

LEGISLATIVE COMMITTEE MINUTES

SB148

Bill as Introduced

SB 148-FN - AS INTRODUCED

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 and establishing the New Hampshire youth environmental education and conservation council.

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 Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.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[:

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 of such facilities. The rules shall include criteria which
37 guarantee potential sending districts an opportunity to enroll students in the regional career and

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

6 3 Regional Career and Technical Education; Program. Amend RSA 188-E:5, II to read as
7 follows:

8 II. *New Hampshire students have a right to a career and technical education.*

9 Career and technical education of consistent quality shall be equally available to students and across
10 the state. Each career and technical education program pathway shall include embedded rigorous
11 academic skills and technical core competencies aligned with national business and industry
12 standards delivered through a relevant sequence of courses.

13 4 Career and Technical Education; Transportation. Amend RSA 188-E:8 to read as follows:

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

22 5 Career and Technical Education; Funding for Renovation and Expansion. Amend RSA 188-
23 E:10, I to read as follows:

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

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

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

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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 renovation and expansion reserve fund, which shall be used by the school district to pay
7 renovation and expansion costs not funded by the state, and which may include funding for the
8 replacement of equipment; and

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

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

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

13 (2) ~~Accepts students from sending schools.~~

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

16 ~~(4)~~ (3) Demonstrates alignment with program competencies and academic
17 competencies required by the department of education.

18 ~~(5)~~ (4) Allows for matriculation into a postsecondary venue.

19 ~~(6)~~ (5) Meets all industry and building standards.

20 ~~(7)~~ (6) Meets the procedural requirements for requests under this section and any
21 other requirements in rules of the department of education.

22 ~~(8)~~ (7) Is a regional career and technical education center within a public school, or
23 a public academy as defined in RSA 194:23, II, in the state of New Hampshire.

24 ~~(9)~~ (8) Has the capacity to provide academic courses for students from the sending
25 districts who are approved for full-time attendance at the center.

26 6 New Subparagraph; Advisory Council on Career and Technical Education. Amend RSA 188-
27 E:10-b, I by inserting after subparagraph (h) the following new subparagraph:

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

30 7 Advisory Council on Career and Technical Education. Amend RSA 188-E:10-b, III to read as
31 follows:

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

35 8 New Paragraph; Career and Technical Education; Rulemaking. Amend RSA 188-E:10-b by
36 inserting after paragraph VI the following new paragraph:

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 9 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 by the Strengthening Career
9 and Technical Education for the 21st Century Act of 2018, Public Law 115-224.*

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

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

14 11 Advanced Manufacturing Education Advisory Council; Membership and Terms. Amend RSA
15 188-E:22, I(e) to read as follows:

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

18 12 Dual and Concurrent Enrollment Program; Program Established. Amend RSA 188-E:26 to
19 read as follows:

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

27 13 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

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

3 14 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 15 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 16 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 17 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 18 Effective Date. Part II of this act shall take effect 60 days after its passage.

29 PART III

30 Requiring emergency action plans for sports related injuries.

31 1 New Section; Health Services; Emergency Plans for Sports Related Injuries. Amend RSA 200
32 by inserting after section 40-b the following new section:

33 40-c Emergency Plans for Sports Related Injuries.

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

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

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

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

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

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

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

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

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

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

29 2 Effective Date. Part III of this act shall take effect upon its passage.

30 PART IV

31 Relative to the definition of private postsecondary career school.

32 1 New Subparagraph; Private Postsecondary Career Schools; Definitions. Amend RSA 188-G:1,
33 II by inserting after subparagraph (l) the following new subparagraph:

34 (m) Schools offering a yoga teacher training course or program or a yoga instructional
35 course or program.

36 2 Effective Date. Part IV of this act shall take effect 60 days after its passage.

37 PART V

1 Relative to environmental and outdoor education and establishing the New Hampshire youth
2 environmental education and conservation council.

3 1 Findings.

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

12 II. From responsible land conservation to smart infrastructure development, New
13 Hampshire's recreational future depends on how the state of New Hampshire, educational
14 institutions, environmental organizations, and the outdoor recreation industry rise up and steward
15 our future. New Hampshire recognizes core principles including sustainable land and water
16 resources; inclusivity and access, and enhanced connections of students and community to
17 landscape.

18 III. New Hampshire's outdoor recreation sector in 2020 is 3.2 percent of the state's economy,
19 the ninth highest of any state. New Hampshire's consumer outdoor recreation spending is
20 \$8,700,000,000 providing 79,000 jobs, \$2,600,000,000 in wages, and \$528,000,000 in state and local
21 taxes.

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

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

31 VI. Environmental literacy requires having an understanding of the natural world and the
32 capacity to interpret environmental systems. Environmentally literate students are aware of the
33 interconnections of the global, social, cultural, economic, political and environmental structures, and
34 the historical forces that shaped them. They are actively developing an attitude of respect and
35 stewardship toward the natural world and natural resources, and gaining skills necessary to make
36 informed decisions about the environment. With this knowledge and understanding,

1 environmentally literate citizens have the ability to evaluate personal and societal actions regarding
2 the environment based on scientific, economic, aesthetic, ethical, and religious considerations.

3 VII. Environmental literacy is achieved, in part, through environmental education and
4 outdoor recreational education. Environmental education is an interdisciplinary inquiry-based
5 approach to education that integrates hands-on, project-based classroom, community experiences
6 with outdoor, place-based, in-the-field and outdoor recreation experiences, including fishing and
7 hunting, in order to achieve an understanding of the environment as a whole. Outdoor recreation
8 education is a component of environmental education that is achieved through curriculum to satisfy
9 New Hampshire adequate education standards, but it also includes instruction in outdoor
10 recreational activities and preparation for participation in the outdoor recreation industry.

11 2 State Board of Education; Department of Education; Environmental and Outdoor Recreation
12 Education. By July 1, 2022, for implementation by July 1, 2023, the state board of education and the
13 department of education shall develop a curriculum in environmental education and outdoor
14 recreation education, and shall revise state standards and frameworks as necessary, so that New
15 Hampshire students shall have opportunities, as feasible and practical, in fulfilling the requirements
16 for an adequate education, and selecting elective courses, and other formal and informal
17 opportunities and instruction, to complete the curriculum at the elementary, middle, and high school
18 levels. In developing the curriculum, the state board of education shall utilize the New Hampshire
19 environmental literacy plan (2016) developed by the New Hampshire Environmental Educators and
20 the New Hampshire Children in Nature Coalition, and consult with the New Hampshire office of
21 outdoor recreation industry development and the Granite Outdoor Alliance.

22 3 Criteria for an Adequate Education; Science. Amend RSA 193-E:2, III to read as follows:

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

25 4 Criteria for an Adequate Education; Science. Amend RSA 193-E:2, VI-VII to read as follows:

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

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

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

32 XII. The director of career and technical education, department of education, and the
33 chancellor of the community college system of New Hampshire, or designee, shall report to the
34 advisory council on career and technical education by June 1, 2022 on the feasibility of establishing
35 one or more programs in outdoor recreation to provide workforce training and appropriate
36 credentialing in careers related to the outdoor recreation industry. The report shall include
37 information on potential partnerships with the New Hampshire fish and game department, the

1 business and economic affairs department, and the department of natural and cultural resources,
2 and on potential non-state funding sources from the Great American Outdoors Act, Title IV, and
3 other federal resources, and private industry and foundation support.

4 6 School Building Aid; Amount of Grant. Amend RSA 198:15-B, II to read as follows:

5 II. For the purposes of this subdivision, "construction" shall include any one or more of the
6 following for the construction of instructional facilities only, and "building" and "instructional
7 facilities" shall include areas and facilities for the purposes of environmental education:

8 (a) The acquisition and development of a site, including an area developed for
9 environmental education.

10 (b) Planning, construction, or both, of a new building.

11 (c) Planning, construction, or both, of additions to existing buildings.

12 (d) Architectural and engineering fees.

13 (e) Purchase of equipment and any other costs necessary for the completion of a building
14 as approved by the department of education.

15 (f) Substantial renovations approved by the commissioner of education.

16 (g) Purchase or lease-purchase of mechanical, structural, or electrical equipment,
17 including the cost of installation of such equipment, which is designed to improve energy efficiency
18 or indoor air quality in school buildings. All grant amounts awarded under this subparagraph shall
19 be returned to the state if such equipment is removed from the school building by the vendor due to
20 the school district's failure to comply with the terms of the lease-purchase agreement. Lease-
21 purchase agreements shall be subject to the requirements of RSA 33:7-e.

22 7 School Building Aid; Amount of Grant. Amend RSA 198:15-B, IV (a) to read as follows:

23 (a) The department of education shall issue annually maximum eligible cost standards
24 for the construction of new school buildings, including environmental education sites and facilities,
25 less site acquisition costs, qualifying for a school building aid grant. These standards shall take into
26 account the type, size, and location of the school and shall be based on an appropriate construction
27 cost index developed or adopted by the department which shall reflect cost differences in the several
28 regions of the state. Maximum cost standards shall be computed and published annually and
29 expressed as a maximum cost per square foot.

30 8 Public School Infrastructure Fund. Amend RSA 198:15-y:3(b) to read as follows:

31 (b) A school building or infrastructure proposal in which a structural deficiency in the
32 function or operation of a school building or portion thereof presents a substantial risk to the life or
33 safety of the occupants or other persons, including provision of environmental education facilities
34 and emergency ventilation needs related to pandemic disease, and other serious threats to student
35 health, as determined by the commissioner of education, and is more than a technical violation of the
36 fire code, and requires remediation as soon as practicable.

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1 9 Department of Natural and Cultural Resources; Department of Business and Economic
2 Development. The department of natural and cultural resources and the department of business
3 and economic development shall investigate joining the Outdoor Recreation Industry Confluence
4 Accords and report to the legislature its findings by June 1, 2022. The report shall identify which
5 aspects of the 5 criteria required for membership can be achieved within the existing office of
6 outdoor recreation industry development and which would require additional resources. The report
7 shall include an analysis of the potential for collaboration with state agencies, municipalities, the
8 Granite Outdoors Alliance, and educational institutions to promote the principles of conservation
9 and stewardship, education and workforce training, economic development, public health and
10 wellness.

11 10 New Hampshire Youth Environmental Education and Conservation Council; Findings. New
12 Hampshire youth rely on the benefits of a clean and healthy environment, including clean water, air,
13 renewable energy, open spaces, recreational opportunities, and the economic growth and
14 employment opportunities dependent on such features of New Hampshire's environment. New
15 Hampshire youth and their families will be affected for decades to come by current and future
16 decision making to conserve natural resources and wildlife, to develop renewable energy, to improve
17 and protect clean water supplies, to prevent pollution, and to prevent and mitigate the effects of
18 climate change, including warming, sea level rise, storm surge, and changing precipitation patterns.
19 It is essential that New Hampshire youth have opportunities to deliberate on these matters and
20 make recommendations to state policy makers regarding laws, rules, and practices of state agencies
21 and local and state governments.

22 11 New Chapter; New Hampshire Youth Environmental Education and Conservation Council.
23 Amend RSA by inserting after chapter 19-P the following new chapter:

24 **CHAPTER 19-Q**

25 **New Hampshire Youth Environmental Education and Conservation Council**

26 **19-Q:1 Council Established.**

27 I. There is established the New Hampshire youth environmental education and conservation
28 council to advise the speaker of the house of representatives, the president of the senate, the house
29 and senate committees having jurisdiction over education, natural resources, fish and game, energy,
30 and outdoor recreation, and the state board of education.

31 II. Members of the council shall be between the ages of 12 and 25 and shall be as follows:

32 (a) One resident of each county nominated by a parent, teacher, or school administrator
33 shall be appointed by the chairperson of the county delegation.

34 (b) Two middle school students nominated by a parent, teacher, school administrator, or
35 their principals and appointed by the New Hampshire School Administrators Association.

36 (c) Two high school students nominated by their principals, a parent, teacher, or school
37 administrator and appointed by the New Hampshire School Administrators Association.

1 (d) Two college or university students nominated by a student council, student senate, or
2 other student governing body and appointed by the New Hampshire delegation of the New England
3 Board of Higher Education.

4 (e) A member of the Legislative Youth Advisory Council appointed by its chairperson.

5 III. Each member shall serve for a term of 2 years, which may be renewed once. Change of
6 grade level shall not affect terms.

7 IV. The council shall:

8 (a) Consider current scientific reports on the conditions and challenges to a clean and
9 healthy environment, including clean water, air, renewable energy, open spaces, recreational
10 opportunities, and on the benefits of environmental education and outdoor recreation to inform
11 students on these matters, and the economic growth and employment opportunities dependent on
12 such features of New Hampshire's environment.

13 (b) Consult with state agencies, municipal officials, representatives of related policy
14 advocacy groups, business, industry, educational leaders, and scientists. The council shall make
15 recommendations on policies, laws, and practices to the legislature relative to these matters.

16 (c) Make recommendations on educational programs, including environmental education
17 and outdoor recreation programs, in schools, directed at youth and their families, concerning New
18 Hampshire's environment and changing climate, land conservation, and the recreational other uses
19 of natural resources. Make recommendations on current and future legislative and state agency
20 actions arising from council deliberations.

21 V.(a) The council shall meet at least every other month. Minutes once approved shall be
22 submitted to the speaker of the house of representatives, the president of the senate, and the
23 chairpersons of the house and senate standing committees having jurisdiction over climate, energy,
24 conservation, and recreation.

25 (b) The council shall submit a report of activities and recommendations by June 30 of
26 each year to the speaker of the house of representatives, the president of the senate, and the
27 chairpersons of the house and senate standing committees having jurisdiction over education,
28 natural resources, fish and game, energy, and outdoor recreation, and the state board of education.

29 (c) The chairpersons of such committees shall provide an opportunity for the council to
30 personally report on its findings and recommendations.

31 (d) The first meeting of the council shall be called by the speaker of the house of
32 representatives, or designee. A chairperson and clerk shall be elected at the first meeting of the
33 council. A majority of council members shall constitute a quorum. The council may establish
34 committees from its membership for the purpose of examining specific policy issues.

35 12 Effective Date. Part V of this act shall take effect 60 days after its passage.

**SB 148-FN- FISCAL NOTE
AS INTRODUCED**

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 and establishing the New Hampshire youth environmental education and conservation council.

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

**SB 148-FN FISCAL NOTE
AS INTRODUCED**

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 and establishing the New Hampshire youth environmental education and conservation council.

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

SB 148-FN - AS AMENDED BY THE HOUSE

03/18/2021 0764s
3Jun2021... 1637h

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 cocurricular related injuries and emergencies.

SPONSORS: Sen. Ward, Dist 8

COMMITTEE: Education

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.

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.

SB 148-FN - AS AMENDED BY THE HOUSE

03/18/2021 0764s
3Jun2021... 1637h

21-0956
06/08

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 cocurricular related injuries and emergencies.

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
3 authorizing the state board of education to adopt rules relative to the provision of vocational
4 rehabilitation, 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: Relative to emergency plans for cocurricular related injuries and emergencies.

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

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

14 2 Legislation Enacted. The general court hereby enacts the following legislation:

15

16

PART I

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

19 1 Repeal. The following are repealed:

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

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

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

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

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

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

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

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

SB 148-FN - AS AMENDED BY THE HOUSE

- Page 3 -

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

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

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

13 4 Career and Technical Education; Transportation. Amend RSA 188-E:8 to read as follows:

14 188-E:8 Transportation. The department of education is authorized to reimburse from its
15 regular budget the *full* cost of transportation, *subject to availability of funding* for (a) regional
16 career and technical education students who attend regional career and technical education centers
17 and for (b) at-risk students who attend alternative education programs located at a regional career
18 and technical education center or other comprehensive high school. Transportation costs shall not
19 exceed the rate adopted pursuant to RSA 541-A by the state board. The ~~[sending]~~ *student's*
20 *resident* district shall be responsible for *providing transportation and* paying the transportation
21 costs and shall *then* be reimbursed from state funds. *If a student is permitted to self-transport,*
22 *the student's resident district shall reimburse the student in accordance with rules*
23 *adopted pursuant to RSA 541-A. The department of education shall then reimburse the*
24 *district from its regular budget.*

25 5 Payment of Tuition and Transportation Funds. Amend RSA 188-E:9, I to read as follows:

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

33 6 Career and Technical Education; Funding for Construction, Renovation, Expansion, and
34 Replacement. Amend RSA 188-E:10, I to read as follows:

35 I. The department of education is responsible for maintaining a statewide system of regional
36 ~~[vocational]~~ *career and technical* education centers to provide and allow for a variety of career and
37 technical education programs funded within state budget appropriations. The treasurer of the state

1 of New Hampshire is hereby authorized to make funds available to the department of education for
2 the **construction**, renovation [~~and~~], expansion, **or replacement** of qualified regional career and
3 technical education centers or regional career and technical education programs authorized in the
4 capital budget, provided that:

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

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

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

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

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

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

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

26 (2) Accepts students from sending schools.

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

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

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

32 (6) Meets all industry and building standards.

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

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

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

3 7 New Subparagraph; Advisory Council on Career and Technical Education. Amend RSA 188-
4 E:10-b, I by inserting after subparagraph (h) the following new subparagraph:

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

7 8 Advisory Council on Career and Technical Education. Amend RSA 188-E:10-b, III to read as
8 follows:

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

12 9 New Paragraph; Career and Technical Education; Rulemaking. Amend RSA 188-E:10-b by
13 inserting after paragraph VI the following new paragraph:

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

16 10 Secondary Career and Technical Education Programs; Federal Authorization. Amend RSA
17 188-E:12 to read as follows:

18 188-E:12 Secondary Career and Technical Education Programs; Federal Authorization. In
19 accordance with 20 U.S.C. section 9271, the state shall include in its unified plan, all secondary
20 career and technical education programs authorized under 20 U.S.C. 2301 et seq., known as the Carl
21 D. Perkins Career and Technical Education Act of 2006 *as amended*.

22 11 Pre-Engineering and Technology Curriculum and Pre-Engineering and Technology Advisory
23 Council; Membership and Terms. Amend RSA 188-E:16, I(d) to read as follows:

24 (d) The ~~president~~ *chancellor of the community college system* of ~~the~~ New
25 Hampshire ~~technical institute~~, or designee.

26 12 Advanced Manufacturing Education Advisory Council; Membership and Terms. Amend RSA
27 188-E:22, I(e) to read as follows:

28 (e) The ~~president~~ *chancellor of the community college system* of ~~the~~ New
29 Hampshire ~~technical institute~~, or designee.

30 13 Dual and Concurrent Enrollment Program; Program Established. Amend RSA 188-E:26 to
31 read as follows:

32 188-E:26 Program Established. There is established a dual and concurrent enrollment program
33 in the department of education. Participation in the program shall be offered to high school and
34 career technical education center students in grades 10 through 12. The program shall provide
35 opportunities for qualified New Hampshire high school students to gain access and support for dual
36 and concurrent enrollment in *career and technical education courses*, STEM (science,
37 technology, engineering, and mathematics) and STEM-related courses that are fundamental *and*

1 *necessary* for success in postsecondary education, *career path opportunities*, and to meet New
2 Hampshire's emerging workforce needs.

3 14 Dual and Concurrent Enrollment Program; School Board Policy. Amend RSA 188-E:28, I to
4 read as follows:

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

16 15 Department of Education; Community College System of New Hampshire; Dual and
17 Concurrent Enrollment Agreement. The department of education and the CCSNH shall develop and
18 approve a model dual and concurrent enrollment agreement that shall be used by the CCSNH and
19 the school board of a school district participating in the dual and concurrent enrollment agreement
20 program. The model agreement shall include standards established by the CCSNH, shall include
21 elements, standards, and criteria that have been approved by the department of education and
22 CCSNH, and shall serve as the framework for the development, implementation, and administration
23 of the dual and concurrent enrollment program in each school district by clearly defining the
24 procedures related to concurrent and dual enrollment of high school students in college classes. The
25 department shall further develop guidelines for the program relating to reporting, accountability,
26 and payment of available funds to the CCSNH.

27 16 New Paragraph; Delivery of an Adequate Education. Amend RSA 193-E:3 by inserting after
28 paragraph VII the following new paragraph:

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

36 17 Repeal Date Extended. Amend 2019, 247:3 to read as follows:

1 247:3 Repeal; [2022] 2026. RSA 188-E:9-a, relative to donations to regional career and technical
2 education center programs, is repealed.

3 18 Effective Date Change. Amend 2019, 247:4, I to read as follows:

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

5 19 Effective Date. Part II of this act shall take effect 60 days after its passage.

6
7 PART III

8 Requiring emergency action plans for cocurricular related injuries and emergencies.

9 1 New Section; Health Services; Emergency Plans for Cocurricular Related Injuries and
10 Emergencies. Amend RSA 200 by inserting after section 40-b the following new section:

11 200:40-c Emergency Plans for Cocurricular Related Injuries.

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

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

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

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

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

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

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

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

33 II. The plan shall be posted within each school and disseminated to, and coordinated with
34 emergency medical services, fire department, and law enforcement. In addition, each school district
35 shall adopt procedures for obtaining accurate disclosure of student-participant medical information
36 and communicating relevant student-participant medical information to cocurricular employees,
37 team coaches, or licensed athletic trainers responsible for carrying out the emergency action plan.

1 Access, filing, and confidentiality of student-participant medical information shall be managed in
2 accordance with the Health Insurance Portability and Accountability Act (HIPAA) and the Family
3 Educational Rights and Privacy Act (FERPA).

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

6 2 Effective Date. Part III of this act shall take effect September 1, 2022.

7
8 PART IV

9 Relative to the definition of private postsecondary career school.

10 1 New Subparagraph; Private Postsecondary Career Schools; Definitions. Amend RSA 188-G:1,
11 II by inserting after subparagraph (l) the following new subparagraph:

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

13 2 Effective Date. Part IV of this act shall take effect 60 days after its passage.

14
15 PART V

16 Environmental Science Required for Adequate Education

17 1 Criteria for an Adequate Education. Amend RSA 193-E:2, III to read as follows:

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

22 2 Criteria for an Adequate Education; Science. Amend RSA 193-E:2, VI-VII to read as follows:

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

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

28 3 New Paragraph; Regional Career and Technical Education; Program. Amend RSA 188-E:5 by
29 inserting after paragraph XI the following new paragraph:

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

36 4 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

CHAPTER 210
SB 148-FN - FINAL VERSION

03/18/2021 0764s
06/24/2021 2025CofC
06/24/2021 2081EBA

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

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 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.

CHAPTER 210
SB 148-FN - FINAL VERSION

03/18/2021 0764s
06/24/2021 2025CofC
06/24/2021 2081EBA

21-0956
06/08

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:

1 210:1 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.

19 210:2 Legislation Enacted. The general court hereby enacts the following legislation:

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.

23 210:1 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.

CHAPTER 210
SB 148-FN - FINAL VERSION
- Page 2 -

- 1 VI. RSA 200-C:13, relative to insufficient funds.
2 VII. RSA 200-C:15, relative to rulemaking.
3 VIII. RSA 200-C:19, III, relative to administering the telecommunications equipment
4 program.

5 210:2 Worker's Personal Care Assistance Program; Rulemaking Authority. Amend RSA 200-C:8
6 to read as follows:

7 200-C:8 Rulemaking Authority.

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

- 9 ~~I. Procedures for disbursement of moneys from the program established under RSA 200-C:7.~~
10 ~~II. Eligibility criteria for equipment under the program, including priority criteria assigned~~
11 ~~to persons seeking equipment under the program.~~
12 ~~III. Procedures for the purchase, maintenance and repair of special telecommunications~~
13 ~~equipment] *the provision of vocational rehabilitation services.*~~

14 210:3 Vocational Rehabilitation Programs; Rulemaking Authority. Amend RSA 200-C:8 to read
15 as follows:

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

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

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

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

24 210:4 Effective Date. Part I of this act shall take effect 60 days after its passage.

PART II

Relative to career and technical education.

27 210:1 Regional Career and Technical Education; Definitions; Sending District. Amend RSA 188-
28 E:2, 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.

31 210:2 Construction or Renovation of Career and Technical Education Centers. Amend RSA 188-
32 E:3, 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

CHAPTER 210
SB 148-FN - FINAL VERSION
- Page 3 -

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.

8 210:3 Career and Technical Education; Transportation. Amend RSA 188-E:8 to read as follows:

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

17 210:4 Career and Technical Education; Funding for Construction, Renovation, Expansion, and
18 Replacement. Amend RSA 188-E:10, I to read as follows:

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

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

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

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

CHAPTER 210
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1 (d) Each school district requesting funds from the department of education establishes
2 and funds a *construction*, renovation [~~and~~], expansion, *and replacement* reserve fund, which
3 shall be used by the school district to pay *construction*, renovation [~~and~~], expansion, *and*
4 *replacement* costs not funded by the state, and which may include funding for the replacement of
5 equipment; and

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

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

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

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

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

13 [(4)] (3) Demonstrates alignment with program competencies and academic
14 competencies required by the department of education.

15 [(5)] (4) Allows for matriculation into a postsecondary venue.

16 [(6)] (5) Meets all industry and building standards.

17 [(7)] (6) Meets the procedural requirements for requests under this section and any
18 other requirements in rules of the department of education.

19 [(8)] (7) Is a regional career and technical education center within a public school, or
20 a public academy as defined in RSA 194:23, II, in the state of New Hampshire.

21 [(9)] (8) Has the capacity to provide academic courses for students from the sending
22 districts who are approved for full-time attendance at the center.

23 210:5 New Subparagraph; Advisory Council on Career and Technical Education. Amend RSA
24 188-E:10-b, I by inserting after subparagraph (h) the following new subparagraph:

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

27 210:6 Advisory Council on Career and Technical Education. Amend RSA 188-E:10-b, III to read
28 as follows:

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

32 210:7 New Paragraph; Career and Technical Education; Rulemaking. Amend RSA 188-E:10-b
33 by inserting after paragraph VI the following new paragraph:

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

36 210:8 Secondary Career and Technical Education Programs; Federal Authorization. Amend
37 RSA 188-E:12 to read as follows:

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1 188-E:12 Secondary Career and Technical Education Programs; Federal Authorization. In
2 accordance with 20 U.S.C.section 9271, the state shall include in its unified plan, all secondary
3 career and technical, education programs authorized under 20 U.S.C. 2301 et seq., known as the Carl
4 D. Perkins Career and Technical Education Act of 2006 *as amended by the Strengthening Career
5 and Technical Education for the 21st Century Act of 2018, Public Law 115-224.*

6 210:9 Pre-Engineering and Technology Curriculum and Pre-Engineering and Technology
7 Advisory Council; Membership and Terms. Amend RSA 188-E:16, I(d) to read as follows:

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

10 210:10 Advanced Manufacturing Education Advisory Council; Membership and Terms. Amend
11 RSA 188-E:22, I(e) to read as follows:

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

14 210:11 Dual and Concurrent Enrollment Program; Program Established. Amend RSA 188-E:26
15 to read as follows:

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

23 210:12 Dual and Concurrent Enrollment Program; School Board Policy. Amend RSA 188-E:28, I
24 to read as follows:

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

36 210:13 Department of Education; Community College System of New Hampshire; Dual and
37 Concurrent Enrollment Agreement. The department of education and the CCSNH shall develop and

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

10 210:14 New Paragraph; Delivery of an Adequate Education. Amend RSA 193-E:3 by inserting
11 after paragraph VII the following new paragraph:

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

19 210:15 Repeal Date Extended. Amend RSA 2019, 247:3, XVI to read as follows:

20 247:3 Repeal; ~~2022~~ **2026**. RSA 188-E:9-a, relative to donations to regional career and technical
21 education center programs, is repealed.

22 210:16 Effective Date Change. Amend RSA 2019,247:4, I to read as follows:

23 I. Section 3 of this act shall take effect June 30, ~~2022~~ **2026**.

24 210:17 Contingent Version; Dual and Concurrent Enrollment Program; Program Established.
25 Amend RSA 188-E:26 to read as follows:

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

34 210:18 Contingent Version; Dual and Concurrent Enrollment Program; School Board Policy.
35 Amend RSA 188-E:28, I to read as follows:

36 I. ~~[No later than July 1, 2018,]~~ The school board of each school district shall develop and
37 adopt a policy permitting students residing in the district who are in grade **10**, 11 or 12 to

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1 participate in the dual and concurrent enrollment program. The policy shall, at a minimum, include
2 compliance with measurable educational standards and criteria approved by CCSNH and that meet
3 the same standard of quality and rigor as courses offered on campus by CCSNH. The policy shall
4 also comply with the standards for accreditation and program development established by the
5 National Alliance for Concurrent Enrollment Partnerships. The policy shall include, but not be
6 limited to, student eligibility criteria, standards for course content, standards for faculty approval,
7 program coordination and communication requirements, tuition and fees, textbooks and materials,
8 course grading policy, data collection, maintenance, and security, revenue and expenditure
9 reporting, and process for renewal of the agreement.

10 210:19 Effective Date.

11 I. Sections 11 and 12 of Part II of this act shall not take effect.

12 II. The remainder of Part II of this act shall take effect 60 days after its passage.

13 **PART III**

14 **Requiring emergency action plans for sports related injuries.**

15 210:1 New Section; Health Services; Emergency Plans for Sports Related Injuries. Amend RSA
16 200 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 that
19 includes any of the grades 4 through 12, shall establish an emergency action plan for responding to
20 serious or potentially life-threatening sports related injuries. Each plan shall:

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

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

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

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

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

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

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

36 II. The plan shall be posted within each school and disseminated to, and coordinated with
37 emergency medical services, fire department, and law enforcement. In addition, each school district

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1 shall adopt procedures for obtaining student-participant medical information relative to any injury
2 or illness related to or involving any head, face, or cervical spine, cardiac injury or diagnosis,
3 exertional heat stroke, sickle cell trait, asthma, allergies, or diabetes for each student athlete prior
4 to engaging in activities; policies related to hydration, heat acclimatization and wet bulb globe
5 temperature guidelines as established by the American College of Sports Medicine and the National
6 Athletic Trainers' Association; and procedures for students to return to play after a sports or illness-
7 related injury, which shall be kept on file by each school district and made available to the
8 department of education and public upon request. Access, filing, and confidentiality of student-
9 participant medical information shall be managed in accordance with the Health Insurance
10 Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act
11 (FERPA). Each plan shall be added to the school's emergency response plan and adopted procedures
12 shall be reviewed annually and updated as necessary.

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

15 210:2 Effective Date. Part III of this act shall take effect September 1, 2022.

16 PART IV

17 Relative to the definition of private postsecondary career school.

18 210:1 New Subparagraph; Private Postsecondary Career Schools; Definitions. Amend RSA 188-
19 G:1, II by inserting after subparagraph (l) the following new subparagraph:

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

21 210:2 Effective Date. Part IV of this act shall take effect 60 days after its passage.

22 PART V

23 Environmental Science Required for Adequate Education

24 210:1 Criteria for an Adequate Education. Amend RSA 193-E:2, III to read as follows:

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

29 210:2 Criteria for an Adequate Education; Science. Amend RSA 193-E:2, VI-VII to read as
30 follows:

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

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

36 210:3 New Paragraph; Regional Career and Technical Education Program. Amend RSA 188-E:5
37 by inserting after paragraph XI the following new paragraph:

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

5 210:4 Department of Natural and Cultural Resources; Department of Business and Economic
6 Affairs. The department of natural and cultural resources and the department of business and
7 economic affairs shall investigate joining the Outdoor Recreation Industry Confluence Accords and
8 report to the legislature its findings by June 1, 2022.

9 210:5 Effective Date. Part V of this act shall take effect 60 days after its passage

Approved: August 10, 2021

Effective Date:

Pt I eff October 9, 2021

Pt. II eff: I. Sec 11 & 12 shall not take effect

II. Rem. eff. October 9, 2021

Pt. III eff. September 1, 2022

Pt. IV eff. October 9, 2021

Pt. V eff. October 9, 2021

Amendments

Amendment to SB 148-FN

1 Amend PART II of the bill by replacing section 2 with the following:

2

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

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

17

18 Amend PART II of the bill by replacing section 5 with the following:

19

20 5 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;

Amendment to SB 148-FN

- Page 2 -

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

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

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

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

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

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

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

20 ~~(3)]~~ Demonstrates adequate numbers of students through enrollment figures based
21 on 3-year averages.

22 ~~[(4)]~~ (3) Demonstrates alignment with program competencies and academic
23 competencies required by the department of education.

24 ~~[(5)]~~ (4) Allows for matriculation into a postsecondary venue.

25 ~~[(6)]~~ (5) Meets all industry and building standards.

26 ~~[(7)]~~ (6) Meets the procedural requirements for requests under this section and any
27 other requirements in rules of the department of education.

28 ~~[(8)]~~ (7) Is a regional career and technical education center within a public school, or
29 a public academy as defined in RSA 194:23, II, in the state of New Hampshire.

30 ~~[(9)]~~ (8) Has the capacity to provide academic courses for students from the sending
31 districts who are approved for full-time attendance at the center.

Sen. Ward, Dist 8
March 1, 2021
2021-0557s
06/08

Amendment to SB 148-FN

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

2

3 1 New Subparagraphs; Private Postsecondary Career Schools; Definitions. Amend RSA 188-
4 G:1, II by inserting after subparagraph (l) the following new subparagraphs:

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

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

UNAPPROVED

Amendment to SB 148-FN

1 Amend PART II of the bill by replacing section 2 with the following:

2

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

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

17

18 Amend PART II of the bill by replacing section 5 with the following:

19

20 5 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 ~~[vocationa]l~~ **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;

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

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

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

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

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

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

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

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

22 (4) (3) Demonstrates alignment with program competencies and academic
23 competencies required by the department of education.

24 (5) (4) Allows for matriculation into a postsecondary venue.

25 (6) (5) Meets all industry and building standards.

26 (7) (6) Meets the procedural requirements for requests under this section and any
27 other requirements in rules of the department of education.

28 (8) (7) Is a regional career and technical education center within a public school, or
29 a public academy as defined in RSA 194:23, II, in the state of New Hampshire.

30 (9) (8) Has the capacity to provide academic courses for students from the sending
31 districts who are approved for full-time attendance at the center.

32
33 Amend Part II of the bill by deleting section 3 and renumbering the original sections 4-18 to read as
34 3-17, respectively.

35
36 Amend the bill by replacing Part III with the following:

37

PART III

Requiring emergency action plans for sports related injuries.

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

40-c Emergency Plans for Sports Related Injuries.

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

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

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

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

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

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

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

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

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

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

Amendment to SB 148-FN

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

2
3 Amend Part IV of the bill by replacing section 1 with the following:

4
5 1 New Subparagraphs; Private Postsecondary Career Schools; Definitions. Amend RSA 188-
6 G:1, II by inserting after subparagraph (l) the following new subparagraphs:

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

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

12
13 Amend the bill by replacing Part V with the following:

14
15 PART V

16 Relative to environmental and outdoor education.

17 1 Findings.

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

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

29 III. New Hampshire's outdoor recreation sector in 2020 is 3.2 percent of the state's economy,
30 the ninth highest of any state. New Hampshire's consumer outdoor recreation spending is
31 \$8,700,000,000 providing 79,000 jobs, \$2,600,000,000 in wages, and \$528,000,000 in state and local
32 taxes.

33 IV. In 2019, New Hampshire became the sixteenth state in the United States to approve of
34 an office of outdoor recreation industry development to be housed within the New Hampshire
35 department of business and economic affairs. The office is intended to advance the outdoor industry
36 toward a sustainable and responsible future by focusing on land conservation, economic
37 development, education, and health and wellness. In furtherance of these goals, New Hampshire

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1 supports the Granite Outdoor Alliance in its work to unite the ecosystem of outdoor enthusiasts
2 across New Hampshire to protect yet grow an experience-driven lifestyle.

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

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

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

13 2 State Board of Education; Department of Education; Environmental and Outdoor Recreation
14 Education. By July 1, 2022, for implementation by July 1, 2023, the state board of education and the
15 department of education shall review the model curriculum in environmental education and outdoor
16 recreation education contained in the New Hampshire environmental literacy plan (2016) developed
17 by the New Hampshire Environmental Educators and the New Hampshire Children in Nature
18 Coalition, and shall revise state standards and frameworks as necessary, so that New Hampshire
19 students shall have opportunities, as feasible and practical, in fulfilling the requirements for an
20 adequate education, and selecting elective courses, and other formal and informal opportunities and
21 instruction, to complete the curriculum at the elementary, middle, and high school levels.

22 3 Criteria for an Adequate Education. Amend RSA 193-E:2, III to read as follows:

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

25 4 Criteria for an Adequate Education; Science. Amend RSA 193-E:2, VI-VII to read as follows:

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

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

31 5 New Paragraph; Regional Career and Technical Education; Program. Amend RSA 188-E:5 by
32 inserting after paragraph XI the following new paragraph:

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

Amendment to SB 148-FN

- Page 6 -

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

5 7 Effective Date. Part V of this act shall take effect 60 days after its passage.

2021-0764s

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 and outdoor education.

Committee Minutes

SENATE CALENDAR NOTICE

Education

Sen Ruth Ward, Chair
Sen Erin Hennessey, Vice Chair
Sen Denise Ricciardi, Member
Sen Jay Kahn, Member
Sen Suzanne Prentiss, Member

Date: February 11, 2021

HEARINGS

Thursday	02/18/2021	
(Day)	(Date)	
Education	REMOTE 000	1:00 p.m.
(Name of Committee)	(Place)	(Time)

Note: The committee will meet at 1:00 p.m. or 30 minutes following the end of Session.

1:00 p.m.	SB 147-FN	adopting omnibus legislation relative to student aid, the central registry, transportation of students, and special education costs.
1:30 p.m.	SB 148-FN	adopting omnibus legislation relative to vocational and career education, environmental education, and emergency plans for sports injuries.

Committee members will receive secure Zoom invitations via email.

Members of the public may attend using the following links:

1. Link to Zoom Webinar: <https://www.zoom.us/j/96842968995>
2. To listen via telephone: Dial (for higher quality, dial a number based on your current location): 1-301-715-8592, or 1-312-626-6799 or 1-929-205-6099, or 1-253-215-8782, or 1-346-248-7799, or 1-669-900-6833
3. Or iPhone one-tap: US: +13017158592, 96842968995# or +13126266799, 96842968995#
4. Webinar ID: 968 4296 8995
5. To view/listen to this hearing on YouTube, use this link:
<https://www.youtube.com/channel/UCjBZdtrjRnQdmg-2MPMiWrA>

6. To sign in to speak, register your position on a bill and/or submit testimony, use this link:
<http://gencourt.state.nh.us/remotecommittee/senate.aspx>

The following email will be monitored throughout the meeting by someone who can assist with and alert the committee to any technical issues: remotesenate@leg.state.nh.us or call (603-271-6931).

EXECUTIVE SESSION MAY FOLLOW

Sponsors:

SB 147-FN

Sen. Kahn

SB 148-FN

Sen. Ward

Ava Hawkes 271-4151

Ruth Ward
Chairman

Senate Education Committee

Ava Hawkes 271-4151

SB 148-FN, adopting omnibus legislation relative to vocational and career education, environmental education, and emergency plans for sports injuries.

Hearing Date: February 18, 2021

Time Opened: 2:25 p.m.

Time Closed: 4:35 p.m.

Members of the Committee Present: Senators Ward, Hennessey, Ricciardi, Kahn and Prentiss

Members of the Committee Absent : None

Bill 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 and establishing the New Hampshire youth environmental education and conservation council.

Sponsors:

Sen. Ward

Who supports the bill: Please refer to sign-in sheet.

Who opposes the bill: Kathy Tetreault, Steve Beals

Who is neutral on the bill: Steve Appleby (NHDOE), Lisa Hinson-Hatz (NHDOE), Amy Clarke, Kiley Jennifer

Summary of testimony presented:

Part I of SB 148:

Senator Ruth Ward - Senate District 8

- Senator Ward introduces part one of SB 148.
- This bill was a request of NHDOE.

- Lots of repealing of sections. The sections that aren't being repealed will be given different content. Lisa Hinson-Hatz from NHDOE will speak to part one.

Lisa Hinson-Hatz – Director, NH Vocational Rehabilitation (NHDOE)

- Vocational rehabilitation is updating our NHDOE's administrative rules this year and they found, through that review, statute changes needed to be made.
- In previous rule updates, they had failed to repeal programs no longer in service. Mainly, the telecommunications program and the personal worker care program.
- The telecommunications program is now housed with the Governor's Commission on Disability and has its own administrative rules.
- The other program has no funding attached to it that they could find. Neither could DHHS.

Part II of SB 148:

Senator David Watters - Senate District 4

- Senator Watters introduces part two of SB 148.
- This bill addresses our highly successful CTE system. This bill comes to the legislature from NHDOE's Eric Frauwirth.
- Language changes necessitated by clarification related to Perkins funding.
- Part two clarifies what private/homeschooled students sending district is so they can take part in CTE programs.
- Next section addresses the renovation and reconstruction of CTE centers.
- Some districts would rather renovate than tear down and start over. The terms "expansion" or "replacement" have been added to the new language. There is an amendment to ensure that language is consistent.
- As for policy issues, there are school districts with CTE centers and school districts without that can send students to programs. There are some difficulties to that due to transportation and funding.
- NH students have the right to career and technical education, this language would codify that in efforts to help students getting into the workforce. Students should not be deterred from CTE programs based on where they live.
- Part two clarifies the state's responsibility to reimburse transportation costs budgeted each year.
- NHDOE needs to fulfill their obligation for reimbursement so kids can get sent to receiving schools.
- This part works to clean up language for projects qualified for renovation, expansion, and construction.
- This part helps address a longstanding issue of school counselors needing to be more aware of CTE programs and opportunities. Often times, counselors are more focused on 4-year college opportunities that they do not recognize how students would benefit from CTE programs.
- A high school counselor from a sending school district would be added to the advisory council.
- NHDOE needs rulemaking in terms of establishing career readiness credential, they need authority to help set rules for that credential.

- Brings 2018 Perkins law in to date, i.e. Strengthening Career and Technical Education Act of 2018, we had to go through a long process to review our whole program throughout the state. This puts in statute that this is now a governing document.
- Makes technical word changes from “president” to “chancellor.”
- Dual and concurrent enrollment focus is really important. It allows high school students to take community college and other courses at reduced rate.
- By having those credits, it would reduce the overall cost of a student’s education.
- Current program focuses on STEM courses, we need to open it up for other courses as well for students.
- If the purpose is to enable high school students to save a lot of money for their families, we out to include those additional courses as well.
- While we set policy, funding implications for how much money is in the dual and concurrent program to be included in the budget or not.
- The goal is to open CTE programs up to sophomores as well. For example, the engineering program takes three years anyways.
- Students can then be pretty much done with the program by the end of high school. Then, seniors could begin apprenticeships and be ready for the workforce.
- School districts should develop policies about inviting 10th and 11th into dual and concurrent enrollment.
- Career readiness certificate would assist in advising students on this program.
- Lastly, about three years ago, a tax credit program was established which enabled businesses to get a tax credit for donations of equipment to CTE centers.
- This creatively allowed businesses to take a portion of employee’s time who supervises internships and apprenticeships to have a tax credit for that too.
- This was a pilot program and it has been very successful. This section of part two extends the program out by four more years through 2026.
- CTE center directors have been motivated to create more relationships with business.
- Senator Kahn asked Senator Watters about the number of students taking dual and concurrent enrollment right now and where the expansion of STEM courses might lead in the future.
 - Senator Watters said this is being wrestled with by the community college system in developing a fiscal note for part two. The current program has been very successful. With such an expansion, it could potentially add to the cost of that program, however, students need those other courses to be offered as well.

Eric Frauwirth – Administrator, Bureau of Career Development (NHDOE)

- Senator Watters did an extremely thorough job with the details of part two of this bill.
- Made himself available for any questions.
- Senator Kahn shared that he appreciates NHDOE’s role in part two regarding the clean-up of language.
- Senator Kahn asked Mr. Frauwirth about the impacts of doing concurrent enrollment and if the department maintains that information. Mr. Frauwirth said he would defer to the community college system. While they would encourage students to enroll in the classes, Beth Doiron with the Community College System would have a better understanding on what those numbers looks like.

- Senator Kahn asked a question connecting part two and part four of this bill. Senator Kahn asked about environmental education being a part of CTE work and if some STEM courses could fit into that category. Mr. Frauwirth said potentially as the inclusion of CTE courses is more for evening the playing field.

Beth Doiron – College Access Director, Community College System of NH (CCSNH)

- They support part two, section 12 of this bill.
- Part two makes changes to the dual and concurrent enrollment program.
- These changes take into consideration 10-12th grade, adding to STEM courses that are already covered in program.
- They work closely with CTE centers to provide early access to obtaining college credit.
- These students are taking courses that could lead them to good jobs, the goal is to encourage them along their way.
- They've seen tremendous support and expansion of their program over this last year.
- Recent increased funding allowed students to take up to two STEM courses with no charge, CTE students are next to take advantage of these opportunities.
- As a policy matter, this would provide equitable opportunities for CTE students.
- The funding for this STEM scholarship program has been eliminated from the Governor's budget. They are sure this will be looked at during the finance and budget process.
- In FY19, we were able to offer about \$1.2 million in scholarships for students in STEM dual and concurrent enrollment courses.
- This past fall in 2020, even through the COVID-19 pandemic, students still signed up for these dual and concurrent enrollment courses.
- They were able to offer \$644,000 in scholarships out of the \$950,000 available in Fall 2020.
- They also support outdoor education programs in part four of this bill.
- Senator Hennessey asked Ms. Doiron if she has any idea what the actual cost to the state is for these scholarships. A student may receive a scholarship, however, that number does not indicate the cost to CCSNH to run these programs.
 - Ms. Doiron said the cost of the running start dual and concurrent enrollment courses is \$150 per course. The early college courses cost roughly \$300 each course. It costs them more than that to run these programs, so they are probably not breaking even.

Part III of SB 148:

Senator Bill Gannon - Senate District 23

- Senator Gannon introduces part three of SB 148.
- With four student athletes in his family, he is happy to bring forth part three of this bill.
- Currently, there is a gap in emergency plans when responding to serious or potentially life-threatening sports related injuries during school sponsored activities.

- Specifically, for athletes in the public and non-public school settings that offers athletics for grades fourth through twelfth.
- Section three of part three of this bill updates current law, which was written in 1971, relating to policies adopted by local school boards for the purposes of providing immediate and adequate emergency care for students or personnel who experience injuries during school activities.
- By updating statute, this aligns with best practices and allows each entity to be informed on the minimum standards of care athletes will receiving.
- Part three also provides flexibility for each school, even in places with large populations like Keene.
- Part three also identifies that public and non-public schools should establish plans to return to play after COVID-19.
- Emergency plans are zero cost policy which utilizes the resources that schools already have available.
- As a parent who has been on the sidelines, part three is a good idea.
- Senator Hennessey asked Senator Gannon about the effective date and its direction to take effect “upon passage.” This would require school boards to have plan in place effective the first full school year after the effective date, i.e. school boards would have to develop this plan within a month’s timeframe. Senator Hennessey asked Senator Gannon if he is open to a later effective date. Senator Gannon said yes, it certainly would be a good idea.
- Senator Kahn asked Senator Gannon if the NH Brain Injury Association had been involved in the drafting of this bill. Senator Gannon said he has spoken with trainers and coaches directly. Fellow testifiers could attest to his question better, he hopes the answer is yes.

Theodore Smith – Director of Athletic Training Program, Colby-Sawyer College

- Supports the language in part three.
- Represents his views and not his employers.
- He has served as the primary or support athletic trainer in high school, college and professional levels.
- He can attest strongly to the value of an emergency plan.
- Requirement of local school boards to have an emergency plan, the benefit lies in prior planning.
- Immediate response to emergencies is typically provided by volunteers.
- By having an emergency action plan in place, improve response time and quality of care provided.
- Parents should be able to expect consistency.
- Parents shouldn’t have to hear that injuries wouldn’t have been as serious if they their child’s school had a better plan or response in place.
- The current language is over 50 years old.

Rebecca Stearns – Chief Financial Officer, Korey Stringer Institute

- Full support of part three.

- Their mission is to provide research and prevent sudden death of athletes.
- To prevent the four catastrophic injuries or conditions that can result in sudden death in athletes over 90% of the time: cardiac arrest, exertional heat stroke, traumatic head injuries and exertional sickling.
- Between 2015 and 2019, we've lost 335 high school athletes in the U.S.
- This bill enacts five vital health and safety components benefiting high school athletes in NH: mandating emergency action plans, outlining AED access, includes weather and heat climatization policy, cold water emersion.
- All of these are established best practices supported by leading sport health and safety organizations.
- There are over 120 schools in NH, but about 42% of those schools, and roughly 9,000 students, do not have access to an athletic trainer.
- In their most recent survey, almost 4,000 NH athletes are at a school with an athletic trainer and no established emergency action plan.
- Their hope is to continue adopting best practices and see a decrease in senseless sports related deaths.
- Seven states have legislation to ensure emergency action plans are in place.
- They also know of 15 other states that have legislation implementing AED use at athletic venues.
- Senator Hennessey asked Ms. Stearns if there are examples of these requirements that a high school or school board could refer to instead of reinventing the wheel on their own. Ms. Stearns said they have a bunch of templates on their website and would be happy to share with the committee's aide.
- Senator Kahn asked Ms. Stearns if rulemaking is needed by NHDOE to be effectively implemented and to vet rules with schools before they establish the policy. Ms. Stearns shared that, thankfully, there are a lot of great resources available relating to guidance documents. They have a lot of plug-and-play documents available. Lastly, the athletic trainers at NH schools should be equipped to draft these kinds of guidance documents as well.
- Senator Prentiss reiterated Senator Kahn's point about NHDOE having rulemaking or plans available that way it is not such a big lift for schools.

Stephen Appleby – Division Director of Educator Support in Higher Education, NH Department of Education

- He would speculate that this is not his area, however, part four of this bill is.
- He would guess they'd want rulemaking ability; he is not the best person to answer this question. Perhaps Diana Fenton could better answer this question.

Attorney Diana Fenton – Chief of the Office of Governance, NH Department of Education

- She has no idea. In act of solidarity with Mr. Appleby, she agrees with the desire to have rulemaking abilities.
- Rulemaking is a great place to flush issues out.

Cassandra Snow – Program Director, Safe Sports Network

- She supports this bill personally.
- Licensed athletic trainer and past president of the NH Athletic Trainers Association. She is a parent first.
- 6,000 kids under the network's umbrella/care.
- The previous testimony does a perfect job of summing up the importance of this bill. She seconds all previous points made.
- The Brain Injury Association was reached out to. Two neuropsychologists submitted written testimony as they could not be here today.
- They are trying to be more collaborative in this work.
- She submitted written testimony as well.

Christine Reyes – President, Athletic Trainers Association

- In support of part three of this bill and represents ATA as their president.
- She is a local Manchester resident, mother, educator, and licensed athletic trainer.
- The largest reason she is in support of part three is because it fills gap and brings NH closer to best practices.
- Drafted to allow each district to develop their own plan based on unique environments.
- Urge committee to support this part to address high risk scenarios in the medical community.
- Sickle cell anemia, which is a blood condition, did not get regular or unbiased, widespread testing until 2002. In locations without an emergency action plan in place for a student who has this condition, this information could potentially waste away in a medical form.
- To conclude, this is one of the many important reasons she supports this zero-cost policy.

Leonard Anjoli

- He has been an athletic trainer for over 30 years.
- Lots of experience with emergency action plans (EAP) as an EMT.
- For example, a scenario, while working in his current position. where an EAP worked well: he works at small, private boarding school where a young man who was mountain biking, went over his handlebars, and broke his neck. Because of the plan in place and the way they frequently reviewed the plan, they responded seamlessly.
- By setting the plan and reviewing the plan ensures that everyone understands the plan.
- One key point is to ensure we are educating our coaches, especially at smaller schools, as they are often parents, teachers or community members.

Alison Sotherland – Secretary, NH Athletic Trainers Association

- In support of part three of this bill.
- She is an athletic trainer, licensed in NH at Dartmouth College.
- She is also an EMT and has been registered for over 15 years.
- Through her graduate work at UCONN and Korey Stringer, she thinks this legislation is extremely important.

Amy Clark – School Safety and Facility Management Administrator, NH Department of Education

- Keep in mind that RSA 189:64 requires that all schools have emergency response plans, and those plans must be reported to NHDOE, Homeland Security and Emergency Management.
- In those plans, there is an annex for the medical response. Perhaps that annex does not discuss the intent of this legislation.
- Would like to caution that we are requiring schools to do both, medical response annex and an emergency action plan. Perhaps the language could say “if not included” or require that this legislation be included in what already exists.

Part IV of SB 148:

Senator Ruth Ward - Senate District 8

- Senator Ward introduces part four of SB 148.
- Part four is relative to private, post-secondary career schools.
- A lot of schools have to be licensed and have regulations and then there are schools not under the same requirements.
- There is a list of schools exempt from these certain regulations under RSA 188-G:1, section two. One example is schools offering non-credit courses solely for avocational purposes.
- It not clear what schools are exempt from licensure and other obligations.
- There is an amendment regarding schools offering noncredit courses, exclusively for avocational purposes, adding fitness and recreational wellness or personal interest purposes for instructional programs or courses that prepare individuals to teach such courses.
- Senator Prentiss asked Senator Ward if the amendment would broaden the original language of the bill, which included yoga teachers, covering it with all fitness. Senator Ward said yes, there are more folks to be included than yoga industry folks.
- Senator Prentiss asked Senator Ward if this is the list of folks who have to be licensed by post-secondary as opposed to those who are exempt.
 - Senator Ward said in this chapter, private, post-secondary career schools shall *not* include.

Stephen Appleby – Division Director of Educator Support in Higher Education, NH Department of Education

- Licensing is for student protection.
- Schools that are licensed are required to ensure students don't lose their tuition money if they were to close suddenly.
- As for the exceptions in statute, it references training that is avocational in nature.
- A good example could be someone who gives piano lessons, or who takes nature photos. Where the fine line runs into vocational, as opposed to avocational is when one teaches someone who can then go out and earn a living from that. For instance, teaching someone on how to teach someone to play piano is vocational.
- That clarification is the difference between avocational and vocational.

- Senator Prentiss asked Mr. Appleby if a state agency or a national accrediting body already has a program, or requirements, in place, are those excluded here or are those covered. Mr. Appleby said the quick answer is that it depends.
 - Good example is a recent case where there was a precipitous closure of a nursing school. It was closed by the Department of Nursing. It was licensed by NHDOE as a post-secondary institution. They were also accredited by the national accreditor.
 - None of the other entities, besides NHDOE, require them ensure students don't lose tuition and the student protection piece. That is where licensing is important.
 - Not looking at the programs of these schools but more of if these are programs are sound and protecting students.
 - Because of their involvement, there was a bond in place and NHDOE was able to direct students as to where to get their reimbursement. Had they not been involved, those students would've lost their tuition money.
- Senator Prentiss asked Mr. Appleby what if an accreditor had an indemnification, would that be acceptable by the department or would they still have to go through the process. Mr. Appleby said that would be very acceptable, their concerns are student protection.
- Senator Ward asked Mr. Appleby if they agree with the amendment and what is being added.
 - Mr. Appleby said his opinions are his own, so he can't say that he has an opinion. The intent of the statute is to protect students who go to vocational schools. Beyond yoga, in a matter of fairness, there are other sectors that teach vocational programs.
- Senator Hennessey asked Mr. Appleby if there are other examples of places like yoga schools where students have lost tuition dollars in NH.
 - Mr. Appleby said that is a great question. They only recently became aware of these kinds of schools/educational institutions existing. This is very recent and had no idea prior to a resident reaching out and inquiring as to whether they should be licensed.
- Senator Hennessey asked again if Mr. Appleby had any examples of students who lost tuition because whatever vocational school went out of business and did not have a bond.
 - Mr. Appleby said in the years of his experience, he has seen schools close due to them not being licensed and students have lost their money. Many examples at the national level of this occurring as well. There are only roughly 75 licensed schools in NH and most of them are extremely small. Probably 60 of the 75 are directly small.
- Senator Kahn expressed his confusion between what is in bill versus what is in the amendment versus Mr. Appleby's intention to separate the difference between a class for enjoyment and class for training or instruction. Senator Kahn asked if Mr. Appleby could provide, in writing, the department's distinction for the committee to consider. Mr. Appleby said he is happy to provide information that the committee seeks.
- Speaking for a second time, Mr. Appleby shared that NHDOE does not support nor opposed this amendment. He is simply providing context.

- The annual licensing fee is \$450 for schools generating \$75,000 or less of gross tuition per year. Folks above \$75,000, that fee becomes .006 of their tuition.
- There are no site visit fees.
- Another fee that may be significant is the indemnification fees.
- As schools seek indemnification, insurance carriers would charge them bonding prices.
- This year, one of the Governor's emergency orders allowed the department to waive licensing fees recognizing the struggle that small businesses are facing. Therefore, schools who have sought licensure this year have not paid anything.
- They do have a dog grooming school in Manchester that has been licensed for many years.
- Additionally, there are animal behavior schools, bartending schools, hypnosis schools, etc. There is quite a range.
- If interested, he can provide a list of those licensed groups.
- Senator Ward asked Mr. Appleby if all of those entities need to be licensed. Mr. Appleby said yes.
- Senator Hennessey asked Mr. Appleby about the \$75,000 in revenue and whether or not the department breaks out vocational revenue versus avocational revenue.
 - Mr. Appleby said their current statute does not make that differentiation. Once a business crosses that line into vocational, you've crossed that line into our world.
 - Some states have no regulation and some have stricter regulations. Most states who have tried to make the separation have a lot of trouble with enforcement.
 - Vocational versus avocational is a very fine line and hard.
- Senator Hennessey asked Mr. Appleby to clarify the percentage used. Mr. Appleby confirmed that he meant .006, not percent.
- Senator Hennessey asked Mr. Appleby when you are simply looking at revenue, not income, and their expenses match their revenue, how is it practical to charge them to be licensed. Senator Hennessey expressed that she has a hard time requiring this of folks who many not make an income.
 - Mr. Appleby said the fee structure predates him. Differentiating between income and revenue is a telling comment. It is important to remember that student protection is the department's goal.

Maureen Miller – Owner, Yoga NH

- In support of the amendment to part four of this bill.
- Owned Yoga NH since 2004.
- Between 200-300 graduates in the previous years in Concord.
- Leader in yoga community.
- Shares concerns with new businesses required to be licensed.
- Some may not financially survive change to become licensed.
- She has temporarily paused events as they could not proceed since they were not licensed.
- They feel they do not fall under the same purview as folks who supply credits.
- Their folks are not seeking to teach people as a profession.
- The NH Consumer Protection Act protects consumers.
- She was the first school to speak with NHDOE about licensing of yoga schools.

- This has been a really challenging time for studios and small businesses.
- She was under the impression by NHDOE that if this distinction were brought forth via legislation, there could be a solution or separation.
- Senator Hennessey asked Ms. Miller what the financial and time commitment it would take for a studio like hers to become licensed.
 - Ms. Miller said her confusion mostly lies with the choice to oversee the consumer protection piece not how they were training people. From the financial perspective, she has always had another job as it does not pay the bills. They do this for their community's well-being.
- Speaking for a second time, Ms. Miller shared that they were under the understanding that program fees were based on a per-program basis.
- They have never stopped a program or had a complaint about money.
- Again, students are protected under consumer protection.
- Widespread concerns in yoga community about this not being a career but being categorized as such.

Shannon Roche – President and CEO, Yoga Alliance

- Non-profit association serving the yoga community.
- Proud to lead training programs.
- First learned about state's new policy when their members, who are small business owners, turned to them for help.
- The additional fees and other administrative items associated with licensure, not only seemed unapplicable to their programs, but would be quite burdensome and potentially put them out of business.
- The most troubling of this situation is how the licensure requirement was first applied during the COVID-19 pandemic as they were already under great pressure.
- They conducted a survey and found that a licensing requirement would result in many of NH's yoga studios having to postpone or cancel their yoga programs.
- Ms. Roche also shared testimony on behalf of Stephanie Paolini of Portsmouth. Ms. Paolini owns 3 Bridges Yoga in Portsmouth.
 - She extended appreciation for the waiving of licensing fees this year. The potential licensing fees for upcoming years could be detrimental to studios and hinder their ability to continue licensure starting in October 2020.
 - Timing of the licensure seemed inappropriate during the COVID-19 pandemic.
 - Folks who train are not doing it as their full-time job or are they doing it for personal development. Neither of which should result in them becoming licensed as a "school."
 - If this licensure mandate continues, they will move their programs to their York, Maine location to avoid these fees. 70% of their training is already taking place in York anyways.
- Yoga Alliance credential holders are expected follow their clear consumer protection guardrails which includes an ethical commitment, a standardized list of programmatic instruction, a public facing registry, business resources, etc.
- Yoga is a practice that includes physical and mental health wellness. This is vital to the well-being of the community.

- The majority of states have not attempted to classify yoga studios as career schools. 11 states have specifically exempted these kinds of programs from career school licensure.
- Senator Ward asked Ms. Roche if she is aware of any other vocations that have been impacted in a similar way. Ms. Roche said she is not aware of another.

Katie O'Connell – Owner, Dragon Fly Yoga Barn

- Studio and retreat located in North Sandwich, NH.
- Teaching in NH since 2003.
- This is a unique business as her and her husband moved their barn, piece by piece, to use as a yoga studio.
- She was also a school teacher for 15 years.
- Dragon Fly is said to be the heartbeat of their local community and they've been operating for 12 years.
- This month marks a full year since their closure and they've operated entirely online.
- Imposing licensure will negatively impact small businesses like hers.
- The financial burden of licensure, with its additional expenses, and annual dues will jeopardize studio owners.
- Their work enriches their communities.
- Senator Hennessey asked Ms. O'Connell where their certification to teach yoga came from. Ms. O'Connell said it was through a program like hers, but in a different state.
- Senator Ricciardi expressed her confusion with how this mandate would even be regulated as there are boutique studios who offer various services. Ms. O'Connell said she agrees and that is an excellent point.
- Senator Ricciardi asked Ms. O'Connell if a dog grooming business would fall under the same category. She said she is questioning some of the language. Ms. O'Connell said she is not versed in dog grooming. They are not colleges or post-secondary schools.
- Senator Ward asked Ms. O'Connell what the licensing fee is. Ms. O'Connell believes there are significant tiers of costs that affect studios like theirs. Her understanding is that the initial fee is \$1,000 and each year after is to the tune of \$450 annually. That does not include the fees that come with site visits which is an annual cost.

Part V of SB 148:

Senator David Watters - Senate District 4

- Senator Watters introduces part five of SB 148.
- This part brings together a variety of efforts to increase knowledge of the environment, pathways and general wellness about outdoor education and recreation.
- There was a task force in 2006 and 2016 which outlined creative ways that teachers are doing this work; part five would enhance efforts through curriculum.
- There is a great need for education on careers in outdoor recreation and look at how those careers are a growing part of the economy.
- Youth Advisory Council would allow students to get together, advise legislature on impacts to their future lives and careers.
- Outdoor recreation has extraordinary participation in the economy, 79,000 jobs and millions of dollars in spending, state and local taxes, etc.

- In 2019, NH was the 16th state to approve an Office of Outdoor Recreation under the BIA.
- Commissioner Taylor Caswell has added funding to his budget for a director of this program.
- Last year, there was the founding of the Granite Outdoors Alliance with a variety of companies and businesses.
- This just goes to show the goals here can be achieved through this kind of legislation.
- The definition of environmental literacy, and how we might achieve it, is through environmental education and outdoor recreation education.
- Part five is crafted to not create new mandates or require new spending.
- Part five asks NHDOE to develop model curriculum. There will be an amendment to ask NHDOE to develop this model.
- School boards can then take it and work with schools on how to do implement.
- The 2016 report from the Outdoor Education Task Force is about 100 pages and lays out in exquisite detail on how this kind of model can be done.
- There will also be an ask of the CTE system and the community college system to get together to develop programs.
- Some folks have already been doing this already but let's at least have it in statute.
- There will be another amendment regarding section seven of part five of the bill, to remove that section as NHDOE said there would be a cost to the state. We do not want that so amendment will remove fiscal issue.
- Looking to collaborate with natural and cultural resources, BIA and educators on how to enhance activities.
- NH Youth Conservation Council is where students can learn and offer advice on these programs; there is a hunger by youth on environmental involvement and understanding.
- Last year, when this council idea was proposed, the existing council had endorsed it strongly with hopes to enhance what they are trying to do.
- Senator Kahn asked Senator Watters about the absence of a fiscal note and the work Senator Watters has done regarding the flexibility for the range of environmental opportunities for students. Senator Watters said we will get a fiscal note. Following conversations with NHDOE, there really should not be a fiscal impact as a result of part five of this bill.

Eric Frauwirth – Administrator, Bureau of Career Development, NH Department of Education

- One of the requests made in part five of the bill is that whoever is in his current position makes a report to the advisory council on their ability to open CTE programs around recreational management. They have no problems with this as it is already in motion.
- They plan to work with Commissioner Caswell and the incoming director.
- They are already in the process to ensure outcomes of their programs meet the needs required.

Amy Clark – School Safety and Facility Management Administrator, NH Department of Education

- Sen. Watters covered her concerns with sections 6, 7 and 8.
- Senator Kahn asked Ms. Clarke if part five is designed to assure that the criteria for public school construction funds would qualify for environmental education but has to meet same criteria as everything else.
 - Ms. Clarke said public school construction funds are separate to CTE funding, but she agrees with problems raised by Senator Watters regarding the intent. They do not define what those education spaces need to be used for and there is no need to put in statute as they would already cover an environmental education space.

Senator Kahn asked Ms. Clarke if there was no harm in providing that kind of direction in the bill but there is also no priority. Ms. Clarke said she believes its benign at this time.

amh

Date Hearing Report completed: February 25, 2021

Speakers

Name	Representing	Position	Testifying
Clark Amy	Dept of Education	Neutral	Yes
Rayton Linden	Myself	Support	No
Hanson Rebecca	Myself	Support	No
Tetreault Kathy	Myself	Oppose	No
Frecker Andrew	Myself	Support	No
Cocchiaro Janet	Myself	Support	No
Geilen Marie	Myself	Support	No
Flagg Josh	Myself	Support	No
Niederhauser Kelly	Myself	Support	No
Hession Andrea	Myself	Support	No
Spenard Sydney	Myself	Support	No
Wolf Ryann	My self	Support	No
Beals Steve	Myself	Oppose	No
Lammers Casandra	Myself	Support	No
Baker Margaret	Myself	Support	No
chulada cliff	Myself	Support	No
Vaughan Nancy	American Heart Association	Support	No
Van Patten Alyssa	Myself (and Athletic Trainers)	Support	No
Davis Marie	Myself	Support	No
Murdock James	Myself	Support	No
Reynolds Leigh	Myself	Support	No
Owens Becky	Myself	Support	No
Giordano Madisen	Safe Sports Network	Support	No
Parks Karin	Myself	Support	No
Dwight Jean	Myself	Support	No
Pronzati Martha	Myself	Support	No
Reyes Nicholas	Myself	Support	No
Griffin-Brown Kelly	Myself	Support	No
Hauswirth Nicole	Myself	Support	No
Davis Michelle	NH LAKES	Support	No
Goodwin Jeanne	Myself	Support	No
Pollet Natalie	Myself	Support	No
Lindley Liesl	Myself	Support	No

Bower A	Myself	Support	No
Cox Susan	Myself	Support	No
Judy Tumosa	Myself	Support	No
Farr Bruce	Lakes Region CTE Center	Support	No
D'Amours Elizabeth	Myself	Support	No
Bower Jackie	Myself	Support	No
Francesco Sue	Myself	Support	No
Bluhm Lori	Myself	Support	No
Aber Emily	Myself	Support	No
Foley Kalinda	Myself	Support	No
Mann Tamara	Myself	Support	No
McGarry MaryAnn	Myself	Support	No
DiBiase Allan	Myself	Support	No
Beeson Elizabeth	Myself	Support	No
Schmidt Christopher	Myself	Support	No
Sartanowicz Diane	National Athletic Trainers Association-District 1	Support	No
Mackay Nicole	Myself	Support	No
Cutting Sarah	Myself	Support	No
Whitman Charlene	Myself	Support	No
Kelsey Julie	Myself	Support	No
Misavage Christopher	Myself	Support	No
Carey Alice	Myself	Support	No
Morrison Stephanie	Myself	Support	No
Rollins Lisa	Myself	Support	No
Carlson Alicia	Myself	Support	No
Smith Ruth	Myself	Support	No
Benoit Sarah	Myself	Support	No
Garretson Audrey	Myself	Support	No
Thelen Brett	Myself	Support	No
Erler Brenda	Myself	Support	No
Eisenhauer Audrey	Myself	Support	No
Frost Brianna	Myself	Support	No
Olafsen Tora	Myself	Support	No
LaRue Cristina	Myself	Support	No

Annear Ann Marie	Myself	Support	No
Huntoon Ashley	Myself	Support	No
Robbins Olivia	Myself	Support	No
Dwight Beverly	Myself	Support	No
King Marjorie	Myself	Support	No
Blackman Laurel	Myself	Support	No
Bosworth Ashley	Myself	Support	No
Winston Brett	Myself	Support	No
Siegel Perry	Connecticut Athletic Trainers Association	Support	No
Nadeau Jeff	Rhode Island Athletic Trainers Asso.	Support	No
Cronin Tom	The University System of NH	Support	No
KAUTZ ELIZABETH	Myself	Support	No
Wakefield Brooke	Myself	Support	No
Arsenault Sara	Myself	Support	No
Greene Susan	Myself	Support	No
Weatherbee Jennifer	Myself	Support	No
Silverberg Judith	Myself	Support	No
Eaton Kelly	Myself	Support	No
McNamara Ashley	Myself	Support	No
Durant Ryan	Myself	Support	No
Martin Amanda	Myself	Support	No
Hennessey Kelsie	Myself	Support	No
Metzger Katelyn	Myself	Support	No
Dozibrin Carol	Myself	Support	No
Filiau Chantal	Myself	Support	No
Lichtenstein Jonathan	Myself	Support	No
Loud Keith	Myself	Support	No
Wardrop Kathleen	Myself	Support	No
North Jason	Myself	Support	No
Dwight Michelle	Myself	Support	No
Walden Robin	Myself	Support	No
Hadley Ryan	Myself	Support	No
biskovich karin	Myself	Support	No
Snow Brittany	Myself	Support	No

Scarneo-Miller Samantha	Myself	Support	No
Collins Patricia	Myself	Support	No
Melendy Paula	Myself	Support	No
Wheeler Russell Jessica	Myself	Support	No
Fordey Nicole	Myself	Support	No
Burke Samuel	Myself	Support	No
Lewis Elizabeth	Myself	Support	No
Hollingworth Amy	Myself	Support	No
D'Onofrio Abrianna	Myself	Support	No
Larson Ruth	Myself	Support	No
McCue Dara	Myself	Support	No
Cloutier Stewart	Myself	Support	No
Princess Goldey	Myself	Support	No
Dunkerton Kassie	Myself	Support	No
Gelinas Eric	Myself	Support	No
Derek Lautieri	Myself	Support	No
Ridings Kirsty	Myself	Support	No
Burke MS NH LAT ATC Precious	Myself	Support	No
Carson Sharon	Senate District 14 Part II III and V	Support	No
Raifsnider Alexandria	Myself	Support	No
Davis R Laurence	Myself	Support	No
Reid Shannon	CCSNH	Support	Yes
Alexander Julie	Myself	Support	No
Rent Karen	Myself	Support	No
DeFruscio Harmony	Myself	Support	No
Smarz Kate	Myself	Support	No
Stonebraker Ben	Myself	Support	No
Ladd Carl	NH School Administrators Association	Support	No
Shaw Jeremy	Myself	Support	No
Atkins Michael	Myself	Support	No
MacDonald Jessica	Myself	Support	No
Hollis Jennifer	Myself	Support	No
Burnett-Kurie Karen	Myself	Support	No
Woodward Austin	Myself	Support	No

Jennifer Kiley	Myself	Neutral	No
Phillips Jeremy	Myself	Support	No
Smith Theodore	Myself	Support	Yes
Watters Senator David	Myself (SD 4)	Support	Yes
Appleby Stephen	Myself	Neutral	Yes
O'Connor Sutherland Alison	Myself	Support	Yes
Hinson-Hatz Lisa	Myself	Neutral	Yes
Ward Senator Ruth	Senate District 8 Supporting Parts I and IV	Support	Yes
Doiron Beth	Community College System of NH	Support	Yes
Frauwirth Eric	DOE Bureau of Career Development	Support	Yes
Snow Cassandra	Myself	Support	Yes
Miller Maureen	Myself	Support	Yes
Roche Shannon	Yoga Alliance	Support	Yes
O'Connell Katie	Myself	Support	Yes
Angelli Leonard	Myself	Support	Yes
Stearns Rebecca	Korey Stringer Institute	Support	Yes
Roun Bethany	Myself	Support	Yes
Reyes Christine	Myself/NH Athletic Trainers Association	Support	Yes
Swiger Wanda	Myself	Support	No

Testimony

Ava Hawkes

From: Keith J. Loud <Keith.J.Loud@hitchcock.org>
Sent: Monday, February 15, 2021 7:56 PM
To: Ava Hawkes
Subject: Written Testimony SB148
Attachments: Keith J Loud SB148.pdf

As a pediatrician board-certified in sports medicine, I write in strong support of SB148, 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.

Keith J. Loud, MD, MSc, FAAP

Adolescent & Sports Medicine
Chair and Associate Professor of Pediatrics,
Geisel School of Medicine at Dartmouth
Physician-in-Chief, Children's Hospital at Dartmouth-Hitchcock

phone 603.653.6042 | fax 603.653.6050 |  @LoudKJ



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Children's Hospital at
Dartmouth-Hitchcock

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



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Keith.J.Loud@hitchcock.org

CHaDKids.org

February 15, 2021

To Whom It May Concern:

As a pediatrician board-certified in sports medicine, I write in strong support of SB148, 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

To the NH SENATE: EDUCATION COMMITTEE CHAIRPERSON AND MEMBERS:
RE: HB 148: RELATIVE TO VOCATIONAL AND CAREER EDUCATION
DATE: FEBRUARY 18, 2021
FROM: K.TETREULT, Student Services Coordinator LRTC

On behalf of our students who attend Kingswood Regional High School and Lakes Region Technology Center (LRTC) in Wolfeboro I speak from concern about the future opportunities that our students may not be able to participate in due to pending budget cuts noted in SB148. It is my understanding that currently HB148 has no fiscal note attached to the bill and it has also been noted that the budget line for dual and concurrent enrollment programs within the NHDOE budget has been zeroed out. I recognize that SB 148's intent is to expand access to qualifying programs for state support within the dual and concurrent enrollment program and the Governor's initiative to the program funding has been eliminated. This seems to be something that would be critical to the committee and perhaps should be elevated for greater discussion.

Since coming to work at LRTC I have had the opportunity to be the liaison between our sending schools students and the community college system. Many students have been afforded the chance to take STEM and STEAM courses through this program with the help of the Governor's Initiative. With the expansion of the program many more opportunities for our students would open up. Unfortunately, without the funding most will be unable to participate through the scholarship program. I urge the Committee to look carefully at the funding sources so that students may continue to participate in this valuable program.

The value of this program comes from these facts

- Dual and concurrent enrollment is a long-term cost savings for students seeking post-secondary education.
- Rigor and experience of this program prepares students for post-secondary learning.
- Students self-identify as being college bound and college ready.
- Increased numbers of entry into post-secondary programs by students who otherwise might not have seen themselves as college ready is an added benefit.

We look forward to a robust discussion on SB 148 and hope you will consider the students who have and will continue to benefit from such programs with your help and support.

Thank You,
K. Tetreault

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.

As a retiree after 41 years in public education in New Hampshire, I served as a high school athletic administrator for 29 years and a middle school athletic administrator for 8 years as well as a teacher. After my retirement, I pursued my Certified Master Athletic Administrator certificate through the National Interscholastic Athletic Administrators Association. This required a final project among other qualifiers. My project was the development of a template/guide for athletic administrators and school personnel to use to create an Athletic Emergency Action Plan. I saw the need for this and feel strongly that each school should create a plan for after school activities and athletics for the health and well-being of all in attendance.

The purpose of an Athletic Emergency Action Plan is to provide information, emergency response instructions, a timely coordinated response and guidelines to preserve the health, safety and well-being of athletes, staff, officials and spectators during an emergency situation. Interscholastic athletics promotes many positives such as teamwork, commitment and healthy competition, however, there are risks of injury and other potentially severe catastrophic events that may occur. Having a plan to address emergencies is a must. The plan is a working document and should be continuously revised to reflect procedures developed by school administrators, school medical personnel, and town fire/emergency medical services (EMS) and police officials. Coaches and administrators should be trained to support the Athletic Emergency Action Plan and updates and revisions should be reflected prior to the start of the first practice of the school year and at the end of each season at a minimum. Not all schools have the services of an athletic trainer or other trained medical personnel at practices and events. Thus, coaches need to be trained in CPR/AED and first aid and emergency care and must be knowledgeable and aware of the Athletic Emergency Action Plan for each site or venue.

In New Hampshire, there are 89 member high schools of the New Hampshire Interscholastic Athletic Association comprised of both public and non-public schools. These schools and all other New Hampshire schools have Emergency Action Plans as required by RSA (Revised Statutes Annotated) 189:64 which states: "All public and nonpublic schools in New Hampshire are required to have a site specific Emergency Response Plan that is based on and conforms to the Incident Command System and the National Incident Management System by July 1, 2009." Although the Emergency Response Plan addresses hazards including, but not limited to: acts of violence, threats, natural disasters, fire, hazardous materials, medical emergencies, and other hazards deemed necessary by the School Board or local emergency authorities, there is no specific language that speaks to athletic or after school emergency planning.

Schools are committed to providing a safe environment to students, staff, faculty and visitors. The athletic emergency action plan should be written in coordination with the School Administration, Fire and Police Departments, Athletic Trainer, if available, and Athletic Administrator and reviewed by the school administration prior to the beginning of the first practice of the school year. The plan will be communicated to athletic team members for the planning of emergencies at practice sessions where the Certified Athletic Trainer (ATC) or athletic director may not be present at all times and to all coaches so they have an awareness of the plan and their role in it.

In some cases, student-athletes may share a role in the implementation of the response of a medical emergency, i.e., communication duty, meeting the EMS, if the emergency involves a coach or if the coach is the sole adult on duty.

- The purpose of developing a plan is to provide all stakeholders in the athletic department, administration, duty personnel and the community with a comprehensive set of guidelines to be followed in the event of an emergency situation.
- With practice and annual reviews of the document, staff will be prepared to provide the most competent and expeditious care to the student-athlete, spectators, or anyone in need of medical attention at athletic events.
- The document and the procedures should be distributed to the administration and coaching staff annually and should be reviewed three times a year – prior to each season- to ensure complete comprehension and application of the plan.
- Minimizing negative outcomes or incompetent reaction to an emergency can be achieved through practice and preparedness.

Emergencies are unexpected, unpredictable and take many forms. No one can be fully prepared for everything that may happen but some simple measures are helpful in an emergency. The majority of injuries sustained in athletic contests are relatively minor.

In some cases, life threatening situations require a quick immediate response of qualified prepared individuals to make sensible decisions and integrate proper management of the individual until professional help arrives on the scene.

The development of a plan takes time to ensure that all necessary contingencies have been included. The student-athlete is not the only consideration when developing the plan.

Emergency planning also includes a strategy to provide a safe atmosphere and medical attention to spectators, officials, managers, duty personnel and coaching staff.

- Think of everyone's safety first.
- Use common sense and training.
- Act quickly and calmly.
- Be factual and unemotional with the students, visitors and the community.

At minimum, the plan should include: procedures to call 911, emergency call list, emergency access map, injury emergency action plan, inclement weather guidelines, heat stress and acclimatization plan, emergency situation announcements, COVID protocols, evacuation procedures, venue specific plans and after-action review plan.

A plan is a necessary tool to have in emergency situations. The key is establishing an emergency management team who works together and has open and honest conversations for the safety of all. The downfall of the plan is not practicing it, not training coaches and athletes how to respond, and not reviewing it. To quote Jay Hammes from Safe Sport Zone, “We play the way we practice.” This is especially critical in responding to emergencies. If we know what to do and have practiced it, we have a better chance of being successful. Remain calm, put a plan in place for prevention/response and take time to revisit/review regularly.

An emergency document, like curriculum, needs to be a living document that is developed, explained, practiced and updated regularly, not put on a shelf and hope for the best. Health and safety are a priority and putting our heads in the sand hoping something won't happen is negligible.

Carol Dozibrin
Hampton, NH
cdoz1@comcast.net

Ava Hawkes

From: Ashley McNamara <amcnamara@Cheshire-Med.COM>
Sent: Tuesday, February 16, 2021 1:55 PM
To: Ava Hawkes
Subject: Bill SB 148

Dear Ms. Hawkes,

I am reaching out on behalf of the New Hampshire Athletic Trainers' Association (NHATA) regarding legislation we are filing for the 2021 session. This bill will require Emergency Action Plans for sports related injuries in the youth sports setting.

Requirement of Emergency Action Plans (EAP's) is key and preventative of most major injuries. Many of the schools have EAP's in place to protect our student athletes and colleagues. If they are not required this means there are no specific rules and regulations in places. These plans can be practiced by the Athletic Trainer, Athletic Directors, Coaches, Athletes, Staff, and local emergency responders.

In my experience as an Athletic Trainer EAP's are extremely useful in all situations but also in extreme situations where extra emergency personnel may be needed. If an Athletic Trainer isn't available all coaches should have access to these EAP's. In case of an emergency the coach, bystanders, and athletes have all of the pertinent information. If guidelines are in place for requiring EAP's this can help decrease the likelihood of errors happening during a response.

I highly support requiring EAP's to be in place. We shouldn't wait for an emergency to happen in order to create one.

Thank you for taking time to read this and take my thoughts into consideration.

Best,

Ashley McNamara, MS, ATC, N.H.LAT
Sports Medicine Lead
Cheshire Medical Center
(603)354-5454 ext. 3730

Senator Ruth Ward, Chair
Senator Erin Hennessey, Vice Chair
Senate Education Committee

Amy Hollingworth, RN, ATC, N.H.LAT
Executive Director – NH Musculoskeletal Institute/Safe Sports Network
Parent

Thursday, February 18, 2021

Support for SB148-FN, adopting omnibus legislation relative to vocational and career education, environmental education, and emergency plans for sports injuries, Part III.

Madam Chair and members of the Committee, my name is Amy Hollingworth and I am a licensed athletic trainer in New Hampshire. I am also Executive Director the NH Musculoskeletal Institute/Safe Sports Network, former Safe Sports Network Program Director, and a parent.

I support this bill because it establishes standards regarding emergency planning, management of exertional heat stroke, health history information, and COVID-19 return to play procedures for NH public and non-public athletic programs for grades 4-12. This bill as proposed will provide a framework to assist schools with remediating the gap(s) in regards to policy consistent with athletic healthcare best practices regardless of whether they have access to athletic training services.

As past Safe Sports Network Program Director, I was involved in remediating gaps for the public and non-public secondary schools where we provide athletic training services. Specifically, ensuring emergency action plan (EAP) development and implementing curriculum focused on establishing emergency response teams for each sport and EAP rehearsal with each team.

I also cared for an exertional heat stroke victim using full body cold water immersion following the patient's collapse. That patient survived with minimal kidney damage. Following that incident, we conducted regular wet bulb global temperature (WBGT) readings and adopted the activity modification recommendations based on heat stress on the body. Since initiating WBGT readings and subsequent activity modifications, we've reduced the number of athletes who experience exertional heat illness.

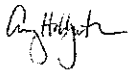
Another common issue is an incomplete athlete health history. A comprehensive health history screens for "red flags" to determine an athlete's risk of sustaining preventable injury or illness, or sudden death. Thus, an incomplete health history can result in catastrophic outcomes that may have been prevented.

Another pressing concern during the current pandemic is the need for schools to follow current best practices and expert opinion regarding implementation of COVID-19 return to play procedures. If my child contracted COVID-19, I would want them to complete a gradual return to play to reintroduce the body to training demands and prevent injury following the rest period. The return to play also assesses for exercise-induced complications of COVID-19, such as myocarditis.

On a more personal note, it's also important to mention that I would not feel comfortable having my child attend a school that does not have adequate policies in place regarding emergency plans for sport-related injuries and illness. It is uncomfortable knowing that there are schools with athletic programs that do not have policies in place consistent with Section 200:40 (effective 9/4/1971). Parents trust that their child will be safe and their injury or illness will be managed to the highest standard regardless of the location. It's unnerving to think that my child could travel with her team to an away location and I cannot trust that the host school has an emergency plan or policies in place to prevent sudden death.

Thank you for your time and for reviewing my written testimony.

Sincerely,

A handwritten signature in black ink, appearing to read "Amy Hollingworth". The signature is written in a cursive style with a large initial "A".

Amy Hollingworth, RN, ATC, N.H.LAT

Senator Ruth Ward, Chair
Senator Erin Hennessey, Vice Chair
Senate Education Committee

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

Thursday, February 18, 2021

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

Madam 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
Program Director – NHMI/Safe Sports Network
NHATA Past President
sandy@nhmi.net
past-president@nhata.org
603-627-9728

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Good afternoon:

I want to add my voice to those in support SB148. As Principal of Lakes Region Technical Center in Wolfeboro, I serve the communities of Governor Wentworth School District, Prospect Mountain High School, Farmington High School and Moultonborough Academy. I also serve on the Board for the NH Career and Technical Directors and have over forty years experience working in Career Education here in New Hampshire. During my career, I have seen the evolution of public education where we are now committed to recognizing the individual needs and abilities of students. This requires us develop programs which are not "silos" but provide a coordinated pathway to success. Success must include not only students achieving academic skills but also determining a path for their future in whichever career they desire.

The Dual Enrollment program developed at the Community College system is an excellent example of breaking down the "silos" between institutions so that a student can travel seamlessly along their chosen pathway. Having the secondary schools and the post-secondary formally work together to link curriculum encourages students raise their expectations of themselves and begin their college studies while in high school. Instead of the senior year in high school becoming a stopping point, it becomes a transition point to continuing education with the full support of both schools.

I urge the committee to not only support this bill but to ensure that the budget continues to support the funding of STEM and STEM related courses so that students can begin Dual Enrollment without incurring expense. This is important not only for the financial impact on our families but also because by removing the financial cost a significant barrier to post-secondary schooling is eliminated. For whatever reason, many of our students do not believe college is not in their future...they believe they would not be successful. Knowing that they can begin their college career at no cost, at their local high school with the support of an instructor that they know well, provides the student with the "push" to reach out and give it a try. Once they are successful, then their horizon suddenly changes and they go on to continue their studies after high school graduation.

Here at Lakes Region Technical Center, we have had many students who have regardless of their success here at the Center, tell me "I am not college material, I cannot afford it, I am not good enough!" To give just one example, a young man in our Marketing program found success working in our schoolbased store and decided that Accounting was an area that he was interested in. Yet, he was convinced that high school would be the end of his formal schooling. However, his instructor convinced him, during his junior year, to take a Dual Enrollment class and they worked together weekly to ensure his success. Once he saw it was both possible and rewarding, in his senior year, he signed up for Early College and attend Laconia Community College at night with a course in International Business. Upon leaving us, he seamlessly continued his studies at Laconia and then at UNH in Business Management.

During my tenure year at LRTC, I can provide you with numerous examples such as this. New Hampshire has significant Workforce needs and Dual Enrollment, funded by the state is one critical component of the solution. You only need to look at the tremendous expansion of students making use of this opportunity to see that this program has value.

I hope that you will be able to ensure that it continues for both our young people and our state.

Thank you for the opportunity to speak in favor of this initiative.

Bruce Farr

LRTC Principal

Ava Hawkes

From: Allan DiBiase <afdibiase@me.com>
Sent: Thursday, February 18, 2021 5:49 AM
To: Ava Hawkes
Subject: Bill 148

I support this bill and hope it gets full consideration. Nothing could be more important than providing healthy opportunities for the youth of our state.

Thank you for considering,

Allan DiBiase

Ava Hawkes

From: L. Rayton <lrayton@gmail.com>
Sent: Thursday, February 18, 2021 9:20 AM
To: Ava Hawkes
Subject: In support of SB 148

Hello Ava,

My name is Linden Rayton, and I am a naturalist and environmental educator in Hopkinton NH. I most recently worked for The Society for the Protection of New Hampshire Forests. I am a member of the New Hampshire Environmental Educators and am writing because our president asked us to comment on and support SB 148. I have seen over and over again how important environmental and outdoor education is for kids and adults.

I noticed it first early in my career when I taught at camps where schools brought their entire 6th grade for a week of science/nature camp. At the beginning, teachers would warn us about certain kids- almost always boys- and tell us they would be our problem kids. But, given a chance to spend time outside with more movement and stimulation, they rarely acted up as much as the teachers expected. Now, ten years more into this career, I see how important this is in different ways. I see it in how quickly my "Hopkinton Junior Explorers" filled up this winter: a covid-safe way for kids to get outside, filled entirely with a waitlist within five days. I asked one boy last week what else he does with his pandemic time when he's not going exploring with us. He shrugged, smiled a little and said, "I don't know...play videogames?"

Too often EE programs serve mostly white, affluent kids. **Everyone** of every skin color and physical ability deserves safe, fun access to the outdoors. Having a Youth EE and Conservation Council will make this more of a recognized reality, which in turn will help address a current critical weakness of EE: the underpayment of its educators. Environmental educators in NH (and the rest of the country) are overwhelmingly white and mostly female. We rely on our partners for financial support, and leave the profession when it becomes too stressful to make ends meet. It prevents people of color and those from lower-income backgrounds from entering the profession, which in turn sends a message to those being educated about who "actually" belongs outside. And, being underpaid already, it is easier for women to leave the field when they have kids, a departure that reduces our earning power and therefore our rights in this America.

I support this bill for so many reasons and I am thrilled that the Senate is considering it. Thank you for your time!

Sincerely,
Linden Rayton



Virus-free. www.avg.com



February 17, 2021

RE: In support of SB 148-FN: An ACT adopting omnibus legislation relative to vocational and career education, environmental education, and emergency plans for sports injuries sponsored by Sen. Ward, Dist. 8

NHEE
c/o Squam Lakes
Natural Science Center
PO Box 173
Holderness, NH 03245
www.nhee.org

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Leigh Ann Reynolds

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Andie Hession

Dear NH State Senate Education Committee Members,

The New Hampshire Environmental Educators Board of Directors is writing to express our FULL support of SB 148-FN. As the group representing NH's environmental educators, it is our mission to advocate for high quality environmental education throughout NH and provide support and networking opportunities for environmental educators. We envision a NH where all people value and feel connected to our natural spaces, are environmentally literate, and act as social and environmental stewards in their communities. Some of the components of this bill would help us get a little closer to this vision and below are a few specific reasons we support this bill.

1. We believe that the New Hampshire environmental literacy plan (2016) that we created will be a helpful tool for the state board of education in developing curriculum in environmental education and outdoor recreation as proposed in this bill and we look forward to working collaboratively with the board of education to make this happen.
2. The creation of a New Hampshire Youth Environmental Education and Conservation Council is something that NHEE is excited to see as this is a critical step in engaging the next generation of professionals in the fields of outdoor recreation, conservation, and environmental education all of which help protect NH's wild places that attract so many visitors to our state each year.
3. There is a wealth of research regarding the benefits of being in nature and that it actually improves educational outcomes by increasing academic performance, helping children focus, promoting motivation to learn, and reducing discipline problems. Visit www.childrenandnature.org/research to find specific studies. This bill would help encourage educators across the state to get their students outside and help to improve educational outcomes across the curriculum.

We look forward to seeing this bill put into action and are ready to support its implementation!

Sincerely,

A handwritten signature in cursive script that reads 'Leigh A. Reynolds'.

Leigh Ann Reynolds
President NHEE Board of Directors
lreynolds@squam lakes.org

Ava Hawkes

From: Steven Beals <sbeals@sau81.org>
Sent: Thursday, February 18, 2021 10:50 AM
To: Ava Hawkes
Subject: SB 148

Good morning,

I am writing in opposition to SB 148 as it does not contain any funding to realize the full potential of CTE dual enrollment opportunities. As an ardent supporter of CTE and grateful for the NH CTE Renovation our Center in Hudson has received, I support all matters CTE. This year, I have a personal story involving my senior son, Evan a student at Alvirne High School.

Evan has successfully completed one dual enrollment Accounting class with SNHU and is currently enrolled in two dual enrollment classes with the CCSNH in this his final semester, in both English and Math. The math course is STEM eligible for scholarship. While our family does not need the scholarship, countless other students throughout our state do. The incentive scholarship and financial support for dual enrollment is paramount to our continued success and growth of programming.

For that reason and seeing that SB 148 does not contain financial resources to support continuing CTE efforts, I stand in opposition to it. Thanks for listening and for the work you do supporting CTE in New Hampshire.

Steve

Steve Beals, Principal on Assignment
Alvirne High School
Office 886-1260 x 75008
Cell 809-7998



Christine Reyes – President
New Hampshire Athletic Trainers' Association

Wednesday, February 17, 2021

Good Morning Madame Chair and members of the committee, thank you for the time to speak today. For the record, my name is Christine Dara Reyes. I am a local Manchester resident, a mother, a collegiate educator, nationally Board Certified and state licensed Athletic Trainer. Today I also represent the New Hampshire Athletic Trainer's Association as their elected President speaking to you today in favor of Section III of SB 148 relative to emergency action plans for sport related injuries.

The largest, most direct reason I am supportive of this bill, is because it fills a substantial gap and brings New Hampshire closer to best medical practices, as outlined by the professional organizations of which I have been educated and am licensed to provide care through.

Beyond my elected position, as a mother and resident of this state, I urge this committee to support section III of SB148 as EAP's address the high-risk scenarios the medical community has worked tirelessly to identify and prevent. While my colleagues and peers may have already presented verbally or in written testimony why EAP's are important for heat, hydration, concussion and in light of COVID-19 return to sport implications, I would like also bring attention to Sickle Cell Anemia or Sickle Cell Trait (SCA/SCT); a blood condition. While this condition was identified more than 100 years ago, it did not begin regular, unbiased, widespread testing until 2002. In locations without an emergency action plan in place for a student identified with SCT, this information potentially wastes away on a medical form, locked in a cabinet at the student's school. The date range of widespread testing is important to this bill, as it means all students currently engaged in grades 4-12, all of whom would have been born *after* 2002, would be beneficiaries of Emergency Action Plans implemented in New Hampshire because they already know their Sickle Cell status and this information via the health history form could be put to use! This bill paves the way for appropriate medical care for all students with conditions like SCT or asthma, or any of the other countless medial conditions already discussed today, to be addressed through purposeful, evidence based and practiced interventions and plans.

Section III of SB 148 provides an added value to a patient's medical history and puts a plan in the hands of those working with, and responding to, emergencies experienced by the youth of our state. Without an emergency action plan in place that takes into account my child, or any New Hampshire child with a medical condition(s), there is no required mode to put this



knowledge into the hands of those responding. This is just one of the many reasons why I support this zero-cost policy. I urge the committee to support section III of SB148. I will gladly answer any questions the committee has to the best of my ability as the President of the New Hampshire Athletic Trainers' Association.

Thank you for your time and this opportunity to testify.

Respectfully,

Christine D. Reyes, Ph.D., NHLAT, ATC

Ava Hawkes

From: Margaret Baker <baker@harriscenter.org>
Sent: Thursday, February 18, 2021 11:11 AM
To: Ava Hawkes
Subject: I support HB 148 though I'm not available to testify

Thank you for the opportunity to weigh in on this bill. I do support HB 148 though I will not be available to testify.

Margaret Baker

Ava Hawkes

From: Appleby, Stephen <Stephen.M.Appleby@doe.nh.gov>
Sent: Thursday, February 18, 2021 5:01 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB 148 Section IV Follow Up
Attachments: career-school-directory.pdf

Good afternoon Madame Chair and Senators,

With regard to Senator Kahn's request for clarification of vocational training vs. avocational training, we apply a fairly simple test when it comes to determining if a school requires licensure:

Is the student being trained for a profession of some type? We further look at the advertising and mission of the school as listed on their website to confirm what students are being trained on and why.

-So in practical terms- if a school advertises that it teaches people a vocation the Office of Career School Licensing will call them to ask more questions.

I might suggest considering an amendment to the proposed legislation that would exempt entities that have annual tuition under \$100,000 (or a similar amount?) from licensure by the DOE. This might achieve substantially the same affect and would not single out one type of school at the expense of other types while also maintaining student protection for larger schools where consumer protection laws may not be enough. Current consumer protection laws would not have helped students in the last several precipitous closures that we have experienced as the entities declared (or are about to declare in our most recent case) bankruptcy.

Thank you for your time and please let me know if I can be of further assistance. –Steve

Steve Appleby, Director
Division of Educator Support and Higher Education
NH Department of Education
101 Pleasant St., Concord, NH 03301
Phone: 603-271-2408 Cell: 603-333-0257
Stephen.M.Appleby@doe.nh.gov

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INSTITUTION	DATE FOUNDED	ADMINISTRATOR	OCCUPATIONAL TRAINING IN	LICENSE EXPIRES
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CAREER SCHOOLS APPROVED TO OPERATE IN NEW HAMPSHIRE AS OF 9-February-2021

<p>3 Bridges Yoga 185 High Street Portsmouth, NH 03801 Telephone: (603) 766-3332 Website: https://www.3bridgesyoga.com/</p>	<p>2017 Independent For Profit</p>	<p>Stephanie Paolini Administrator</p>	<p>Registered Yoga Teacher Training</p>	<p>12/14/22</p>
<p>Advanced Technical Schooling LLC 1 Washington Street, Suite 3115 Dover, NH 03820 Telephone: (603) 312-2295 Website: https://www.advancedtechnicalschooling.com/</p>	<p>2019 Independent For Profit</p>	<p>Nathan Poland Owner</p>	<p>Online Electrical Technology/ Apprenticeship Program</p>	<p>8/24/22</p>
<p>All Dogs Academy 505 Sheffield Road Manchester, NH 03103 Telephone: (603) 669-4644 Website: www.alldogsacademy.com</p>	<p>1972 Independent For Profit</p>	<p>Gail Fisher Owner</p>	<p>Feline and Canine Grooming</p>	<p>1/17/23</p>
<p>American Academy of Health and Beauty 981 Second Street, Suite 4 Manchester, NH 03102 Telephone: (603) 625-6100 Website: www.lairdinstitute.com</p>	<p>1995 Independent For Profit</p>	<p>Chaudary Awais Iqbal Patrick von Rooyen Owners</p>	<p>Massage Therapy</p>	<p>12/19/21</p>
<p>Animal Behavior College, Inc. 25104 Rye Canyon Loop Santa Clarita, CA 91355 Telephone: (800) 795-3294 Website: www.animalbehaviorcollege.com</p>	<p>2001 Independent For Profit</p>	<p>Steven Appelbaum Owner</p>	<p>Feline and Canine Training and Grooming Veterinary Assistant</p>	<p>6/30/21</p>
<p>Becker Professional Education 500 W. Monroe St., Suite 28 Chicago, IL 60661 Telephone: (800) 868-3900 Website: www.becker.com</p>	<p>2006 Independent For Profit</p>	<p>Corinne Yamamoto Manager</p>	<p>Professional State Certified Public Accounting</p>	<p>10/8/21</p>

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CAREER SCHOOLS APPROVED TO OPERATE IN NEW HAMPSHIRE AS OF 9-February-2021

Best Hypnosis Training 783 Loudon Ridge Rd Loudon, NH 03307 Telephone: (603) 834-0810 Website: www.BestHypnosisTraining.com	2013 Independent For Profit	Paul Ramsay Owner	Hypnotism	10/3/21
Birthwise Midwifery School 24 South High Street Bridgton ME 04009 Telephone: (207) 647-5968 Website: https://birthwisemidwifery.edu/	1994 Independent Nonprofit	Heidi Fillmore Executive Director	Midwifery	6/13/21
Boatwise, LLC 72 Woodman Road South Hampton, NH 03827 Telephone: (603) 394-0412 Website: www.boatwise.com	1990 Independent For Profit	Richard Kilborn Owner	Professional Boating Navigation US Coast Guard Licensing	8/29/21
Boston Bartenders School of America 142 Main St. # 306 Nashua, NH 03060 Telephone: (800) 589-6209 Website: www.bostonbartendingschool.com	1994 Independent For Profit	Dean & Linda Robinson Owner	Bartending	6/30/21
C1M Photography, LLC 13 Columbia Drive, #3 Amherst, NH 03031 Telephone: (603) 673-8200 Website: http://www.nh-photography-classes.com/	2007 Independent For Profit	Walter Schneckner Owner	Photography	8/6/21
CAD Technical LLC PO Box 197 42 South Summer Street Nottingham, NH 03290 Telephone: (603) 479-8719 Website: www.cadtechnical.webs.com	1994 Independent For Profit	Thomas Comita Owner	Computer-Aided Design	6/30/21

INSTITUTION	DATE FOUNDED	ADMINISTRATOR	OCCUPATIONAL TRAINING IN	LICENSE EXPIRES
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CAREER SCHOOLS APPROVED TO OPERATE IN NEW HAMPSHIRE AS OF 9-February-2021

CALCampus PO Box 132, 99 W. Main St Rindge, NH 03461 Telephone: (603) 899-2388 Website: www.calcampus.edu	1986 Independent For Profit	Dr. Margaret Morabito Director	High School and College Level Education in: Business, Humanities, Math, Science, Computer Science, Foreign Languages	6/30/21
Certstaffix Training 3 Executive Drive Bedford, NH 03110 Telephone: (888) 330-6890 Website: www.certstaff.com	2008 Independent For Profit	Jonathan O'Brien Owner	Computer Software Training	6/30/21
Clinical Career Training, LLC PO Box 19 Bristol, NH 03222 Telephone: (603) 744-6766 Website: www.clinicalcareertraining.com	2002 Independent For Profit	Melanie C. Hill Owner	Licensed Nurse Assistant Medication Nursing Assistant	6/30/21
Concord Hospital Surgical Technology Program 250 Pleasant Street Concord, NH 03301 Telephone: (603) 227-7000 x 4246 Website: www.concordhospital.org	1970 Independent Nonprofit	LaTisha Allen Director	Surgical Technology Program Surgical Techniques Training Instrumentation and Surgical Procedures	8/6/21
Cross Cultural Communication Institute 227 Garfield Avenue, Suite B Woburn, MA 01801 Telephone: (781) 729-3736 studentsCCCS@embracingculture.com	2007 Independent For Profit	Anais Ramos Administrator	Medical, Legal and Professional Interpreter Training	6/30/21
Dartmouth-Hitchcock Workforce Readiness Institute 30 Lafayette Street Lebanon, NH 03766 Telephone: (603) 653-3229 Website: http://careers.dartmouthhitchcock.org/resources/workforce-development.html	2016 Independent Nonprofit	Carolyn Isabelle Administrator	Surgical Technology Ophthalmic Assistant Training	12/6/21

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CAREER SCHOOLS APPROVED TO OPERATE IN NEW HAMPSHIRE AS OF 9-February-2021

<p>EPTAC 8025 South Willow St., Bldg. 2, Unit 207 Manchester, NH 03103 Telephone: (603) 296-0887 Website: www.eptac.com</p>	<p>1987 Independent For Profit</p>	<p>Mark Pilkington Owner</p>	<p>Soldered Electrical and Electronic Assemblies Training and Certification Program</p>	<p>6/30/21</p>
<p>FLIR Infrared Training Center 9 Townsend West Nashua, NH 03063 Telephone: (603) 324-7783 Website: www.infraredtraining.com</p>	<p>1990 Independent For Profit</p>	<p>Erin Callahan Administrator</p>	<p>Infrared Thermography</p>	<p>6/30/21</p>
<p>Harmony Health Care Institute 10 Al Paul Lane, Suite 204 Merrimack, NH 03054 Telephone: (603) 886-0822 Website: www.harmony-health.org</p>	<p>2006 Independent For Profit</p>	<p>John Dike President/CEO</p>	<p>Licensed Practical Nursing</p>	<p>8/31/21</p>
<p>Heavy Construction Academy 5 Industrial Drive Brentwood, NH 03833 Telephone: (603) 772-9002 Website: www.operator-academy.com</p>	<p>2004 Independent For Profit</p>	<p>Ralph Delvecchio Owner</p>	<p>Heavy Construction Equipment Vehicle Training</p>	<p>1/1/22</p>
<p>Holistic Academy of Natural Disciplines 142 Main Street, Suite 500 Nashua, NH 03060 Telephone: (603) 490-5775 Website: www.hands-nh.com</p>	<p>2016 Independent For Profit</p>	<p>Desiree Misco Owner</p>	<p>Massage Therapy</p>	<p>7/10/21</p>
<p>HRB Tax Group, Inc. 865 Second Street Manchester, NH 03102 Telephone: (603) 622-7892 Website: www.hrblock.com</p>	<p>1995 Independent For Profit</p>	<p>Laurel Makowski Director</p>	<p>Income Tax Preparing</p>	<p>7/28/21</p>

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<p>HRFoodSafe 87 White Rock Hill Rd Bow, NH 03304 Telephone: (855) 478-7246 Website: www.hrfoodsafe.com</p>	<p>2008 Independent For Profit</p>	<p>Adrian Konn Owner</p>	<p>Food Safety Training and Consulting ServSafe Training</p>	<p>2/24/23</p>
<p>Hyslop & Associates 200 Tilton Road, Box C Tilton, NH 03276 Telephone: (603) 286-3300 Website: www.hyslops.com</p>	<p>1998 Independent For Profit</p>	<p>Connie Hyslop Owner</p>	<p>Computer Training and Software Support Business Applications Microsoft Office, Excel, QuickBooks</p>	<p>6/30/21</p>
<p>IMAGINiT Technologies 2 Commerce Drive, Suite 203 Bedford, NH 03110 Telephone: (603) 644-7243 Website: www.imaginit.com</p>	<p>2002 Independent For Profit</p>	<p>Karen A. Carnine Administrator</p>	<p>Software Training for Architecture and Engineering Autodesk Software Tools Computer-Aided Design Civil Engineering Design Revit Architecture</p>	<p>1/9/22</p>
<p>International Academy of Wildlife Art 312 Chesterfield Road Hinsdale, NH 03451 Telephone: (603) 336-7296 Website: https://anglersartistry.com/</p>	<p>1991 Independent For Profit</p>	<p>Kathie Krane Administrator</p>	<p>Taxidermy- Fish and Mammals</p>	<p>8/14/21</p>
<p>John Mason Institute 432 Amherst Street Nashua NH 03063 Telephone: (603) 879-0991 Website: www.johnmasoninstitute.com</p>	<p>2010 Independent For Profit</p>	<p>Donald Patch Owner</p>	<p>Computer Software Training Information Technology Business Management Allied Health</p>	<p>6/30/21</p>
<p>Lamprey Health Care, Inc 128 State Route 27 Raymond, NH 03077 Telephone: (603) 895-1514 Website: www.snhahec.org</p>	<p>1998 Independent Nonprofit</p>	<p>Paula Smith AHEC Director</p>	<p>Medical and Legal Interpretation Seminars</p>	<p>1/1/22</p>

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LNA Health Careers, LLC 22 Concord St, 3rd Floor Manchester, NH 03101 Telephone: (603) 647-2174 Website: www.LNAHealthCareers.com	2002 Independent For Profit	Kerri Dutton Owner	Licensed Nurse Assistant Medication Nurse Assistant	4/14/21
Med Pro Educational Services, LLC PO Box 118 Goffstown, NH 03045 Telephone: (603) 660-9040 Website: www.MedProEducational.net	2001 Independent For Profit	Pamela Meyer Owner	Medication Nurse Assistant	1/4/22
MedTalk Training 5 Golfview Road Windham, NH 03083 Telephone: (603) 770-4218 Website: www.medtalktraining.com	2014 Independent For Profit	Idil Ayala- Hernandez Owner	Medical Interpreter	4/3/23
Microdesk, Inc. 10 Tara Blvd, Suite 420 Nashua, NH 03062 Telephone: (603) 657-3800 Website: www.microdesk.com	1997 Independent For Profit	Robin F. Adams Principal	Computer Hardware and Software Autodesk Software Tools Building Information Modeling Computer-Aided Design	9/1/21
Misty Meadows Herbal Center 183 Wednesday Hill Rd. Lee, NH 03861 Telephone: (603) 659-7211 Website: https://www.mistymeadows.org	1989 Independent For Profit	Wendy Snow Fogg Owner	Herbology	4/3/23
Nashua Adult Learning Center, Inc 4 Lake Street Nashua, NH 03060 Telephone: (603) 882-9080 Website: www.adultlearningcenter.org	1974 Independent Nonprofit	Carol Baldwin Executive Director	Computer Accounting Medical	10/25/21

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NBI, Inc. 1218 McCann Drive Altoona, WI 54720 Telephone: (715) 835-8525 Website: www.nbi-sems.com	1983 Independent Nonprofit	Jim Embke Director	Educational & Professional Legal Seminars	6/30/21
New England EMS Institute Elliot Hospital 1 Elliot Way Manchester, NH 03103 Telephone: (603) 663- 4402 Website: www.neemsinstitute.com	1985 Independent For Profit	Jonathan Leary Director	Emergency Medical Service Training	10/31/21
New Hampshire Institute for Therapeutic Arts School of Massage Therapy, PA 153 Lowell Road Hudson, NH 03051 Telephone: (603) 882-3022 Website: www.nhita.com	1983 Independent For Profit	Director Patrick Cowan, Owner	Massage Therapy	6/30/21
New Hampshire School of Mechanical Trades, Inc., The 7 Perimeter Road Manchester, NH 03103 Telephone: (603) 622-6544 Website: www.NHTradeSchool.com www.tnhsmt.com	2013 Independent For Profit	Dean Millard & John Duff Owners	Electrical, Gas, Oil, Plumbing Training	1/25/23
New Horizons Computer Learning Center 460 Amherst Street Nashua, NH 03063 Telephone: (603) 882-4900 Website: www.nhnashua.com	1989 Independent For Profit	Kayla Krahn Administrator	Computer Software Training	10/14/21
Northeast Collaborative School of Dental Assisting, LLC 1 Chase Street, PO Box 745 Kingston, NH 03848 Telephone: (603) 502-4859 Website: www.necdsa.com	2013 Independent For Profit	Dr. Brian Shuman Owner	Dental Assistant Training	4/28/23

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North Eastern Institute of Whole Health, Inc. 22 Bridge St. Manchester, N.H. 03101 Telephone: (603) 623-5018 Website: www.neiwh.com	1993 Independent For Profit	Dr. Gabriela Grigore Owner	Massage Therapy	6/30/21
Ohana Yoga, LLC 44 Cedar Street, 2 nd Floor Contoocook, NH 03229 Telephone: (603) 748-1539 Website: ohanayoganh.com	2016 Independent For Profit	Lisa Garside Owner	Registered Yoga Teacher Training	12/29/22
ONLC Training Centers HQ-505 Carr Road, Suite 100 Wilmington, DE 19809 Telephone: (800) 288-8221 Website: www.onlc.com	1983 Independent For Profit	James Palic Owner	Computer Software Training	2/19/23
Performance Electrical Training, LLC 12 Orchards Road Wolfeboro, NH 03894 Telephone: (603) 944-0756 Website: www.performanceelectricaltraining.com	2020 Independent For Profit	John Plourde Owner	Online Electrical Technology/ Apprenticeship Program	12/21/22
PESI, Inc. 3839 White Ave. Eau Claire, WI 54703 Telephone: (800) 844-8260 Website: www.pesi.com	1979 Independent Nonprofit	Deana Cantley Director	Health Seminars in Behavioral Health, HealthCare, Rehabilitation, and Children	2/22/21
Prelude Institute, The 150 Dow Street, Suite 413B Manchester, NH 03101 Telephone: (857) 574-0241 Website: https://www.preludeinstitute.com/	2019 Independent For Profit	Ed Moyle Director	Cybersecurity	4/25/21

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Radiation Safety and Control Services, Inc. 93 Ledge Road Seabrook, NH 03874 Telephone: (603) 778-2871 Website: www.radsafety.com	1992 Independent For Profit	Frederick P. Straccia Owner	Radiation Safety	6/14/21
Sig Sauer Academy 233 Exeter Road Epping, NH 03042 Telephone: (603) 610-3400 Website: www.sigsaueracademy.com	1991 Independent For Profit	Aaron Williamson Director	Professional Firearms and Tactics Training	5/21/21
Sharing Yoga Community Yoga School 51 South Main Street Concord, NH 03301 Telephone: (603)-520-8987 Website: https://sharingyoga.com/	2007 Independent For Profit	David Breen and Laurie Farmer Owners	Registered Yoga Teacher Training	11/30/22
SolutionsIQ, Inc. 6801 185th Ave NE Suite 200 WA 98052 Telephone: (800) 235-4091 Website: www.solutionsiq.com	2006 Independent For Profit	Shep Strong Administrator	Software Developing Agile Training Certified Scrum Master	6/30/21
TENET PO Box 10574 Bedford, NH 03110 Telephone: (800) 830-2645 Website: www.tenet-ed.com	1994 Independent For Profit	Claude Allard Owner	Electrical Technology	11/6/21
Thomas Institute of Hypnotherapy 1 Merrimack Street Penacook, NH 03303 Telephone: (603) 669-0185 Website: www.thomashypnosis.com	1997 Independent For Profit	Dawn Whiting Owner	Hypnotherapy	9/20/21

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CAREER SCHOOLS APPROVED TO OPERATE IN NEW HAMPSHIRE AS OF 9-February-2021

TPC Training 750 West Lake Cook Rd, Suite 350 Buffalo Grove, IL 60089 Telephone: (303) 867-5039 Website: live.tpctraining.com	2002 Independent For Profit	Naomi Yencich Administrator	Electrical HVAC Mechanical Industrial Plant Management	12/16/21
Trivium Institute for Leader Development, The PO Box 4878 Manchester, NH 03108 Telephone: (603) 518-5007 Website: www.triviuminstitute.net	2013 Independent Non-Profit	Rev. Dr. Thomas B. Johnston, Administrator	Religious Training and Education of Clergy	12/16/22
Unique System Skills, LLC 505 West Hollis Street, Suite 105 Nashua, NH 03062 Telephone: (844) 887-9239 Website: www.systemskills.net	2012 Independent For Profit	Santosh Salvi Owner	Computer Software Training	5/2/21
Visible Edge Institute 38 Technology Way The Millyard Technology Park Nashua, NH 03060 Telephone: (603) 595-1422 Website: www.visible-edge.com	1989 Independent For Profit	Mark Harwood President	Mechanical Design Application Project Management Advanced Manufacturing Animation Data Management	2/16/21
Whole Pet Grooming Academy, The 1 Robert Avenue Portsmouth, NH 03801 Telephone: (603) 732-7796 Website: www.wholepetnh.com	2015 Independent For Profit	Dara Forleo Owner	Feline & Canine Grooming Seminars & Workshops	7/31/21
YogaBalance 1, LLC 135 Hooksett Road Manchester, NH 03104 Telephone: (603) 625-4000 Website: https://yogabalance.info/	2015 Independent For Profit	Ron Weikers, Owner	Registered Yoga Teacher Training	2/2/23

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

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.

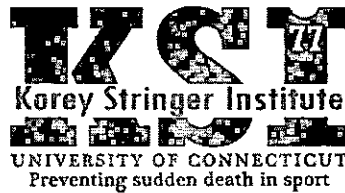
Athletic trainers are the first responders on the athletic field. But at last count, roughly 50% of NH high schools did not have athletic trainers. And even when there are athletic trainers, they are not able to be at every field for every practice and every game. In the absence of an athletic trainer 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



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.

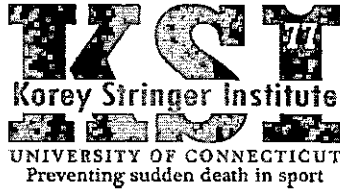
For the health and safety of all the New Hampshire high school athletes - thank you,

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:

Adams WM, Scarneo SE, Casa DJ. State-Level Implementation of Health and Safety Policies to Prevent Sudden Death and Catastrophic Injuries Within Secondary School Athletics. *Ortho Jour of Sports Medicine*. 2017 Sep;5(9):1–8.

Casa DJ, Almquist J, Anderson SA et al. The Inter-Association Task Force for Preventing Sudden Death in Secondary School Athletics Programs: Best-Practices Recommendations. *J Athl Train*. 2013; Jul-Aug; 48(4): 546–553.

Johnson S, Norcross MF, Bovbjerg V, Koester M. Barriers and Facilitators of Implementing Emergency Action Plans in Oregon High Schools. *J Athl Train*. 2018;53(6(S)):S–216.

Kerr ZY, Marshall SW, Comstock RD, Casa DJ. Implementing exertional heat illness prevention strategies in US high school football. *Med Sci Sports Exerc*. 2014 Jan;46(1):124–130.

Kerr ZY, Register-Mihalik JK, Pryor RR, Pierpoint LA, Scarneo SE, Adams WM, Kucera KL, Casa DJ, Marshall SW. The Effect of the National Athletic Trainers Association Inter-Association Task Force (NATA-IATF) preseason heat acclimatization guidelines on high school football season exertional heat illness rates. *Environmental Health Perspectives*. 2019;127(4): 047003.

Yang J, Comstock RD, Yi H, Harvey HH, Xun P. New and Recurrent Concussions in High-School Athletes Before and After Traumatic Brain Injury Laws, 2005-2016. *Am J Public Health*. 2017 Dec;107(12):1916–1922.

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.
2. Adams WM, Scarneo SE, Casa DJ. State Level Assessment of Health and Safety Policies Pertaining to Preventing Sudden Death in Secondary School Athletics. *Orthopedic Journal of Sports Medicine.* 2017;5(9):1-8.
3. Scarneo SE, DiStefano LJ, Stearns RL, Register-Mihalik JK, Denegar, CR, Casa DJ. Emergency Action Planning in Secondary-School Athletics: A Comprehensive Evaluation of Current Adoption of Best Practice Standards. *J Athl. Train.* 2019;54(1):99-105.
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)



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"



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



Cheshire Medical Center
Dartmouth-Hitchcock

580 Court Street | Keene, New Hampshire 03431 | Phone: (603) 354-5400 | cheshiremed.org

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

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

Ava Hawkes

From: Precious Burke <gac@nhata.org>
Sent: Friday, February 19, 2021 9:51 AM
To: Ava Hawkes; Sandy Snow; Theodore J. Smith
Subject: SB 148 Fn Supporting Documents

Ava,

Below are the links to the documents from the Rebecca Stearns testimony for Part 3 of SB 148-FN (1:30pm). Please share these with the committee.

Here are the resources I referenced during my testimony today, the first is an extensive 'EAP' template.

The second is a 'heat policy' template that contains language for WBGT, Heat acclimatization, and CWI policies.

1. EAP template/example policies available on this website:

<https://ksi.uconn.edu/prevention/emergency-action-plans/>

The below templates are examples for organizations to fill in and then integrate into the EAP template itself. Please note, this is only a generic version and each school needs to create their own plan with the guidance of the sports medicine staff.

KSI EAP Template Fill In.docx– Fill out this template fill-in guide first.

KSI EAP Template.docx – Take the information from the fill-in document above, and integrate the relevant information to the sections here.

2. WBGT, Heat Acclimatization, Cold Water Immersion Policies:

Below you will find example policy & procedure templates created by the Korey Stringer Institute to assist you with the initiation and development of policies & procedures.

- Exertional Heat Illness Template Policy & Procedures.docx

Thank you for all of your assistance!

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

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. Emergency and safety procedures in sports are of general concern to me as a member of the Medical and Safety Committee of the National College Rugby organization.

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 personnel involved share professional and legal responsibilities 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

Voting Sheets

Senate Education Committee
EXECUTIVE SESSION RECORD
2020-2021 Session

Bill # SB 148-FN

Hearing date: 2/18/21

Executive Session date: 3/19/21

Motion of: OTP, amendment 04265 Vote: 5-0

Committee Member	Present	Made by	Second	Yes	No
Sen. Ward, Chair	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Hennessey, VC	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Ricciardi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Kahn	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Prentiss	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Motion of: committee amendment: Part III ^{upon passage} Vote: 5-0

Committee Member	Present	Made by	Second	Yes	No
Sen. Ward, Chair	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Hennessey, VC	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Ricciardi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Kahn	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Prentiss	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Motion of: Amendment 05575 Vote: 5-0

Committee Member	Present	Made by	Second	Yes	No
Sen. Ward, Chair	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Hennessey, VC	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Ricciardi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Kahn	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Prentiss	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Reported out by: Sen. Kahn

Notes: _____

Senate Education Committee
EXECUTIVE SESSION RECORD
 2020-2021 Session

Bill # SB 148-FN

Hearing date: 2/18/21

Executive Session date: 3/19/21

Motion of: committee amendment: Part III, Sec. II (L.R.P.) Vote: 5-0

Committee Member	Present	Made by	Second	Yes	No
Sen. Ward, Chair	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Hennessey, VC	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Ricciardi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Kahn	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Prentiss	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Motion of: Sen. WATKINS word doc / committee amendment Vote: 5-0

Committee Member	Present	Made by	Second	Yes	No
Sen. Ward, Chair	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Hennessey, VC	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Ricciardi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Kahn	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Prentiss	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Motion of: committee amendment: Part III, Sec. II, delete lines Vote: 5-0

Committee Member	Present	Made by	Second	Yes	No
Sen. Ward, Chair	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Hennessey, VC	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Ricciardi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Kahn	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Prentiss	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Reported out by: Sen. Kahn

Notes: _____

Senate Education Committee
EXECUTIVE SESSION RECORD
2020-2021 Session

Bill # **SB148-FN**

Hearing date: 2/10/21

Executive Session date: 3/9/21

Motion of: OTR/A Vote: 50

Committee Member	Present	Made by	Second	Yes	No
Sen. Ward, Chair	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Hennessey, VC	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Ricciardi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Kahn	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Prentiss	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Motion of: Consent Vote: 50

Committee Member	Present	Made by	Second	Yes	No
Sen. Ward, Chair	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Hennessey, VC	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Ricciardi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Kahn	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Prentiss	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Motion of: _____ Vote: _____

Committee Member	Present	Made by	Second	Yes	No
Sen. Ward, Chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Hennessey, VC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Ricciardi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Kahn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Prentiss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reported out by: Sen. Kahn

Notes: _____

Committee Report

STATE OF NEW HAMPSHIRE

SENATE

REPORT OF THE COMMITTEE
FOR THE CONSENT CALENDAR

Thursday, March 11, 2021

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, the committee recommends that the Bill

OUGHT TO PASS WITH AMENDMENT

BY A VOTE OF: 5-0

AMENDMENT # 0764s

Senator Jay Kahn
For the Committee

This omnibus bill, as amended, has five parts. Part one repeals provisions relating to vocational rehabilitation and authorizes the state board of education to adopt rules relative to the provision of vocational rehabilitation. Part two addresses the renovation and expansion of CTE centers and clarifies sending districts for private and homeschooled students to participate in CTE programs. Part three requires the implementation of emergency action plans for sports related injuries. Part four helps define postsecondary career schools for the purpose of licensure exemptions. Part five is relative to environmental and outdoor educational opportunities for NH students.

Ava Hawkes 271-4151

FOR THE CONSENT 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, Vote 5-0.

Senator Jay Kahn for the committee.

This omnibus bill, as amended, has five parts. Part one repeals provisions relating to vocational rehabilitation and authorizes the state board of education to adopt rules relative to the provision of vocational rehabilitation. Part two addresses the renovation and expansion of CTE centers and clarifies sending districts for private and homeschooled students to participate in CTE programs. Part three requires the implementation of emergency action plans for sports related injuries. Part four helps define postsecondary career schools for the purpose of licensure exemptions. Part five is relative to environmental and outdoor educational opportunities for NH students.

General Court of New Hampshire - Bill Status System

Docket of SB148

Docket Abbreviations

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

Official Docket of SB148.:

Date	Body	Description
2/9/2021	S	Introduced 02/04/2021 and Referred to Education; SJ 4
2/12/2021	S	Remote Hearing: 02/18/2021, 01:30 pm; Links to join the hearing can be found in the Senate Calendar; SC 11
3/11/2021	S	Committee Report: Ought to Pass with Amendment #2021-0764s , 03/18/2021; Vote 5-0; CC; SC 15
3/18/2021	S	Committee Amendment #2021-0764s , RC 23Y-1N, AA; 03/18/2021; SJ 8
3/18/2021	S	Ought to Pass with Amendment 2021-0764s, RC 23Y-1N, MA; OT3rdg; 03/18/2021; SJ 8
3/31/2021	H	Introduced (in recess of) 02/25/2021 and referred to Education HJ 4 P. 50
4/14/2021	H	Public Hearing: 04/21/2021 10:30 am Members of the public may attend using the following link: To join the webinar: https://www.zoom.us/j/97777026171 / Executive session on pending legislation may be held throughout the day (time permitting) from the time the committee is initially convened.
4/28/2021	H	Full Committee Work Session: 05/13/2021 09:00 am Members of the public may attend using the following link: To join the webinar: https://www.zoom.us/j/94308033489
4/28/2021	H	Executive Session: 05/20/2021 09:00 am Members of the public may attend using the following link: To join the webinar: https://www.zoom.us/j/92551660487
5/25/2021	H	Majority Committee Report: Ought to Pass with Amendment #2021-1637h (Vote 12-8; RC) HC 26 P. 20
5/25/2021	H	Minority Committee Report: Ought to Pass with Amendment #2021-1585h
6/3/2021	H	Amendment #2021-1637h : AA DV 196-176 06/03/2021 HJ 8 P. 130
6/3/2021	H	Amendment #2021-1585h : AF DV 176-202 06/03/2021 HJ 8 P. 134
6/3/2021	H	Ought to Pass with Amendment 2021-1637h: MA VV 06/03/2021 HJ 8 P. 135
6/10/2021	S	Sen. Ward Moved Nonconcur with the House Amendment; Requests C of C, MA, VV; 06/10/2021; SJ 19
6/10/2021	S	President Appoints: Senators Ward, Hennessey, Kahn; 06/10/2021; SJ 19
6/10/2021	H	House Accedes to Senate Request for CofC (Rep. Ladd): MA VV 06/10/2021 HJ 10 P. 15
6/10/2021	H	Speaker Appoints: Reps. Ladd, Cordelli, Boehm, Shaw 06/10/2021 HJ 10 P. 15
6/14/2021	S	Committee of Conference Meeting: 06/14/2021, 10:30 am, Room Senate Chamber, SH
6/14/2021	S	

		==RECESSED== Committee of Conference Meeting: 06/14/2021, 10:30 am, Room: Senate Chamber, SH
6/14/2021	S	==RECONVENE== Committee of Conference Meeting: 06/16/2021, 1:00 pm, Room: Senate Chamber, SH
6/17/2021	H	Conference Committee Report #2021-2025c Filed 06/10/2021; Senate Amendment + New Amendment
6/24/2021	H	Conference Committee Report 2021-2025c: Adopted, VV 06/24/2021
6/24/2021	S	Conference Committee Report #2021-2025c, Adopted, VV; 06/24/2021; SJ 20
7/20/2021	H	Enrolled Bill Amendment #2021-2081e: AA VV (in recess of) 06/24/2021
7/21/2021	S	Enrolled Bill Amendment #2021-2081e Adopted, VV, (In recess of 06/24/2021); SJ 20
7/28/2021	H	Enrolled (in recess of) 06/24/2021
7/28/2021	S	Enrolled Adopted, VV, (In recess 06/24/2021); SJ 20
8/17/2021	S	Signed by the Governor on 08/10/2021; Chapter 0210
8/17/2021	S	Part I Effective 10/09/2021
8/17/2021	S	Part II. I. Sections 11 & 12 shall not take effect
8/17/2021	S	Part II. II. Remainder Effective 10/09/2021
8/17/2021	S	Part III Effective 09/01/2022
8/17/2021	S	Part IV Effective 10/09/2021
8/17/2021	S	Part V Effective 10/09/2021

NH House

NH Senate

Other Referrals

Senate Inventory Checklist for Archives

Bill Number: SB 148-FN

Senate Committee: Education

Please include all documents in the order listed below and indicate the documents which have been included with an "X" beside

Final docket found on Bill Status

Bill Hearing Documents: {Legislative Aides}

- Bill version as it came to the committee
- All Calendar Notices
- Hearing Sign-up sheet(s)
- Prepared testimony, presentations, & other submissions handed in at the public hearing
- Hearing Report
- Revised/Amended Fiscal Notes provided by the Senate Clerk's Office

Committee Action Documents: {Legislative Aides}

All amendments considered in committee (including those not adopted):

- amendment # 04205 - amendment # 07649
- amendment # 05575 _____ - amendment # _____
- Executive Session Sheet
- Committee Report

Floor Action Documents: {Clerk's Office}

All floor amendments considered by the body during session (only if they are offered to the senate):

- _____ - amendment # _____ _____ - amendment # _____
- _____ - amendment # _____ _____ - amendment # _____

Post Floor Action: (if applicable) {Clerk's Office}

- Committee of Conference Report (if signed off by all members. Include any new language proposed by the committee of conference):
- Enrolled Bill Amendment(s) 20B1
- _____ Governor's Veto Message

All available versions of the bill: {Clerk's Office}

- _____ as amended by the senate as amended by the house
- final version

Completed Committee Report File Delivered to the Senate Clerk's Office By:

Committee Aide

Date

Senate Clerk's Office

1 Committee of Conference Report on SB 148-FN, adopting omnibus legislation relative to vocational
2 and career education, environmental education, and emergency plans for sports injuries.

3
4 Recommendation:

5 That the Senate recede from its position of nonconcurrency with the House amendment, and

6 That the House recede from its position in adopting its amendment to the bill, and

7 That the Senate and House adopt the following new amendment to the bill as amended by the
8 Senate, and pass the bill as so amended:

9
10 Amend Part II of the bill by replacing all after section 18 with the following:

11
12 19 Contingent Version; Dual and Concurrent Enrollment Program; Program Established.

13 Amend RSA 188-E:26 to read as follows:

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

22 20 Contingent Version; Dual and Concurrent Enrollment Program; School Board Policy. Amend
23 RSA 188-E:28, I to read as follows:

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

1 21 Contingency; HB2. If HB 2-FN-A-L of the 2021 regular legislative session becomes law then
2 sections 19 and 20 of Part II of this act shall take effect July 1, 2021 at 12:01 a.m. and sections 13
3 and 14 of Part II of this act shall not take effect. If HB 2-FN-A-L of the 2021 regular legislative
4 session does not become law then sections 19 and 20 of Part II of this act shall not take effect and
5 sections 13 and 14 of Part II of this act shall take effect 60 days after its passage.

6 22 Effective Date.

7 I. Sections 13, 14, 19, and 20 of Part II of this act shall take effect as provided in section 21
8 of this act.

9 II. The remainder of Part II of this act shall take effect 60 days after its passage.

10
11 Amend Parts III-V of the bill by replacing them with the following:

12
13 PART III

14 Requiring emergency action plans for sports related injuries.

15 1 New Section; Health Services; Emergency Plans for Sports Related Injuries. Amend RSA 200
16 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 that
19 includes any of the grades 4 through 12, shall establish an emergency action plan for responding to
20 serious or potentially life-threatening sports related injuries. Each plan shall:

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

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

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

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

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

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

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

36 II. The plan shall be posted within each school and disseminated to, and coordinated with
37 emergency medical services, fire department, and law enforcement. In addition, each school district

1 shall adopt procedures for obtaining student-participant medical information relative to any injury
2 or illness related to or involving any head, face, or cervical spine, cardiac injury or diagnosis,
3 exertional heat stroke, sickle cell trait, asthma, allergies, or diabetes for each student athlete prior
4 to engaging in activities; policies related to hydration, heat acclimatization and wet bulb globe
5 temperature guidelines as established by the American College of Sports Medicine and the National
6 Athletic Trainers' Association; and procedures for students to return to play after a sports or illness-
7 related injury, which shall be kept on file by each school district and made available to the
8 department of education and public upon request. Access, filing, and confidentiality of student-
9 participant medical information shall be managed in accordance with the Health Insurance
10 Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act
11 (FERPA). Each plan shall be added to the school's emergency response plan and adopted procedures
12 shall be reviewed annually and updated as necessary.

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

15 2 Effective Date. Part III of this act shall take effect September 1, 2022.

16
17 PART IV

18 Relative to the definition of private postsecondary career school.

19 1 New Subparagraph; Private Postsecondary Career Schools; Definitions. Amend RSA 188-G:1,
20 II by inserting after subparagraph (l) the following new subparagraph:

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

22 2 Effective Date. Part IV of this act shall take effect 60 days after its passage.

23
24 PART V

25 Environmental Science Required for Adequate Education

26 1 Criteria for an Adequate Education. Amend RSA 193-E:2, III to read as follows:

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

31 2 Criteria for an Adequate Education; Science. Amend RSA 193-E:2, VI-VII to read as follows:

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

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

Committee of Conference Report on SB 148-FN

- Page 4 -

1 3 New Paragraph; Regional Career and Technical Education Program. Amend RSA 188-E:5 by
2 inserting after paragraph XI the following new paragraph:

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

7 4 Department of Natural and Cultural Resources; Department of Business and Economic
8 Development. The department of natural and cultural resources and the department of business
9 and economic development shall investigate joining the Outdoor Recreation Industry Confluence
10 Accords and report to the legislature its findings by June 1, 2022.

11 5 Effective Date. Part V of this act shall take effect 60 days after its passage.

The signatures below attest to the authenticity of this Report on SB 148-FN, adopting omnibus legislation relative to vocational and career education, environmental education, and emergency plans for sports injuries.

Conferees on the Part of the Senate

Conferees on the Part of the House

Sen. Ward, Dist. 8

Rep. Ladd, Graf. 4

Sen. Hennessey, Dist. 1

Rep. Cordelli, Carr. 4

Sen. Kahn, Dist. 10

Rep. Boehm, Hills. 20

Rep. Shaw, Hills. 16

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 and outdoor education.

July 15, 2021
2021-2081-EBA
10/11

Enrolled Bill Amendment to SB 148-FN

The Committee on Enrolled Bills 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 as amended ought to pass.

FOR THE COMMITTEE

Explanation to Enrolled Bill Amendment to SB 148-FN

This enrolled bill amendment makes a technical correction.

Enrolled Bill Amendment to SB 148-FN

Amend Part II of the bill by deleting section 17 and renumbering sections 19-22 to read as 17-20, respectively.

Amend Part II of the bill by replacing sections 19 and 20 with the following:

19 Effective Date.

- I. Sections 11 and 12 of Part II of this act shall not take effect.
- II. The remainder of Part II of this act shall take effect 60 days after its passage.

Amend section 4 of Part V of the bill by replacing lines 2 and 3 with the following:

Affairs. The department of natural and cultural resources and the department of business and economic affairs shall investigate joining the Outdoor Recreation Industry Confluence