessed in its entirety here: <http://www.gencourt.state.nh.us/rsa/html/NHTOC/NHTOC-XII-161-E.htm>

We have reached out to DHHS to confirm if they are familiar with this statutory provision and if they are actively administering this program. I will let you know when I hear back from DHHS on this issue.

Please feel free to reach out to me directly or Diana with any additional questions. I will plan on being at the Exec session on Thursday to address any further questions or concerns that the Committee might have. Thank you.

Lisa

Lisa K. Hinson-Hatz, MA, CRC

Lisa.K.Hatz@doe.nh.gov--- note the new email address

VR Director

21 S. Fruit Street, Suite 20

Concord, NH 03301

603-271-7080, office phone

603-419-0086, cell phone

VR SB148

Hatz, Lisa <Lisa.K.Hatz@doe.nh.gov>

Wed 5/19/2021 4:59 PM

To: Rick Ladd <Rick.Ladd@leg.state.nh.us>; Glenn Cordelli <Glenn.Cordelli@leg.state.nh.us>

Cc: Fenton, Diana <Diana.E.Fenton@doe.nh.gov>

Good Afternoon Representative Ladd and Cordelli,

I finally obtained the information that the Committee was seeking on the Workers' Personal Care Assistance Program. This program was transferred to the Department of Health and Human Services (DHHS) sometime between 1986 and 1994. This program is now governed under RSA 161-E:1, PERSONAL CARE FOR THE SEVERELY PHYSICALLY DISABLED, and administered by DHHS.

The law can be accessed in its entirety here:

<http://www.gencourt.state.nh.us/rsa/html/XII/161-E/161-E-mrg.htm>

It is important to note that when this program was transferred from VR to DHHS, the program was modified to address only personal care services *in the home*. This is as opposed to offering personal care services in the workplace, which is what VR would have provided under the Workers' Personal Care Assistance Program. While I could not find any legislative history which spoke directly as to the reason for this transfer, in speaking with VR staff, it is believed that one of the reasons for the transfer of this program from VR to DHHS might have been because there were not many requests for this service in the employment realm. Rather, the requests for this type of service was for individual care within an individual's home—a service that VR does not provide, but that DHHS does. Furthermore, as a practical matter, if needed, this service could be and would be provided by VR to an individual as part of the individual's Individualized Plan for Employment (IPE). Therefore, there was no need for this particular law and the federal money which supported the program could be better utilized by DHHS to provide these services to individuals within their homes.

Therefore, the rationale for requesting that the Committee repeal RSA 200-C:9—15, still stands as this program has been transferred to DHHS and to the extent that an individual would make such a request, that service would be incorporated into their Individualized Plan for Employment (IPE) and would be adequately addressed through that avenue.

I plan to be available at the meeting tomorrow morning if there are questions. Thank you.

Lisa

Lisa K. Hinson-Hatz, MA, CRC

Lisa.K.Hatz@doe.nh.gov— note the new email address

VR Director

21 S. Fruit Street, Suite 20

Concord, NH 03301

603-271-7080, office phone

603-419-0086, cell phone



NHVR Leadership Team Vision & Values

We are a unified team that promotes a culture of empowerment and support for staff, individually and collectively, to provide the highest quality counseling and vocational rehabilitation services, resulting in

Bill as
Introduced

SB 148-FN - AS AMENDED BY THE SENATE

03/18/2021 0764s

2021 SESSION

21-0956

06/08

SENATE BILL **148-FN**

AN ACT adopting omnibus legislation relative to vocational and career education, environmental education, and emergency plans for sports injuries.

SPONSORS: Sen. Ward, Dist 8

COMMITTEE: Education

ANALYSIS

This bill adopts legislation relative to:

- I. Vocational rehabilitation.
- II. Career and technical education.
- III. Emergency plans for sports related injuries.
- IV. Private postsecondary career schools.
- V. Environmental and outdoor education.

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 One

AN ACT adopting omnibus legislation relative to vocational and career education, environmental education, and emergency plans for sports injuries.

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

1 1 Sponsorship. This act consists of the following proposed legislation:

2 Part I: LSR 21-0956, repealing provisions relating to vocational rehabilitation and authorizing
3 the state board of education to adopt rules relative to the provision of vocational rehabilitation,
4 sponsored by Sen. Ward, Prime/Dist. 8.

5 Part II: LSR 21-0270, relative to career and technical education, sponsored by Sen. Watters,
6 Prime/Dist. 4; Sen. Carson, Dist. 14; Sen. Rosenwald, Dist. 13; Sen. Whitley, Dist. 15; Sen. Sherman,
7 Dist. 24; Sen. D'Allesandro, Dist. 20; Sen Prentiss, Dist. 5; Sen. Hennessey, Dist. 1; Rep.Ladd, Graf.
8 4; Rep. Moffett, Merr. 9.

9 Part III: LSR 21-0863, requiring emergency action plans for sports related injuries, sponsored
10 by Sen. Gannon, Prime/Dist. 23; Sen. Carson, Dist. 14; Sen. Watters, Dist. 4; Sen. D'Allesandro,
11 Dist.20; Sen. Prentiss, Dist. 5; Sen. Sherman, Dist. 24; Sen. Rosenwald, Dist. 13; Sen. Whitley, Dist.
12 15; Rep. Weyler, Rock. 13.

13 Part IV: LSR 021-0987, relative to the definition of private postsecondary career school,
14 sponsored by Sen. Ward, Prime/Dist. 8.

15 Part V: LSR 21-0824, relative to environmental and outdoor education and establishing the New
16 Hampshire youth environmental education and conservation council, sponsored by Sen.Watters,
17 Prime/Dist. 4; Sen. Prentiss, Dist. 5; Sen. Carson, Dist. 14; Sen. Whitley, Dist. 15; Sen. Sherman,
18 Dist. 24; Sen. Soucy, Dist. 18.

19 2 Legislation Enacted. The general court hereby enacts the following legislation:

20 PART I

21 Repealing provisions relating to vocational rehabilitation and authorizing the state board of
22 education to adopt rules relative to the provision of vocational rehabilitation.

23 1 Repeal. The following are repealed:

24 I. RSA 200-C:7, relative to telecommunications equipment.

25 II. RSA 200-C:9, relative to definitions.

26 III. RSA 200-C:10, relative to the establishment and amount of subsidies.

27 IV. RSA 200-C:11, relative to eligibility standards.

28 V. RSA 200-C:12, relative to appeals.

29 VI. RSA 200-C:13, relative to insufficient funds.

30 VII. RSA 200-C:15, relative to rulemaking.

1 VIII. RSA 200-C:19, III, relative to administering the telecommunications equipment
2 program.

3 2 Worker's Personal Care Assistance Program; Rulemaking Authority. Amend RSA 200-C:8 to
4 read as follows:

5 200-C:8 Rulemaking Authority.

6 The board of education shall adopt rules, under RSA 541-A, relative to[~~z~~

7 ~~I. Procedures for disbursement of moneys from the program established under RSA 200-C:7.~~

8 ~~II. Eligibility criteria for equipment under the program, including priority criteria assigned
9 to persons seeking equipment under the program.~~

10 ~~III. Procedures for the purchase, maintenance and repair of special telecommunications
11 equipment]~~ **the provision of vocational rehabilitation services.**

12 3 Vocational Rehabilitation Programs; Rulemaking Authority. Amend RSA 200-C:8 to read as
13 follows:

14 200-C:8 Rulemaking Authority. The board of education shall adopt rules, under RSA 541-A,
15 relative to:

16 I. [~~Procedures for disbursement of moneys from the program established under RSA 200-
17 C:7.~~

18 ~~II.] Eligibility criteria for equipment under the program, including priority criteria assigned
19 to persons seeking equipment under the program.~~

20 [~~III.]~~ **II.** Procedures for the purchase, maintenance and repair of special telecommunications
21 equipment.

22 4 Effective Date. Part I of this act shall take effect 60 days after its passage.

23 PART II

24 Relative to career and technical education.

25 1 Regional Career and Technical Education; Definitions; Sending District. Amend RSA 188-E:2,
26 VIII(b) to read as follows:

27 (b) If a student attends a chartered public school, **private school, or is home schooled**,
28 the sending district shall be the school district in which the student resides.

29 2 Construction or Renovation of Career and Technical Education Centers. Amend RSA 188-E:3,
30 I to read as follows:

31 I. The commissioner, department of education, shall make grants available to designated
32 regional centers for construction of career and technical education facilities or renovation,
33 **expansion, or replacement** of existing regional career and technical education centers. The state
34 board shall adopt rules, pursuant to RSA 541-A and RSA 21-N:9, II, which the commissioner shall
35 carry out, relative to requirements for approval of regional career and technical education centers to
36 receive funds for construction [~~or~~], renovation, **expansion, or replacement** of such facilities. The
37 rules shall include criteria which guarantee potential sending districts an opportunity to enroll

1 students in the regional career and technical education program, and basic criteria for planning such
2 facilities through cooperative development of plans by the career and technical education staff of the
3 state department of education and the local school district's staff. When such plans appear to be
4 both educationally and financially acceptable, the department's career and technical education staff
5 shall recommend to the commissioner that they be approved for funding.

6 3 Career and Technical Education; Transportation. Amend RSA 188-E:8 to read as follows:

7 188-E:8 Transportation. The department of education is authorized to reimburse from its
8 regular budget the **full** cost of transportation for (a) regional career and technical education
9 students who attend regional career and technical education centers and for (b) at-risk students who
10 attend alternative education programs located at a regional career and technical education center or
11 other comprehensive high school. Transportation costs shall not exceed the rate adopted pursuant to
12 RSA 541-A by the state board. The sending district shall be responsible for **providing**
13 **transportation and** paying the transportation costs and shall **then** be reimbursed from state
14 funds.

15 4 Career and Technical Education; Funding for Construction, Renovation, Expansion, and
16 Replacement. Amend RSA 188-E:10, I to read as follows:

17 I. The department of education is responsible for maintaining a statewide system of regional
18 [~~vocational~~] **career and technical** education centers to provide and allow for a variety of career and
19 technical education programs funded within state budget appropriations. The treasurer of the state
20 of New Hampshire is hereby authorized to make funds available to the department of education for
21 the **construction**, renovation [~~and~~], expansion, **or replacement** of qualified regional career and
22 technical education centers or regional career and technical education programs authorized in the
23 capital budget, provided that:

24 (a) The commissioner of the department of education shall ensure that all requests
25 submitted are both educationally and financially appropriate within the state capital project
26 authorization process;

27 (b) The commissioner of the department of education submits on a biennial basis in a
28 capital budget request a priority list of facilities and programs eligible for **construction**, renovation
29 [~~and~~], expansion, **or replacement** provided that priority shall be given to programs that have been
30 certified by an approved standard or that need additional funds to become certified by an approved
31 standard;

32 (c) Each request for funding follows the capital budget procedure pursuant to RSA 9:3-a,
33 provided that no qualified project funded in a state capital budget as required in this section shall
34 have additional funds for the same project included in a subsequent proposal for capital
35 appropriation under RSA 9:3-a unless directed by the priority list of the department of education;

36 (d) Each school district requesting funds from the department of education establishes
37 and funds a **construction**, renovation [~~and~~], expansion, **and replacement** reserve fund, which

1 shall be used by the school district to pay **construction**, renovation [~~and~~], expansion, **and**
2 **replacement** costs not funded by the state, and which may include funding for the replacement of
3 equipment; and

4 (e) The state shall fund not less than 50 percent nor more than 75 percent of the cost of a
5 qualified project approved pursuant to this section.

6 (f) In this section, "qualified" means the project:

7 (1) Demonstrates need connected to the labor market.

8 (2) [~~Accepts students from sending schools.~~

9 (3) Demonstrates adequate numbers of students through enrollment figures based
10 on 3-year averages.

11 [(4)] (3) Demonstrates alignment with program competencies and academic
12 competencies required by the department of education.

13 [(5)] (4) Allows for matriculation into a postsecondary venue.

14 [(6)] (5) Meets all industry and building standards.

15 [(7)] (6) Meets the procedural requirements for requests under this section and any
16 other requirements in rules of the department of education.

17 [(8)] (7) Is a regional career and technical education center within a public school, or
18 a public academy as defined in RSA 194:23, II, in the state of New Hampshire.

19 [9] (8) Has the capacity to provide academic courses for students from the sending
20 districts who are approved for full-time attendance at the center.

21 5 New Subparagraph; Advisory Council on Career and Technical Education. Amend RSA 188-
22 E:10-b, I by inserting after subparagraph (h) the following new subparagraph:

23 (i) A high school counselor from a sending school district, appointed by the president of
24 the New Hampshire School Counselor Association.

25 6 Advisory Council on Career and Technical Education. Amend RSA 188-E:10-b, III to read as
26 follows:

27 III. Members of the advisory council appointed under subparagraphs I(f)-[(h)](i) shall serve
28 for terms of 3 years and may be reappointed, except that terms of initial appointments by the
29 commissioner under subparagraphs (f) and (h) shall be staggered.

30 7 New Paragraph; Career and Technical Education; Rulemaking. Amend RSA 188-E:10-b by
31 inserting after paragraph VI the following new paragraph:

32 VII. By June 30, 2021, upon recommendation of the council, the department shall adopt
33 rules, pursuant to RSA 541-A, establishing requirements for a career readiness credential.

34 8 Secondary Career and Technical Education Programs; Federal Authorization. Amend RSA
35 188-E:12 to read as follows:

36 188-E:12 Secondary Career and Technical Education Programs; Federal Authorization. In
37 accordance with 20 U.S.C. section 9271, the state shall include in its unified plan, all secondary

1 career and technical education programs authorized under 20 U.S.C. 2301 et seq., known as the Carl
2 D. Perkins Career and Technical Education Act of 2006 *as amended by the Strengthening Career*
3 *and Technical Education for the 21st Century Act of 2018, Public Law 115-224.*

4 9 Pre-Engineering and Technology Curriculum and Pre-Engineering and Technology Advisory
5 Council; Membership and Terms. Amend RSA 188-E:16, I(d) to read as follows:

6 (d) The ~~[president]~~ *chancellor of the community college system* of ~~[the]~~ New
7 Hampshire~~[technical institute]~~, or designee.

8 10 Advanced Manufacturing Education Advisory Council; Membership and Terms. Amend RSA
9 188-E:22, I(e) to read as follows:

10 (e) The ~~[president]~~ *chancellor of the community college system* of ~~[the]~~ New
11 Hampshire~~[technical institute]~~, or designee.

12 11 Dual and Concurrent Enrollment Program; Program Established. Amend RSA 188-E:26 to
13 read as follows:

14 188-E:26 Program Established. There is established a dual and concurrent enrollment program
15 in the department of education. Participation in the program shall be offered to high school and
16 career technical education center students in grades 10 through 12. The program shall provide
17 opportunities for qualified New Hampshire high school students to gain access and support for dual
18 and concurrent enrollment in *career and technical education courses*, STEM (science,
19 technology, engineering, and mathematics) and STEM-related courses that are fundamental for
20 success in postsecondary education and to meet New Hampshire's emerging workforce needs.

21 12 Dual and Concurrent Enrollment Program; School Board Policy. Amend RSA 188-E:28, I to
22 read as follows:

23 I. ~~[No later than July 1, 2018,]~~ The school board of each school district shall develop and
24 adopt a policy permitting students residing in the district who are in grade **10**, 11 or 12 to
25 participate in the dual and concurrent enrollment program. The policy shall, at a minimum, include
26 compliance with measurable educational standards and criteria approved by the CCSNH and that
27 meet the same standard of quality and rigor as courses offered on campus by the CCSNH. The
28 policy shall also comply with the standards for accreditation and program development established
29 by the National Alliance for Concurrent Enrollment Partnerships. The policy shall include, but not
30 be limited to, student eligibility criteria, standards for course content, standards for faculty
31 approval, program coordination and communication requirements, tuition and fees, textbooks and
32 materials, course grading policy, data collection, maintenance, and security, revenue and
33 expenditure reporting, and process for renewal of the agreement.

34 13 Department of Education; Community College System of New Hampshire; Dual and
35 Concurrent Enrollment Agreement. The department of education and the CCSNH shall develop and
36 approve a model dual and concurrent enrollment agreement that shall be used by the CCSNH and
37 the school board of a school district participating in the dual and concurrent enrollment agreement

1 program. The model agreement shall include standards established by the CCSNH, shall include
2 elements, standards, and criteria that have been approved by the department of education and
3 CCSNH, and shall serve as the framework for the development, implementation, and administration
4 of the dual and concurrent enrollment program in each school district by clearly defining the
5 procedures related to concurrent and dual enrollment of high school students in college classes. The
6 department shall further develop guidelines for the program relating to reporting, accountability,
7 and payment of available funds to the CCSNH.

8 14 New Paragraph; Delivery of an Adequate Education. Amend RSA 193-E:3 by inserting after
9 paragraph VII the following new paragraph:

10 VIII. Beginning in September 2021, and each year thereafter, school districts shall, for
11 entering high school freshman: assess student career interests; document school pathways to career
12 readiness credentials; advise all entering high school students how to achieve a career ready
13 credential upon graduation; and record on a student's transcript progress towards the credential.
14 School districts shall report the following annually: the number of students who complete CTE; the
15 number of dual enrollments, concurrent enrollments, extended learning opportunities, and work
16 based learning enrollments; and the number of career ready credentials awarded.

17 15 Repeal Date Extended. Amend RSA 2019, 247:3, XVI to read as follows:

18 247:3 Repeal; [2022] **2026**. RSA 188-E:9-a, relative to donations to regional career and technical
19 education center programs, is repealed.

20 16 Effective Date Change. Amend RSA 2019,247:4, I to read as follows:

21 I. Section 3 of this act shall take effect June 30, [2022] **2026**.

22 17 Effective Date. Part II of this act shall take effect 60 days after its passage.

23 PART III

24 Requiring emergency action plans for sports related injuries.

25 1 New Section; Health Services; Emergency Plans for Sports Related Injuries. Amend RSA 200
26 by inserting after section 40-b the following new section:

27 40-c Emergency Plans for Sports Related Injuries.

28 I. The local board of each school district or the governing body of each nonpublic school that
29 includes any of the grades 4 through 12, shall establish an emergency action plan for responding to
30 serious or potentially life-threatening sports related injuries. Each plan shall:

31 (a) Document the proper procedures to be followed when a student sustains a serious
32 injury or illness while participating in school sponsored sports or other athletic activity.

33 (b) List the employees, team coaches, and licensed athletic trainers in each school who
34 are trained in first aid or cardio-pulmonary resuscitation.

35 (c) Identify the employees, team coaches, or licensed athletic trainers responsible for
36 carrying out the emergency action plan.

1 (d) Identify the activity location, address, or venue for the purpose of directing
2 emergency personnel.

3 (e) Identify the equipment and supplies and location thereof needed to respond to the
4 emergency;

5 (f) Identify the location of any automated external defibrillators and personnel trained in
6 the use of the automated external defibrillator.

7 (g) Document policies related to cooling for an exertional heat stroke victim consistent
8 with guidelines established by the American College of Sports Medicine and the National Athletic
9 Trainers' Association.

10 II. The plan shall be posted within each school and disseminated to, and coordinated with
11 emergency medical services, fire department, and law enforcement. In addition, each school district
12 shall adopt procedures for obtaining a comprehensive history of information relative to any injury or
13 illness related to or involving any head, face, or cervical spine, cardiac injury or diagnosis, Covid-19,
14 exertional heat stroke, sickle cell trait, asthma, allergies, or diabetes for each student athlete prior
15 to engaging in activities; policies related to hydration, heat acclimatization and wet bulb globe
16 temperature guidelines as established by the American College of Sports Medicine and the National
17 Athletic Trainers' Association; and procedures for students to return to play after a positive Covid-19
18 diagnosis, which shall be kept on file by each school district and made available to the department of
19 education and public upon request. Each plan shall be added to the school's emergency response
20 plan and adopted procedures shall be reviewed annually and updated as necessary.

21 III. The plans shall be implemented by the beginning of the first full school year after the
22 effective date of this section.

23 2 Effective Date. Part III of this act shall take effect September 1, 2022.

24 PART IV

25 Relative to the definition of private postsecondary career school.

26 1 New Subparagraphs; Private Postsecondary Career Schools; Definitions. Amend RSA 188-
27 G:1, II by inserting after subparagraph (l) the following new subparagraphs:

28 (m) Entities that have annual gross tuition of \$100,000 or less.

29 (n) Entities offering instructional programs or courses for teaching fitness and
30 recreational wellness; provided that any such entity with gross annual income of over \$100,000
31 directly attributable to instructional programs or courses for teaching fitness and recreational
32 wellness shall provide a surety bond as required in RSA 188-G:3.

33 2 Effective Date. Part IV of this act shall take effect 60 days after its passage.

34 PART V

35 Relative to environmental and outdoor education.

36 1 Findings.

1 I. New Hampshire has throughout its history relied on its natural resources for economic,
2 social, and cultural development, and it has acted to steward its environment. New Hampshire has
3 promoted agriculture, protected its water resources and its fish and game, has established the
4 Society for the Protection of New Hampshire Forests, and passed the Weeks Act. It is recognized as
5 a public good, promoted by environmental organizations and state and municipal governments, to
6 sustain a healthy New Hampshire environment. It is essential that New Hampshire citizens have
7 access to and opportunities for connection with the natural world and become informed and
8 responsible stewards.

9 II. New Hampshire's recreational future depends on how the state of New Hampshire,
10 educational institutions, environmental organizations, and the outdoor recreation industry rise up
11 and steward our natural resources.

12 III. New Hampshire's outdoor recreation sector in 2020 is 3.2 percent of the state's economy,
13 the ninth highest of any state. New Hampshire's consumer outdoor recreation spending is
14 \$8,700,000,000 providing 79,000 jobs, \$2,600,000,000 in wages, and \$528,000,000 in state and local
15 taxes.

16 IV. In 2019, New Hampshire became the sixteenth state in the United States to approve of
17 an office of outdoor recreation industry development to be housed within the New Hampshire
18 department of business and economic affairs. The office is intended to advance the outdoor industry
19 toward a sustainable and responsible future by focusing on land conservation, economic
20 development, education, and health and wellness. In furtherance of these goals, New Hampshire
21 supports the Granite Outdoor Alliance in its work to unite the ecosystem of outdoor enthusiasts
22 across New Hampshire to protect yet grow an experience-driven lifestyle.

23 V. Therefore, it is in the public interest to provide environmental and outdoor recreation
24 education for New Hampshire students.

25 VI. Environmental literacy requires having an understanding of the natural world and the
26 capacity to interpret environmental systems.

27 VII. Environmental literacy is achieved, in part, through environmental education and
28 outdoor recreational education. Environmental education integrates hands-on, project-based
29 classroom, community experiences with outdoor, place-based, in-the-field and outdoor recreation
30 experiences, including fishing and hunting, in order to achieve an understanding of the environment
31 as a whole. Outdoor recreation education includes instruction in outdoor recreational activities and
32 preparation for participation in the outdoor recreation industry.

33 2 State Board of Education; Department of Education; Environmental and Outdoor Recreation
34 Education. By July 1, 2022, for implementation by July 1, 2023, the state board of education and the
35 department of education shall review the model curriculum in environmental education and outdoor
36 recreation education contained in the New Hampshire environmental literacy plan (2016) developed
37 by the New Hampshire Environmental Educators and the New Hampshire Children in Nature

1 Coalition, and shall revise state standards and frameworks as necessary, so that New Hampshire
2 students shall have opportunities, as feasible and practical, in fulfilling the requirements for an
3 adequate education, and selecting elective courses, and other formal and informal opportunities and
4 instruction, to complete the curriculum at the elementary, middle, and high school levels.

5 3 Criteria for an Adequate Education. Amend RSA 193-E:2, III to read as follows:

6 III. Knowledge of the biological, physical, and earth sciences, *including climate and*
7 *environmental sciences*, to enable them to understand and appreciate the world around them.

8 4 Criteria for an Adequate Education; Science. Amend RSA 193-E:2, VI-VII to read as follows:

9 VI. Sound wellness and environmental practices, *including outdoor recreation*, to enable
10 them to enhance their own well-being, as well as that of others.

11 VII. Skills for lifelong learning, including interpersonal, *environmental education skills*,
12 and technological skills, to enable them to learn, work, and participate effectively in a changing
13 society.

14 5 New Paragraph; Regional Career and Technical Education; Program. Amend RSA 188-E:5 by
15 inserting after paragraph XI the following new paragraph:

16 XII. The director of career and technical education shall report to the advisory council on
17 career and technical education by June 1, 2022 on the availability of programs in outdoor recreation
18 and the potential for new programs to provide workforce training and appropriate credentialing in
19 careers related to the outdoor recreation industry.

20 6 Department of Natural and Cultural Resources; Department of Business and Economic
21 Development. The department of natural and cultural resources and the department of business
22 and economic development shall investigate joining the Outdoor Recreation Industry Confluence
23 Accords and report to the legislature its findings by June 1, 2022.

24 7 Effective Date. Part V of this act shall take effect 60 days after its passage.

SB 148-FN- FISCAL NOTE
AS AMENDED BY THE SENATE (AMENDMENT #2021-0764s)

AN ACT adopting omnibus legislation relative to vocational and career education, environmental education, and emergency plans for sports injuries.

PART I: Repealing provisions relating to vocational rehabilitation and authorizing the state board of education to adopt rules relative to the provision of vocational rehabilitation.

This part has no fiscal impact.

PART II: Relative to career and technical education.

This part has no fiscal impact.

PART III: Requiring emergency action plans for sports related injuries.

This part has no fiscal impact.

PART IV: Relative to the definition of private postsecondary career school.

This part has no fiscal impact.

PART V: Relative to environmental and outdoor education.

This part has no fiscal impact.

AGENCIES CONTACTED:

Department of Business and Economic Affairs, Community College System of New Hampshire, Department of Education, and Department of Natural and Cultural Resources

Fiscal Notes

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