

CITY OF HOLYOKE
SCHOOL COMMITTEE

SCHOOL COMMITTEE AGENDA

DATE: MONDAY, DECEMBER 19, 2011
TIME: 6:15 PM
LOCATION: Fifield Community Room Dean Technical High School, 1045 Main Street

1. **CALL TO ORDER ~ ROLL CALL ~ PLEDGE OF ALLEGIANCE**

2. **PUBLIC DISCUSSION***

3. **COMMUNICATIONS & REPORTS**
 - a. **Student Reports**
 - b. **Superintendent's Communications**
 - Choral Student Awards
 - Edward N. White School – School Improvement Plan
 - Lt. Elmer J. McMahon School – School Improvement Plan
 - Lt. Clayre P. Sullivan School – School Improvement Plan
 - Human Resources – Presentation on Recruitment

4. **NEW BUSINESS**
 - a. **Minutes of Meetings**
 - Special Meeting of December 5, 2011 (pages 1-11)
RECOMMENDATION: That the School Committee vote to approve the minutes.
 - b. **Holyoke Business/Education Partnership** (page 12)
RECOMMENDATION: That the School Committee vote to receive.
 - c. **District Governance Support Program**
 - d. **Order**
Submitted by Committee member Sheehan, that the Superintendent have all financial records placed on the Holyoke Public Schools web site.

5. **OLD BUSINESS**
 - a. **Peck Parents Winter Transportation Request**
 - b. **Snow Days**

- c. **Concussion Policy Statement** (pages 13-23)
RECOMMENDATION: That the School Committee vote to approve the Concussion policy (JJIF) and regulations (JJIF-R).
- d. **Statement of Interest for Dean School Science Lab Renovation Vote**
RECOMMENDATION: Resolved: Having convened in an open meeting on December 19, 2011, the School Committee of Holyoke in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest Form dated January 11, 2012 for the Science Department/Labs at William J. Dean Technical High School located at 1045 Main Street, which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future
Priority 7: Concerns and deficiencies of these rooms include: lab stations are not handicap accessible; inadequate access to water and sinks; gas jets are not functional; gas shut off valve is taped shut; eyewash is not functional; lack of proper sanitation stations for hands and goggles; ventilation is inadequate; fixed lab tables limit flexibility needed to service multiple sciences; white boards/chalkboards are damaged/some unusable; access to technology is limited or non-existent; there are no full black window treatments making it difficult to carry out labs/lectures requiring a darkened environment; total square footage does not meet the MSBA required allotment of 60 nsf per student. Rooms 329/291/287C/182 have no separate prep room. Rooms 291/297C lab tables are not flame resistant and no gas jets, eyewash or safety shower; Room 287C has a lack of adequate access to electricity; Room 182 is not designed for lab science; Storage/Prep Room-shelves allow equipment stored too close to the ceiling as per regulation by NSTA safety standards; ventilation is inadequate for storage; no dedicated dishwasher for cleaning glassware; textbooks are stored along with science equipment; chemical storage concerns include; an acid cabinet that does not meet NSTA standards for storing acids; no dedicated cabinet for bases; venting inadequate for chemicals-no active venting system; electrical switch is inside the room; no dedicated storage area capable of storing biological stains; and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City/Town/Regional School District to filing an application for funding with the Massachusetts School Building Authority.
- e. **Budget Reduction Update**
- f. **HEDIC – Main Street Building Update**

6. PERSONNEL

- a. **Appointments** (pages 24-25)
RECOMMENDATION: That the School Committee vote to receive the appointments.

b. **Retirements** (page 26)

RECOMMENDATION: *That the School Committee vote to receive the retirements.*

7. **ANNOUNCEMENTS & ADJOURNMENT**

The listing of matters are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

*The Holyoke Public Schools makes available a public discussion period for persons in the audience to address the Committee on specific agenda items. In order to hear as many speakers as possible, the Committee asks individuals to continue their remarks to two (2) minutes. Any person wishing to submit longer testimony should give copies to the Superintendent before the meeting so that it may be distributed to Committee members. The speaker can then summarize this testimony at the meeting within the two (2) minute time period. Persons wishing to speak should register with the Superintendent immediately before the meeting begins. Individuals who request specific items to be included on the Committee's agenda should mail a written request fifteen (15) days in advance of a Committee meeting date to the Superintendent of Schools, 57 Suffolk Street, Holyoke, MA 01040.

CITY OF HOLYOKE
SCHOOL COMMITTEE

REGULAR MEETING OF THE SCHOOL COMMITTEE
MONDAY, DECEMBER 5, 2011
TIME: 6:15 PM
DEAN TECH HIGH SCHOOL

School Committee Vice Chair William Collamore called the meeting to order at 6:19 p.m.

ROLL CALL

Present: William Collamore, Michael Moriarty, Howard Greaney, Gladys Lebron-Martinez, Yvonne Garcia, Dennis Birks (arriving at 6:21 p.m.), Cesar Lopez, Devin Sheehan and Peggy Boulai; absent: Mayor Elaine Pluta. Also present: Assistant to the Superintendent Kim Wells, Holyoke High School Student Representative Keishabelle Ibarra and Dean Technical High School Student Representative Kamely Carisquillo.

PLEDGE OF ALLEGIANCE

PUBLIC DISCUSSION

None

COMMUNICATIONS & REPORTS

Student Reports

Ms. Ibarra informed members that the High School has a Literary Campaign underway; students are collecting gently used books to distribute. Also, students are collecting crutches from the students who no longer need them. There is also a coat drive underway and students are collecting new or gently used coats. Avanza will be holding a meeting for seniors and their parents to help them with issues around financial aid.

The Committee welcomed Ms. Kamely Carrisquillo from Dean. She told the Committee that Dean is also holding a coat drive. Students raised \$435 during the month of October for breast cancer, sponsored by Cosmetology and Jr. ROTC.

COSMETOLOGY AND ROTC.

Superintendent's Communications

School Improvement Plan – Holyoke High School

Ms. Diane Bauer, Holyoke High School Principal, said that HHS's School Improvement Plan is fully aligned with the District's Improvement Plan. District strategic goal #1 focuses on improving instruction by

building leadership capacity. HHS has developed and implemented a school instructional leadership team which meets at least bi-weekly. There are discussions about the walk through process, what effective instruction looks like, how to share best practices among colleagues. The principal has completed 72 walk throughs, visiting 60 out of 92 teachers. The majority of walk throughs have been in English, math and science. From the walk throughs she tries to provide teachers with constructive feedback within 48 hours; these can be brief conversations, meetings in classrooms or notes. In instructional leadership meetings data is shared and there is focus on any issues the school as a whole should focus on. They are focusing on student learning objectives and student language objectives. Teachers seem to have some difficulty using a language objective for ELL students. During a recent PD day a small group of teachers that used language objectives effectively worked together and she presented the overview of language objectives and how to use them, with examples, at the November teacher meeting.

She felt it was important for all teachers to participate in category training. That is PD that provides teachers with skills and knowledge to work with ELL students. During the first two professional development days history, world language, business and science teachers were provided with category 4 training on reading and writing for ELL students. She is working with David Valade to continue category training for all staff.

The instructional leadership team is using the book, Teach Like a Champion, with all staff. That focuses on 49 teaching strategies for use in the classroom with all students. They are using that in faculty meetings as a professional learning community. A blog has been started for teachers on EdLine where they are discussing the book. The next book she would like to use with her faculty is Literacy Across the Curriculum.

Strategic goal #2 is using data that aligns directly with the district goal. The instructional leadership team has reviewed English and math AYP data. They know the CPI is 91 and 98.6 for Anglo students but for ELL and special education students in ELA it is only an average of 65 so they are focusing on the special education population and ELL students. Similarly in math, the CPI index is high for Anglo students but the struggles are with ELL and special education students.

As a result of MCAS and math data she implemented 2 intervention projects this year: Assessments, which is a math lab for students with a certain average on their MCAS or MAP scores, and Achievement 3000, which is a reading and writing intervention.

The last strategic objective involves their comprehensive guidance program. Along with developing a comprehensive guidance curriculum that is vertically aligned with the middle and elementary schools, the plan works to identify potential drop outs and assigns them a mentoring/graduation coach. The Graduation Initiative Program has 10 graduation coaches at the moment; each coach services 10 students. Coaches work with the students to stay in school using programs such as credit recovery to get students back to their original cohort group, or to provide them alternative methods to getting credits. Just this year at least 5 students have been placed back into their original cohort graduation group. Students are required to meet with the coach approximately 20 minutes per week either before or after school and parent involvement is also an integral part of the coaching process. The coaches and credit recovery teachers meet on a bi-weekly basis to discuss issues and ideas.

Mr. Sheehan asked what percentage of staff has completed category training.

Ms. Bauer said there are 4 different components to category training. She said she did not have all that information with her. She does keep track of teachers and what level of category trainings they have taken. That training is continuing at HHS.

Mr. Sheehan asked if the entire staff in the building feel as though they are part of the school improvement and participants in it to help improve the school and are aware of the goals, outcomes and the path being taken, and seeing completion of what is done on a regular basis.

Ms. Bauer said all of that is shared at monthly faculty meetings. She believes that teachers know fully the accelerated district improvement plan and where the school is aligning itself with that plan.

Mr. Sheehan asked if close to 100% of teachers are using EdLine.

Ms. Bauer said teachers are using Grade Quick. EdLine is not mandated. She strongly encourages and provides support for teachers and students to use EdLine. She does go online to see who has been using it, giving information to teachers to show them what they can do with it and encouraging them to use it more.

Mrs. Lebron-Martinez asked how information is gathered during walk throughs.

Ms. Bauer said the district has a tool that is used. This is not an evaluative piece, it is being used to give feedback.

Ms. Wells said the walk through tool is being used as a diagnostic tool to look at practice inside classrooms to determine the areas that are working really well to be able to use those areas for teachers or to look at instructional practices and how they are getting better and how to use those as model classrooms. They are also being used to provide some formative assessment data to principals and members of instructional leadership at both the school and district level to determine how to think about improvement of instructional quality. They are not evaluative for educators.

Mr. Moriarty said he would like to encourage that good statics be at hand about the staff going through the full range of category training.

Ms. Bauer said the staff does change. She does know what category trainings each teacher has taken. She can also look at student records to see how many of their teachers have taken category training. Every year the school gets new teachers, however.

Mr. Moriarty said he would like, if possible, to see data/percentages about numbers and departments for category training.

He asked how students are selected for the graduation coaching program.

Ms. Bauer said a lot of it is teacher recommendation. Doug Arnold looked at students identified in grades 9-12.

Dean Technical High School

Mrs. Rex said that Dean's plan, as all school plans, is aligned with the District's plan. The first three areas of development are the School Instructional Leadership Team, the Data Inquiry Team and the greater focus on literacy. The SILT at Dean was formed last spring with representation from a wide cross section of the school. The SILT has the charge of working on, building and understanding, what effective instruction looks like and working on all aspects of that instruction in order to see what can be improved, what strategies could be implemented, what data is needed to inform the instruction by the teachers. The SILT uses a lot of data to identify student needs to improve their performance. The Data and Inquiry Team is a cross section of members from the school and it was formed last winter. The first charge of the group was to use the early warning indicators index for at risk students in order to identify those with the greatest needs and to provide them with support to be successful. Many of Dean's students do not have support at home. The team has generated data for use by individual teachers to enhance their ability to focus in on and target the areas of greatest needs, not only with the whole class, but also with individual students. The team has generated a variety of tools for use by the graduation coaches so they can monitor their mentees more closely. A report card-type document was created so coaches could see attendance, discipline, grades, and other things that students need work on in order to make them more successful. Dean staff has been tackling the focus on literacy by building their capacity through the Rebas strategies and continued with the John Collins writing program that they embraced in late August, as well as through disciplinary literacy practices. Last year a Boot Camp was instituted prior to MCAS testing for ELA and math. The Boot Camp proved to be very successful at Dean. Students were surveyed after taking the test and said they felt they were much more prepared for the test. Only 15 students at Dean did not get a 220 or higher grade last year on MCAS. Dean met the math target set by the state last year. The Boot Camps certainly had a positive effect. The ELL program at Dean has been reorganized to better service the needs of second language learners in the school. Students in the program have also been given additional literacy time to align with the goals and guidelines issued by the Commonwealth. Many of those students need to have at least 2.5 hours of instructional time in language/literature. Read 180 was included as one of the areas of intervention to give students more access to literacy skills and strategies.

The School Improvement Plan for Dean also identifies three additional areas of focus. The plan lays the groundwork for the building of parental, family and community involvement in school activities. The plan addresses the need for increased support for the school and the students. There has been and will continue to be a multitude of opportunities for parents and caregivers to be engaged in the school and open more meaningful lines of communication with educators. They are hoping to introduce a mentor/mentee program in the spring that will have every student in the building paired with at least one caring adult in the school. The youth leadership of the school is comprised of grades 9-12 and is represented by student council representatives at each grade. That goes a long way in helping to provide a supportive and engaging culture which is another goal of the Dean Tech plan. The plan also delineates how the school will enhance its vocational offerings and strengthen the shops for the optimal benefits of the student, technically and academically. Dean has already begun to explore the need for expanding offerings at the school. The school is working with workforce development staff and other stakeholders to make Dean the viable educational establishment that it once was. Some Dean students will be participating in work mentoring opportunities after school at the new green high performance computing center construction site in various aspects of engineering and building.

In addition to the District's Accelerated Improvement Plan, Dean's plan is also aligned with Dean's Turn Around Plan and the plan set forth by the EMO.

Mr. Sheehan asked if the entire school staff is aware of the plan, buy in of the plan, regularly reviews it and knows when items are completed and knows the metrics around the plan.

Mrs. Rex said most staff is very aware of everything going on at the school right now, including any plan put forth. Staff rose to the occasion last year and attempted a very difficult turn around, with few extra resources, and managed to do so. Dean staff does not take this lightly. Dean staff and department heads are allowed input into the plan and on how different interventions are implemented in order to make them more effective.

Mr. Moriarty asked how many students at Dean are receiving graduation coaching services at Dean.

Mrs. Rex said 100 students at Dean are affected by the graduation coaches.

Mr. Moriarty asked if EdLine is widely used and is class information that can be accessible to parents also accessible to coaches so they can catch things like failed quizzes, missed homework assignments and the like in a timely fashion.

Mrs. Rex said that Grade Quick is used by almost everyone; EdLine is being used by some teachers. Mr. Donahoe was at the school to work with teachers and he has been asked to come again to work with teachers on EdLine. Staff have many meetings at the school related to the turnaround effort and time for additional meetings and trainings at this point can be tight. However, they are planning to implement more, hopefully, by January.

Mr. Moriarty said the capacity to receive, almost immediately, input on class work is an incredibly useful tool for parents to work with their students. EdLine is very effective in reaching kids within days when they are having problems.

Mrs. Lebron-Martinez asked how student retention efforts are going at the school.

Mrs. Rex said some students have been lost to other schools. There have also been some withdrawals. They are attempting everything to keep students in school. A number of outreach efforts have been made. Some students could not be located at the address on file. Some students told them that they had to go to work to help their families. Data and tracking is being watched more closely this year. It is difficult to compare last year to this year because of the difference.

Mr. Birks asked if any of the outreach procedures have been successful in getting students back.

Mrs. Rex said some have returned but then they start missing school again. They do try to work with the students to help them return to school. Some students do return and stay. There are a lot of forces pulling at some of the students. The ones who do stay work very hard to stay in school.

Mr. Greaney asked how staffing issues are moving forward at Dean.

Mrs. Rex said the EMO is now interviewing for a vice principal and a math inclusion teacher. Some teachers are not yet in place.

Mr. Sheehan asked who Mrs. Rex believed to be in charge at Dean.

Mrs. Rex said it should be the principal for daily operations with students and teachers. She believes that sometimes it is the EMO.

Center for Excellence

Ms. Gina Roy, Principal at the Center for Excellence, said that the first objective is around building instructional quality. The School Instructional Leadership Team is composed of representatives from the various programs at the school. The SILT meets 3 times a month and they discuss walk throughs, data and professional development that should be offered to staff. Some of the plans generated from the SILT include:

- ELA and math coach meet weekly with teams of teachers from all the programs to discuss learning objectives and review student work as a team.
- Students were assigned to interventions based on their levels of performance. A retired teacher provides LLI to small groups of K-5 students.
- All paraprofessionals were trained in writing strategies so that they can better assist the classroom teachers. All classrooms are a maximum of 12 students with a paraprofessional.
- Professional development has been provided by the ELA coaches after school to help teachers create effective learning objectives for classroom lessons. There has been training in vocabulary development conducted by the ELL coach for the district.

Category trainings have been provided for staff multiple times since the start of school. Category 1 training was provided at the beginning of the year and it was finished for a large number of staff members during the November PD. Six hours are left for the category 4 trainings which 17 staff members are involved in. There will be 2 half days of school in December to complete that training. The goal is for 90% of the staff trained in all the categories because 37% of the students at the school are ELL.

Strategic Objective 2 is to use data and inquiry. All students have had MAP testing and they have also been benchmarked individually by their teachers. There is a school data team that functions separately from the SILT which consists of school administration, ELA coach and math coach. That team meets twice a month to review data to help improve instruction. Data from MAP and benchmark scores indicate that there is a discrepancy between student performance on these tests so they are developing strategies to work with students. Surveys have been administered to test their hypotheses about how performance is low on open response questions.

Strategic objective #3 is for 85% of all Holyoke children to be proficient readers by the end of the third grade by 2014. There are monthly PLC's conducted by the ELA coach. Leveled literacy intervention is provided for K-5 students based on identified need. Teachers meet weekly with ELA coach to analyze work and receive constructive feedback from one another as well as from the ELA coach. She meets weekly with both coaches to discuss walk throughs and concerns generated from the walk throughs. Students are writing daily in response to analytical questions to help them answer MCAS questions better. Parents are invited into the program for breakfast with the ELA coach. Parents will do an activity with their children and be given material to work on at home with them.

Strategic objective #4 is a focus on literacy. All students in grades 4 and 5 receive either Read 180 or Systems 44 for intervention. ELL support is provided during the ELA block for all ELL students. There are 3 ELL teachers this year, with 1 at K-5, 1 at 6-8 and 1 at 9-12.

School based strategic objective #1 is to strengthen math. MAP testing has been completed on all students. All teachers were trained on the My Skills Tutor program. Those interventions are utilized by all students in all components of the program. The Math coach provides constructive feedback to all teachers after informal observations in their classrooms.

School based strategic objective #2 is implementation of effective behavior management system. Staff received training in tiered intervention with the goal of helping them to manage behaviors more effectively so that students can stay in the classroom setting longer. It develops a prompting system for students so they know what behavior will prompt what actions. All counselors are required to attend grade level meetings twice a week to get feedback from teachers about the behavioral performance of students in their classes. Counselors also have individual counseling sessions with students to assist them in developing anger management and coping strategies. The Second Step social skills program is taught to students by the counselors to improve social skills. A protocol for handling behavior problems has been reviewed and defined more clearly for staff. Counselors meet with the team of specials teachers on a rotating basis to discuss the students on their caseloads. The psychologist meets weekly with the counselors to discuss individual cases and behavior management interventions.

Ms. Roy said that all staff are fully invested in this plan and its implementation.

Mrs. Lebron-Martinez asked how many students have been able to go back to their regular school this year.

Ms. Roy said that the expectation is that students will be at CFE for one marking period; they do not like to send students back in the middle of a marking period. Students are counseled on expectations, such as not being sent out of class for acting out and that students are expected to be able to manage themselves in the classroom environment. Students get to work on coping skills, anger management skills, and improving interaction with their peers. Some students are ready after one marking period and some are not.

Mrs. Lebron-Martinez said she would like to see CFE promoted more as a positive program for students because the work that is done at the school really is positive and it helps students to reach the next level.

Mr. Lopez asked if IEP's are reviewed when students enter CFE and when they are sent back to their zone schools.

Ms. Roy said 98-99% of the students at CFE are on IEP's. IEP's require that staff go by the goals on the plan. At any time a parent or teacher can call a case conference to discuss the progress or placement of the student. A student coming to CFE has a new plan generated for the more structured environment at the school. She said she would encourage more people to visit the school to see the work going on there and see what the programs are about.

Mr. Moriarty said he appreciates the work done at CFE. It is important not to move a student too quickly which would cause them to fail academically in the less structured setting and have a serious impact on the classroom and students in it. He said his focal point is the 85% reading goal incorporated in the plan. He said he liked the breakfast idea and creative ways to directly interact with and get to know parents and enlist their support. It appears as though there are 23 students from grade 3 and below which seems like a good number to be able to assess promptly and provide both core instruction

and tier 2 and 3 interventions where necessary. He asked if that is happening or are behavioral issues causing difficulty with keeping to time on task; also, how are teachers working to try to make that happen.

Ms. Roy said students receive LLI in small groups with a retired teacher who worked with the Read 180 program. They have seen students make a lot of progress in reading and when they make progress they see improvement in behavior as well.

Mr. Birks said that he has taught at an alternative program for a number of years so he knows some of the challenges CFE faces. He asked if the Ms. Roy felt the ELL teachers are being effectively utilized at the school and if 3 are enough.

Ms. Roy said they are being effectively utilized and it is nice to have one at each of the levels. At K-5 the teacher takes students during the ELA block so they don't miss any other subject. K-5 has approximately 19 on the caseload, 6-8 approximately 18 and 9-12 approximately 19.

NEW BUSINESS

Minutes of Meetings

Special Meeting of November 14, 2011

MOTION #1: Mr. Sheehan made a motion, seconded by Mrs. Garcia, to approve the minutes of the Special Meeting of November 14, 2011, with the correction noted to motion #5 regarding the William R. Collamore Athletic Training *Center* (not Facility). The motion carried unanimously.

Mr. Sheehan noted that motion #5 on page 3 should have been stated as, the William R. Collamore Athletic Training *Center* (not Facility).

Holyoke Gas & Electric/UMass/Hyperion Solar Studies Partnership – Donahue and Dean

Gary Tirrell and Travis Minnick from Donahue were present. Mr. Tirrell said that Mr. Minnick has taken the initiative on this solar learning project and has been talking with Helen Gibson, Lenny Gibbons and the Superintendent.

Mr. Minnick explained that the request is to start the initial phase of site assessment on Donahue School to bring in a solar learning lab specifically for the students who will be part of phase 2 of a grant from the US Department of Education. There will be no cost to Donahue School or the HPS. Students will have an opportunity to be involved in the basic operation of the solar panels, including calculating the tilt to adjust to seasons, they can hook up hand held monitors to see the day-by-day output and make observations and records. This attaches to the current 6th, 7th, and 8th grade science curriculum. A curriculum has been developed by professors from UMass science education and they have offered to adapt it to the needs at the school. This would reach students at an early age on new green technology and employment opportunities for the future. Hyperion will take care of paperwork related to permits, etc., and will be in charge of full installation and maintenance for 10 years. The panels and system then becomes the property of the school. Hyperion would like to collect some data from teachers to see what kind of gains can be made from this type of operation. The school will get the electricity going back into the system which would be about 2X what a normal house would use.

Mr. Tirrell said that both he and Mrs. Fitzgerald are very much in favor of this project. James Lavelle of the HG&E also supports the project.

Ms. Wells said that the Superintendent supports this project. The next step would be to have Hyperion work with Whitney Anderson to do the research at both schools to determine what kind of conversion might or might not have to be done to the property and to make sure that if there are any changes to the building or land that it is all done in a manner that would be acceptable to the School Committee and to the project itself.

Mr. Sheehan asked if the City Solicitor had looked at the agreement and especially with regard to the 10 year license.

Ms. Wells said she was not sure if the Solicitor had looked at the agreement yet. This phase is just a request to do the site research to see if it is feasible or not. After this phase conversation will continue with Hyperion, Mr. Gibbons, Mr. Anderson, and both principals. After that more information will come back to the School Committee. The feasibility work will get underway as soon as possible, likely after the first of the year.

MOTION #2: Mr. Sheehan made a motion, seconded by Mr. Sheehan, to allow administration to explore the feasibility of a solar learning lab with the necessary stake holders. The motion carried unanimously.

Mr. Moriarty said he would be interested in hearing about the curriculum themes at a future meeting and what is currently happening in this area.

OLD BUSINESS

Peck Parents United in Action (P-PUA) Request for Winter Transportation

Maria Louisa Arroyo, Family Access Engagement Coordinator at Peck, said she was bringing forward a request for winter transportation this year. If this request cannot be approved, she asked that the Committee ensure that the pathways to the school are cleared on a regular basis so students are not impeded on their way to school.

Chris Regan said she did not yet have final numbers from the bus company. The initial analysis, based on last year's information, indicates that 3 buses would be needed at a minimum cost of \$65 per bus and a maximum cost of \$150 per bus, depending on availability. The range of costs would be for 58 days.

MOTION (withdrawn) Mr. Greaney made a motion, seconded by Mr. Moriarty, to refer the Peck parents request for winter transportation to Finance.

Mr. Sheehan suggested discussing this at the next full Board meeting rather than sending it to Finance so that transportation could start in January when students come back from winter break.

Mr. Moriarty withdrew the second to the motion and Mr. Greaney withdrew the motion, understanding that the item would be discussed at the next School Committee meeting.

District Improvement Plan

Ms. Wells explained that administration has met recently with the State Monitor around the District Improvement Plan and she has recommended to DESE that the plan be approved at the State level and it will be going before the Commissioner for final approval. There might be some contingencies that will have to be worked through but approval is expected. The district is moving forward with many of the initiatives under the 4 strategic objectives from walk throughs and monitoring sessions with principals to working with school instructional leadership teams on the way that instructional practice and quality is looked at. There is a data team doing intense audits of the data to make sure that the assessment system is generating the right kinds of data to provide to schools to make decisions about instructional programming. They are working closely with the Early Literacy Task Force and to align the early literacy work at the preK to 3 level, what that looks like at the district level, at the school level, and how that is communicated to the community and parents. The district is moving along nicely with each of the benchmark outcomes in all 4 of the strategic objectives. There is a cycle of inquiry that is happening and there is an action plan and monitoring system in place that is appropriate. Changes are being seen at the district and school levels that will have both qualitative and quantitative results.

Mr. Moriarty said this plan was revised at the Committee's request, which is very much appreciated because he feels it to be a stronger and clearer plan that can maximize impact. This plan has been well planned and thought out.

MOTION #3: Mr. Moriarty made a motion, seconded by Mr. Sheehan, to accept and endorse the District Improvement Plan. The motion carried unanimously.

Requested Reduction in HPS Appropriation

Ms. Regan explained that she and Mr. Dupont attended a City Council Finance Subcommittee last week to talk about the matter of a possible reduction in the HPS appropriation due to a reduction in state reimbursement for charter school tuition. This possible reduction is in the amount of \$344,352.00. The conversation with the Finance Committee was a good one. The outcome is not known at this point. Mr. Dupont did have a follow up meeting with the Mayor on this matter. The hope is this will go to City Council for a vote soon. The School Department is asking that those funds be reappropriated to the school budget.

Mr. Sheehan asked how a reduction would impact the budget.

Ms. Regan said no decisions have been made yet. If these funds are taken, decisions will have to be made as to whether things will be cut or if money is taken from reserves, which would be either indirect costs from federal grants or special education circuit breaker funds. Much of those reserves have already been used and she would be concerned about depleting those funds only half way through the year.

Mr. Birks asked if this had been discussed by the joint City Council / School Committee group.

Mrs. Lebron-Martinez said she would look to set up a meeting of that group.

PERSONNEL

Appointments

MOTION #4: Mrs. Garcia made a motion, seconded by Mr. Sheehan, to receive the appointments. The motion carried unanimously.

Retirements

MOTION #5: Mrs. Garcia made a motion, seconded by Mr. Moriarty, to receive the retirements. The motion carried unanimously.

Other New Business

Mr. Moriarty asked for permission to travel to the All American Cities Grade Level Reading Award Process event in Boston on Friday, December 9th. He received an e-mail just over the weekend inviting him to this event. He serves as a Community Liaison for the All American Cities Grade Level Reading program and this is a good opportunity for Holyoke to be recognized for its efforts with its 85% reading goal and receive a variety of resources. He will be traveling via Peter Pan bus.

MOTION #6: Mr. Greaney made a motion, seconded by Mr. Sheehan, to approve Mr. Moriarty's request to travel to Boston on Friday, December 9, 2011, to attend the All American Cities Grade Level Reading Award event. The motion carried unanimously.

Mr. Sheehan asked if the Committee could get an update from HEDIC on the status of the building on Main Street at the next meeting.

Mr. Collamore reminded members that on December 13th at 4:00 p.m., the School Building Advisory Committee would be providing a tour of the renovations of Holyoke High School.

MOTION #7: Mr. Greaney made a motion, seconded by Mr. Moriarty, to adjourn. The motion carried unanimously.

The Regular Meeting of December 5, 2011 adjourned at 8:14 p.m.

Holyoke Business/Education Partnership

“With the development of the new High Performance Computing Center and other exciting economic development projects underway in Holyoke, it is a critically important and opportune time for businesses and community organizations to be seen as key partners with the Holyoke public schools in educating our students as we build together a quality workforce.”

Coordinator Job Description

The coordinator of the Holyoke Business/Education Partnership will serve as the liaison between the business community and the Holyoke public schools. The primary responsibilities of the coordinator are:

- Develop and maintain a clearinghouse of all current programs and activities that involve business engagement with the schools and the children they serve
- Outreach to all school principals regarding the purpose of the Partnership and their role in determining needs and engaging teachers in the effort
- Outreach to businesses to increase and expand business involvement in the schools based on school needs and the priorities of the business community in building a quality workforce
- Provide technical assistance and guidance to businesses and the schools on ways to build effective school/business partnerships with goals and outcomes
- Develop and oversee a comprehensive internship program to expand internships in businesses, provide career exploration opportunities, shadowing, and tours of local businesses; assist the Co-Op Director of Dean Technical High School in establishing business relationships
- Develop and oversee a comprehensive mentoring program that includes the recruitment, training, and matching of mentors from business with students and the training of their parents about the role of mentors in supporting their children
- Assist in the development and implementation of communication strategies (newsletter, social media etc.) to both promote and to celebrate business involvement in the schools; engage community organizations in the recognition of student achievement and school success
- Assist in fundraising and advocacy to support the work of the business/education partnership toward the objective of sustainability and growth
- Report to the coordinating body of the Partnership, which will lend support and direction in meeting the goals and objectives of the Partnership

ATHLETIC CONCUSSION POLICY

The purpose of this policy is to provide information and standardized procedures for persons involved in the prevention, training management and return to activity decisions regarding students who incur head injuries while involved in extracurricular athletic activities¹ including, but not limited to, interscholastic sports, in order to protect their health and safety as required by Massachusetts law and regulations. The requirements of the law apply to all public middle and high schools, however configured, serving grades six through high school graduation. In addition to any training required by law, the following persons shall complete one of the head injury safety training programs approved by the Massachusetts Department of Public Health (DPH) as found on its website: coaches; certified athletic trainers; trainers; volunteers; school and team physicians; school nurses; athletic directors; directors responsible for a school marching band; employees or volunteers; and students who participate in an extracurricular activity and their parents.

Upon the adoption of this policy by the School Committee, the Superintendent shall ensure that DPH receives an affirmation on school district letterhead that the district has developed policies and the School Committee has adopted a final policy in accordance with law. This affirmation shall be updated by September 30, 2013 and every two years thereafter upon review or revision of its policies.

The Superintendent shall maintain or cause to be maintained complete and accurate records of the district's compliance with the requirements of the Concussion Law, and shall maintain the following records for three years or, at a minimum, until the student graduates, unless state or federal law requires a longer retention period:

1. Verifications of completion of annual training and receipt of materials;
2. DPH Pre-participation forms and receipt of materials;
3. DPH Report of Head Injury Forms, or school based equivalents;
4. DPH Medical Clearance and Authorization Forms, or school based equivalents; and
5. Graduated reentry plans for return to full academic and extracurricular athletic activities.

This policy also applies to volunteers who assist with extracurricular athletic activities. Such volunteers shall not be liable for civil damages arising out of any act or omission relating to the requirements of law, unless such volunteer is willfully or intentionally negligent in his act or omission.

¹ Extracurricular Athletic Activity means an organized school sponsored athletic activity generally occurring outside of school instructional hours under the direction of a coach, athletic director or marching band leader including, but not limited to, Alpine and Nordic skiing and snowboarding, baseball, basketball, cheer leading, cross country track, fencing, field hockey, football, golf, gymnastics, horseback riding, ice hockey, lacrosse, marching band, rifle, rugby, soccer, skating, softball, squash, swimming and diving, tennis, track (indoor and outdoor), ultimate frisbee, volleyball, water polo, and wrestling. All interscholastic athletics are deemed to be extracurricular athletic activities.

Most student athletes who sustain a concussion can fully recover as long as their brain has time to heal before sustaining another hit; however, relying only on an athlete's self-report of symptoms to determine injury recovery is inadequate as many high school athletes are not aware of the signs and symptoms or the severity concussive injuries pose, or they may feel pressure from coaches, parents, and/or teammates to return to play as quickly as possible. One or more of these factors will likely result in under-diagnosing the injury and a premature return to play. Massachusetts General Laws and Department of Public Health regulations make it imperative to accurately assess and treat student athletes when concussions are suspected.

Student athletes who receive concussions may appear to be "fine" on the outside, when in actuality they have a brain injury and are not able to return to play. Incurring a second concussion can prove to be devastating to a student athlete. Research has shown that young concussed athletes who return to play before their brain has healed are highly vulnerable to more prolonged post-concussion syndrome or, in rare cases, a catastrophic neurological injury known as Second Impact Syndrome.

The following protocol will discuss and outline what a concussion is, the mechanism of injury, signs and symptoms, management and return to play requirements, as well as information on Second Impact Syndrome and past concussion syndrome. Lastly, this policy will discuss the importance of education for our athletes, coaches and parents and other persons required by law.

This protocol should be reviewed on a yearly basis with all staff to discuss the procedures to be followed to manage sports-related concussions. This protocol will also be reviewed on a yearly basis by the athletic department as well as by nursing staff. Any changes in this document will be approved by the school committee and given to athletic staff, including coaches and other school personnel in writing. An accurate synopsis of this policy shall be placed in the student and faculty handbooks.

LEGAL REFS: M.G.L. 111:222; 105 CMR 201.000

ATHLETIC CONCUSSION REGULATIONS

Section I. What is a Concussion?

A concussion is defined as a transient alteration in brain function without structural damage, but with other potentially serious long-term ramifications. In the event of a concussion, the brain sustains damage at a microscopic level in which cells and cell membranes are torn and stretched. The damage to these cells also disrupts the brain at a chemical level, as well as causing restricted blood flow to the damaged areas of the brain, thereby disrupting brain function. A concussion, therefore, is a disruption in how the brain works; it is not a structural injury. Concussions are difficult to diagnose because the damage cannot be seen. A MRI or CT Scan cannot diagnose a concussion, but they can help rule out a more serious brain injury to a student athlete. Because concussions are difficult to detect, student athletes must obtain medical approval before returning to athletics following a concussion.

Section II. Mechanism of Injury:

A concussion is caused by a bump, blow or jolt to the head or body. Any force that causes the brain to bounce around or twist within the skull can cause a concussion. A bump, blow or jolt to the head or body can be caused by either indirect or direct trauma. The two direct mechanisms of injury are coup-type and contrecoup-type. Coup-type injury is when the head is stationary and struck by a moving object such as another player's helmet, a ball, or sport implement, causing brain injury at the location of impact. Contrecoup-type injury occurs when the head is moving and makes contact with an immovable or slowly moving object as a result of deceleration, causing brain injury away from the sight of impact. Indirect forces are transmitted through the spine and jaw or blows to the thorax that whip the head while the neck muscles are relaxed. Understanding the way in which an injury occurred is vital in understanding and having a watchful eye for athletes who may exhibit symptoms of a concussion so these student athletes can receive the appropriate care.

Section III. Signs and Symptoms:

Signs (what you see):

- Confusion
- Forgets plays
- Unsure about game, score, opponent
- Altered coordination
- Balance problems
- Personality change
- Slow response to questions
- Forgets events prior to injury (retrograde amnesia)
- Forgets events after injury (anterograde amnesia)
- Loss of consciousness (any duration)

Symptoms (reported by athlete):

- Headache
- Fatigue
- Nausea or vomiting
- Double vision/ blurry vision
- Sensitivity to light (photophobia)
- Sensitivity to noise (tinnitus)
- Feels sluggish
- Feels foggy
- Problems concentrating
- Problems remembering
- Trouble with sleeping/ excess sleep
- Dizziness
- Sadness
- Seeing stars
- Vacant stare/ glassy eyed
- Nervousness
- Irritability
- Inappropriate emotions

If any of the above signs or symptoms are observed after a suspected blow to the head, jaw, spine or body, they may be indicative of a concussion and the student athlete must be removed from play immediately and not allowed to return until cleared by an appropriate allied health professional.

Section IV. Management and Referral Guidelines:

1. When an athlete loses consciousness for any reason, the athletic trainer will start the EAP (Emergency Action Plan) by activating EMS; check ABC's (airway, breathing, circulation); stabilize the cervical spine; and transport the injured athlete to the appropriate hospital via ambulance. If the athletic trainer is not available, the coach should immediately call EMS, check ABCs and not move the athlete until help arrives.
2. Any athlete who is removed from the competition or event and begins to develop signs and symptoms of a worsening brain injury will be transported to the hospital immediately in accordance with the EAP.
Worsening signs and symptoms requiring immediate physician referral include:

- A. Amnesia lasting longer than 15 minutes
- B. Deterioration in neurological function
- C. Decreasing level of consciousness
- D. Decrease or irregularity of respiration
- E. Decrease or irregularity in pulse
- F. Increase in blood pressure
- G. Unequal, dilated, or unreactive pupils
- H. Cranial nerve deficits
- I. Any signs or symptoms of associated injuries, spine or skull fracture, or bleeding
- J. Mental-status changes: lethargy, difficulty maintaining arousal, confusion, agitation
- K. Seizure activity
- L. Vomiting/ worsening headache

- M. Motor deficits subsequent to initial on-field assessment
 - N. Sensory deficits subsequent to initial on-field assessment
 - O. Balance deficits subsequent to initial on-field assessment
 - P. Cranial nerve deficits subsequent to initial on-field assessment
 - Q. Post-Concussion symptoms worsen
 - R. Athlete is still symptomatic at the end of the game
3. After a student athlete sustains a concussion, the athletic trainer will use the Standardized Assessment for Concussion (SAC) to assess and document the student athlete's concussion. The athletic trainer will also report on the student athlete's signs and symptoms by using the Signs and Symptoms Check-List. On the signs and symptoms checklist, the athletic trainer will also check pulse and blood pressure of each student athlete with a suspected concussion. After the initial evaluation of a concussion, all signs and symptoms will be tracked on the computer using the ImPact Test.
 4. Any athlete who is symptomatic but stable is allowed to go home with his/her parent(s)/guardian(s) following the head injury.
 - A. If the head injury occurs at practice, parent(s)/guardian(s) will immediately be notified and must come and pick up the student athlete and talk to the certified athletic trainer in person.
 - B. If the injury occurs at a game or event the student athlete may go home with the parent/guardian(s) after talking with the certified athletic trainer.
 - C. Parent(s)/guardian(s) will receive important information regarding signs and symptoms of deteriorating brain injury/function prompting immediate referral to a local emergency room as well as return to play requirements. Parent(s)/guardian(s), as well as student athletes, must read and sign the Concussion Information and Gradual Return to Play form and bring it back to the certified athletic trainer before starting with the return to play protocol.

V. Gradual Return to Play Protocol:

1. Student athletes, with the consent of their parent(s)/guardian(s), will start taking the ImPact Test (**or other approved test identified by the School District**). The ImPact Test is a tool that helps manage concussions, determine recovery from injury, and is helpful in providing proper communication between coaches, parents and clinicians. The ImPact Test is a neurocognitive test that helps measure student athletes' symptoms, as well as test verbal and visual memory, processing speed and reaction time. It is **mandatory** for all student athletes to take the ImPact Test for a baseline score in accordance with Massachusetts State Law. The law states that all public schools must develop safety protocols on concussions and all public schools must receive information on past concussion history. The ImPact Test appears to be a promising tool in monitoring a student athlete's prior concussions, as well as any future concussions.
2. Each student athlete will complete a baseline test at the beginning of their sport season. **All student athletes and club cheerleading members will undergo ImPact testing.** Student athletes will be re-tested every other year. If a student athlete plays more than one sport during the academic year, their test will remain valid. For example, if a soccer student athlete also plays basketball in the winter, the student athlete will not have to take the ImPact Baseline Test again in the winter. If a student athlete posts scores below the norm, the student athlete will be re-tested at another time with either the certified athletic trainer or school nurse. Student athletes cannot begin practice until a valid baseline score is obtained during their designated time to take the test.

- A. At the beginning of every sport season, student athletes are required to complete a concussion history form and return it to the athletic department. This information will be recorded in the student information system for tracking purposes.
- B. Following any concussion the athletic trainer must notify the athletic director and school nurses.
- C. Following a concussion the student athlete will take a **post-injury test within 24 to 48 hours following the head injury. STUDENT ATHLETES WILL NOT BE ALLOWED TO MOVE ON TO FUNCTIONAL/PHYSICAL TESTING UNTIL THEIR IMPACT TEST IS BACK TO THE BASELINE SCORE AND ASYMPTOMATIC.** After a student athlete takes their first post-injury test, the student athlete will not be re-tested again for **5 days.**
- D. If, after the first post-injury ImPact test, the athlete is not back to his/her baseline the parent/guardian(s) will be notified, and the student athlete will be referred to their healthcare provider and must have the Concussion Information and Gradual Return to Play form signed by a physician, physician assistant, licensed neuropsychologist or nurse practitioner stating when the athlete is allowed to return to play.
- E. Following a post-injury test, the certified athletic trainer will take the Concussion Information and Gradual Return to Play form signed by the parent(s)/guardian(s) and fill in the date of all post-injury tests taken by each student athlete.
- F. The certified athletic trainer will also document the date on which the athlete is asymptomatic and sign the document agreeing that all the above statements are true and accurate.
- G. Once the athlete starts on the exertional post concussion tests, the parent(s)/guardian(s) will be notified and the athlete will be sent home with all signed documents relating to head injury. At this time the parent/guardian(s) must bring the student athlete to a licensed physician, licensed neuropsychologist, licensed physician assistant, nurse practitioner or other appropriately trained or licensed healthcare professional to be medically cleared for participation in the extracurricular activity.
- H. **Student athletes who continue to exhibit concussion symptoms for a week or more must be evaluated by a physician before returning to play.**
- I. Once a student athlete's post-injury test is back at the student athlete's baseline score, the student athlete will go through 5 days of Exertional Post Concussion Tests. The student athlete must be asymptomatic for all functional and physical tests to return to play (RTP). All tests will be administered by a certified athletic trainer.

Exertional Post Concussion Tests:

- A. **Test 1:** (30% to 40% maximum exertion): Low levels of light physical activity. This will include walking, light stationary bike for about 10 to 15 minutes. Light isometric strengthening (quad sets, UE light hand weights, ham sets, SLR's, resistive band ankle strengthening) and stretching exercises.
- B. **Test 2:** (40% to 60% maximum exertion): Moderate levels of physical activity. Treadmill jogging, stationary bike, or elliptical for 20 to 25 minutes. Light weight strength exercises (resistive band exercises UE and LE, wall squats, lunges, step up/downs. More active and dynamic stretching.
- C. **Test 3:** (60% to 80% maximum exertion). Non-contact sports specific drills. Running, high intensity stationary bike or elliptical 25 to 30 minutes. Completing regular weight training. Start agility drills (ladder, side shuffle, zig-zags, carioca, box jumps, and hurdles).
- D. **Test 4:** (80% maximum exertion). Limited, controlled sports specific practice and drills.
- E. **Test 5:** Full contact and return to sport with monitoring of symptoms.

Section VI. School Nurse Responsibilities:

1. Assist in testing all student athletes with baseline and post-injury ImPact testing.
2. Participate and complete the CDC training course on concussions. A certificate of completion will be recorded by the nurse leader yearly.
3. Complete symptom assessment when student athlete enters Health Office (HO) with questionable concussion during school hours. Repeat in 15 minutes.
4. Observe students with a concussion for a minimum of 30 minutes.
5. If symptoms are present, notify parent/guardian(s) and instruct parent/guardian(s) that student must be evaluated by an MD.
 - (a) If symptoms are not present, the student may return to class.
6. If symptoms appear after a negative assessment, MD referral is necessary.
7. Allow students who are in recovery to rest in HO when needed.
8. Develop plan for students regarding pain management.
9. School nurse will notify teachers and guidance counselors of any students or student athletes who have academic restrictions or modifications related to their concussion.
10. Educate parents and teachers about the effects of concussion and returning to school and activity.
11. If injury occurs during the school day, inform administrator and complete accident/incident form.
12. Enter physical exam dates and concussion dates into the student information system.

Section VII. School Responsibilities:

1. Review and, if necessary, revise, the concussion policy every 2 years.
2. Once the school is informed of the student's concussion, a contact or "point person" should be identified (e.g. the guidance counselor, athletic director, school nurse, school psychologist or teacher).
3. Point person to work with the student on organizing work assignments, making up work and giving extra time for assignments and tests/quizzes.
4. Assist teachers in following the recovery stage for student.
5. Convene meeting and develop rehabilitative plan.
6. Decrease workload if symptoms appear.
7. Recognize that the student's ability to perform complex math equations may be different from the ability to write a composition depending on the location of the concussion in the brain.
8. Educate staff on the signs and symptoms of concussions and the educational impact concussions may have on students.
9. Include concussion information in student handbooks.
10. Develop a plan to communicate and provide language-appropriate educational materials to parents with limited English proficiency.

Section VIII. Athletic Director Responsibilities:

1. Provide parents, athletes, coaches, and volunteers with educational training and concussion materials yearly.
2. Ensure that all educational training programs are completed and recorded.
3. Ensure that all students meet the physical exam requirements consistent with 105 CMR 200.000 prior to participation in any extracurricular athletic activity
4. Ensure that all students participating in extracurricular athletic activity have completed and submitted their pre-participation forms, which include health history form, concussion history form, and MIAA form.

5. Ensure that athletes are prohibited from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of an athlete, including using a helmet or any other sports equipment as a weapon.
6. Ensure that all head injury forms are completed by parent/guardian(s) or coaches and reviewed by the coach, athletic trainer, school nurse and school physician.
7. Inform parent/guardian(s) that, if all necessary forms are not completed, their child will not participate in athletic extracurricular activities.

Section IX. Parent/Guardian Responsibilities:

1. Complete and return concussion history form to the athletic department.
2. Inform school if student sustains a concussion outside of school hours. Complete new concussion history form following new injury.
3. If student suffers a concussion outside of school, complete head injury form and return it to the school nurse.
4. Complete a training provided by the school on concussions and return certificate of completion to the athletic department.
5. Watch for changes in your child that may indicate that your child does have a concussion or that your child's concussion may be worsening. Report to a physician:
 - A. Loss of consciousness
 - B. Headache
 - C. Dizziness
 - D. Lethargy
 - E. Difficulty concentrating
 - F. Balance problems
 - G. Answering questions slowly
 - H. Difficulty recalling events
 - I. Repeating questions
 - J. Irritability
 - K. Sadness
 - L. Emotionality
 - M. Nervousness
 - N. Difficulty with sleeping
6. Encourage your child to follow concussion protocol.
7. Enforce restrictions on rest, electronics and screen time.
8. Reinforce recovery plan.
9. Request a contact person from the school with whom you may communicate about your child's progress and academic needs.
10. Observe and monitor your child for any physical or emotional changes.
11. Request to extend make up time for work if necessary.
12. Recognize that your child will be excluded from participation in any extracurricular athletic event if all forms are not completed and on file with the athletic department.

Section X. Student and Student Athlete Responsibilities:

1. Complete Baseline ImPact Test prior to participation in athletics.
2. Return required concussion history form prior to participation in athletics.
3. Participate in all concussion training and education and return certificate of completion to the athletic department prior to participation in athletics.
4. Report all symptoms to athletic trainer and/ or school nurse.
5. Follow recovery plan.
6. **REST.**
7. **NO ATHLETICS.**
8. **BE HONEST!**
9. Keep strict limits on screen time and electronics.
10. Don't carry books or backpacks that are too heavy.
11. Tell your teachers if you are having difficulty with your classwork.
12. See the athletic trainer and/or school nurse for pain management.
13. Return to sports only when cleared by physician and the athletic trainer.
14. Follow Gradual Return to Play Guidelines.
15. Report any symptoms to the athletic trainer and/or school nurse and parent(s)/guardian(s) if any occur after return to play.
16. Return medical clearance form to athletic trainer prior to return to play.
17. Students who do not complete and return all required trainings, testing and forms will not be allowed to participate in sports.

Section XI. Coach & Band Instructor Responsibilities:

1. Participate in Concussion Education Course offered by the National Federation of State High School Associations (NFHS) on a yearly basis. Complete certificate of completion and return to the athletic department.
2. Ensure all student athletes have completed ImPact baseline testing before participation.
3. Ensure all student athletes have returned concussion history and health history form prior to participation in athletics.
4. Complete a head injury form if their player suffers a head injury and the athletic trainer is not present at the athletic event. This form must be shared with the athletic trainer and school nurse.
5. Ensure all students have completed a concussion educational training and returned their certificate of completion prior to participation in athletics.
6. Remove from play any student athlete who exhibits signs and symptoms of a concussion.
7. Do not allow student athletes to return to play until cleared by a physician and athletic trainer.
8. Follow Gradual Return to Play Guidelines.
9. Refer any student athlete with returned signs and symptoms back to athletic trainer.
10. Any coach, band instructor, or volunteer coach for extracurricular activities shall not encourage or permit a student participating in the activity to engage in any unreasonably dangerous athletic technique that unnecessarily endangers the health of a student athlete, including using a musical instrument, helmet or any other sports equipment as a weapon.

Section XII. Post Concussion Syndrome:

Post Concussion Syndrome is a poorly understood condition that occurs after a student athlete receives a concussion. Student athletes who receive concussions can have symptoms that last a few days to a few months, and even up to a full year, until their neurocognitive function returns to normal. Therefore, all school personnel must pay attention to and closely observe all student athletes for post concussion syndrome and its symptoms. Student athletes who are still suffering from concussion symptoms are not ready to return to play. The signs and symptoms of post concussion syndrome are:

- Dizziness
- Headache with exertion
- Tinnitus (ringing in the ears)
- Fatigue
- Irritability
- Frustration
- Difficulty in coping with daily stress
- Impaired memory or concentration
- Eating and sleeping disorders
- Behavioral changes
- Alcohol intolerance
- Decreases in academic performance
- Depression
- Visual disturbances

Section XIII. Second Impact Syndrome:

Second impact syndrome is a serious medical emergency and a result of an athlete returning to play and competition too soon following a concussion. Second impact syndrome occurs because of rapid brain swelling and herniation of the brain after a second head injury that occurs before the symptoms of a previous head injury have been resolved. The second impact that a student athlete may receive may only be a minor blow to the head or it may not even involve a hit to the head. A blow to the chest or back may create enough force to snap the athlete's head and send acceleration/deceleration forces to an already compromised brain. The resulting symptoms occur because of a disruption of the brain's blood autoregulatory system which leads to swelling of the brain, increasing intracranial pressure and herniation.

After a second impact a student athlete usually does not become unconscious, but appears to be dazed. The student athlete may remain standing and be able to leave the field under his/her own power. Within fifteen seconds to several minutes, the athlete's condition worsens rapidly, with dilated pupils, loss of eye movement, loss of consciousness leading to coma and respiratory failure. The best way to handle second impact syndrome is to prevent it from occurring altogether. All student athletes who incur a concussion must not return to play until they are asymptomatic and cleared by an appropriate health care professional.

Section XIV. Concussion Education:

It is extremely important to educate coaches, athletes and the community about concussions. On a yearly basis, all coaches must complete the online course called "Concussion In Sports: What You Need to Know". This course is offered by the National Federation of State High School Associations (NFHS). Student athletes also

need to understand the importance of reporting a concussion to their coaches, parents, athletic trainer and other school personnel. Every year student athletes and parents will participate in educational training on concussions and complete a certificate of completion. This training may include:

- CDC Heads-Up Video Training, or
- Training provided by the school district

The school district may also offer seminars, speakers, and discussion panels on the topic of concussions. Seminars offer an opportunity for the certified athletic trainer, athletic director and nurse leader to speak about concussions on the field at practices and games and to discuss the protocol and policy that the district has enacted. Providing education within the community will offer the residents and parents of athletes an opportunity to ask questions and voice their concerns on the topic of brain injury and concussions. When it comes to concussions, everyone needs to be aware of the potential dangers and remember that a concussion is a brain injury. Whenever anyone has a doubt about a student athlete with a concussion, **SIT THEM OUT and have them see the appropriate healthcare professional!**

Holyoke Public Schools
MEMORANDUM

TO: Mr. David L. Dupont, Superintendent of Schools

FROM: David A. Lawrence, Director of Human Resources

DATE: December 19, 2011

RE: New Appointments

NAME SCHOOL ASSIGNMENT DATE OF HIRE

Teachers

Beth-Ann Jacobs Goff	CFE	Biology Teacher	December 8, 2011
Gary Duffy	Dean	Graphic Communication Vocational Instructor	January 3, 2012
Mary Ann Moses	Sullivan	Special Education RISE Teacher	December 12, 2011
Sharon Santana	Kelly	Science Teacher	January 3, 2012

Paraprofessional

Abby Baumann	Metcalf	Special Education Paraprofessional	December 1, 2011
Christian Ramos	McMahon	Special Education paraprofessional	December 13, 2011
Kathleen Magoon	E.N. White	Special Education Paraprofessional	November 29, 2011
Tamara O'Connell	Peck	Special Education Paraprofessional	December 19, 2011

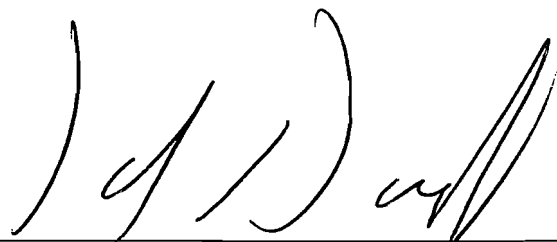
Coach

Stephen Konstantinidis	Dean	Assistant Wrestling Coach	Winter Season 2012
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Cafeteria

Alison Wright	HHS	Cafeteria Helper	November 14, 2011
Camille Lopez	Kelly	Assistant Cook	November 16, 2011
Christine Cauley	Metcalf	Assistant Cook	November 14, 2011
Jose Hernandez	Dean	Cafeteria Helper	November 16, 2011
Michelle Peterson	CFE	Cafeteria Helper	November 14, 2011
Minerva Aponte	HHS	Cafeteria Helper	November 16, 2011
Myrna Jusino	E.N. White	Cafeteria Helper	November 14, 2011
Tammy Deschaine	CFE	Cook	November 8, 2011

I approve and accept:



 Mr. David L. Dupont, Superintendent of Schools

Holyoke Public Schools
MEMORANDUM

TO: Mr. David L. Dupont, Superintendent of Schools

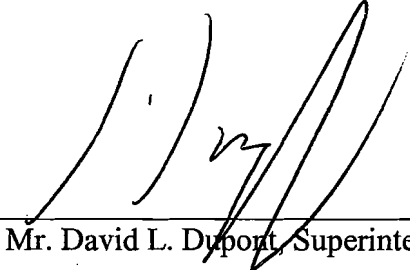
FROM: David A. Lawrence, Director of Human Resources

DATE: December 19, 2011

RE: Extended Time Programs

<u>NAME</u>	<u>ASSIGNMENT</u>	<u>PROGRAM</u>
Amanda Johannson	Teacher	Saturday School – HHS
Animesh Bose	Teacher	MCAS Connection – HHS
April Duguay	Mentor	HHS
Ben Feldman	Teacher	MCAS Connections - Dean
Brigetann Reilly	Teacher	MCAS Connections - Dean
Cheri Cluff	Teacher	MCAS Connection – HHS
DiMarie Cartagena	Teacher	Family and Literacy Support Program @ Sullivan
Elicia Andrews	Teacher	MCAS Connection – HHS
Elizabeth DeJesus	Teacher	Saturday School – HHS
Elizabeth Flores	Teacher	Saturday School – Dean
Evelyn Acevedo	Paraprofessional	Family and Literacy Support Program @ Sullivan
Gary Baldwin	Teacher	MCAS Connections - Dean
Henry O’Roark	Lead Teacher	MCAS Connection – HHS
Jennifer Bigelow	Teacher	MCAS Connections - Dean
Jose Plaud	Teacher	MCAS Connection – HHS
Kevin Willard	Teacher	MCAS Connections - Dean
Marc Feinberg	Teacher	MCAS Connection - HHS
Marie Mew	Teacher	MCAS Connection - HHS
Patricia Kmon	Lead Teacher	MCAS Connections - Dean
Peter Flynn	Teacher	MCAS Connections - Dean
Sarah Pacheco	Teacher	Saturday School – Dean
Stephen Morneau	Lead Teacher	Saturday School – Dean
Thomas Noga	Teacher	MCAS Connections - Dean

I approve and accept:



 Mr. David L. Dupont, Superintendent of Schools

Holyoke Public Schools
MEMORANDUM

TO: Mr. David L. Dupont, Superintendent of Schools
FROM: David A. Lawrence, Director of Human Resources
DATE: December 19, 2011
RE: Retirements

Name School Assignment Date of Retirement Years of Service

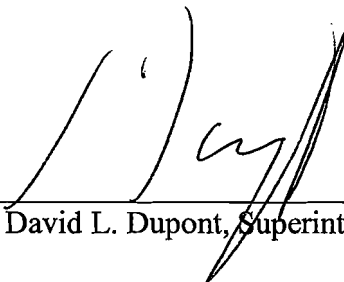
Teachers

David Pueschel	Dean	Science/Math Teacher & Department Head	December 31, 2011	13
Isabel Sabino	Peck	Teacher - Alternative Learning Center	December 30, 2011	17

Paraprofessional

Juanita Perez	Metcalf	Special Education Paraprofessional	December 30, 2011	23
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I approve and accept:



Mr. David L. Dupont, Superintendent of Schools

