

LEGISLATIVE COMMITTEE MINUTES

SB584

Bill as
Introduced

SB 584 - AS INTRODUCED

2020 SESSION

20-2888

06/01

SENATE BILL

584

AN ACT

relative to policies for students with head injuries.

SPONSORS:

Sen. Watters, Dist 4; Sen. Rosenwald, Dist 13; Sen. Giuda, Dist 2; Sen. Kahn, Dist 10; Rep. Cordelli, Carr. 4; Rep. Ladd, Graf. 4; Rep. Grassie, Straf. 11

COMMITTEE:

Education and Workforce Development

ANALYSIS

This bill requires the department of education to collaborate with the Brain Injury Association of New Hampshire to develop a return to learning policy and plan for students with concussions and brain injuries.

Explanation:

Matter added to current law appears in ***bold italics***.

Matter removed from current law appears [~~in brackets and struck through.~~]

Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

SB 584 - AS AMENDED BY THE SENATE

02/13/2020 0479s

2020 SESSION

20-2888
06/01

SENATE BILL **584**

AN ACT relative to policies for students with head injuries.

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COMMITTEE: Education and Workforce Development

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This bill requires the department of education to collaborate with the Brain Injury Association of New Hampshire to develop a return to learning policy and plan for students with concussions and brain injuries.

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Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

Amendments

Sen. Kahn, Dist 10
January 31, 2020
2020-0360s
06/01

Amendment to SB 584

1 Amend RSA 200:63, II as inserted by section 1 of the bill by replacing it with the following:

2

3 II. The school board of each school district shall adopt a concussion and traumatic brain
4 injury return to learning policy school education program.

UNAPPROVED

Education and Workforce Development
February 4, 2020
2020-0479s
06/01

Amendment to SB 584

1 Amend RSA 200:63, II as inserted by section 1 of the bill by replacing it with the following:

2

3 II. The school board of each school district shall adopt a concussion and traumatic brain
4 injury return to learning policy school education program.

Committee Minutes

SENATE CALENDAR NOTICE

Education and Workforce Development

Sen Jay Kahn, Chair
 Sen Jeanne Dietsch, Vice Chair
 Sen Jon Morgan, Member
 Sen Ruth Ward, Member
 Sen David Starr, Member

Date: January 15, 2020

HEARINGS

	Tuesday	01/21/2020
	(Day)	(Date)
Education and Workforce Development	Legislative Office Building 103	9:00 a.m.
(Name of Committee)	(Place)	(Time)
9:00 a.m. SB 454	relative to the screening date for dyslexia.	
9:15 a.m. SB 583	relative to the addition of climate and environmental sciences to the criteria for an adequate education.	
9:45 a.m. SB 584	relative to policies for students with head injuries.	
10:15 a.m. SB 624-FN-LOCAL	establishing a school marshals program.	
10:30 a.m. SB 625-FN-A	relative to kindergarten funding.	

EXECUTIVE SESSION MAY FOLLOW

Sponsors:

SB 454	Rep. Rooney	Rep. Hayward
Sen. Bradley		
SB 583	Sen. Morgan	Sen. Rosenwald
Sen. Watters	Sen. Hennessey	Sen. Fuller Clark
Sen. Kahn	Rep. Moffett	Sen. Sherman
Sen. Levesque		Sen. Dietsch
SB 584	Sen. Rosenwald	Sen. Giuda
Sen. Watters	Rep. Ladd	Rep. Grassie
Rep. Cordelli		Sen. Kahn
SB 624-FN-LOCAL	Sen. Bradley	Rep. Vallone
Sen. Morgan		
SB 625-FN-A	Sen. Morse	
Sen. Birdsell		

Tricia Melillo 271-3077

Jay Kahn
Chairman

Senate Education and Workforce Development Committee

Tricia Melillo 271-3077

SB 584, relative to policies for students with head injuries.

Hearing Date: January 21, 2020

Members of the Committee Present: Senators Kahn, Dietsch, Morgan, Ward and Starr

Members of the Committee Absent : None

Bill Analysis: This bill requires the department of education to collaborate with the Brain Injury Association of New Hampshire to develop a return to learning policy and plan for students with concussions and brain injuries.

Sponsors:

Sen. Watters
Sen. Kahn
Rep. Grassie

Sen. Rosenwald
Rep. Cordelli

Sen. Giuda
Rep. Ladd

Who supports the bill: Senator Cindy Rosenwald, Senator Bob Giuda, Senator David Watters, Representative Polly Campion, Representative Rick Ladd, Bonnie Dunham, Bebe Casey, Davida Rubin-Baker, Steven Wade, Jonathan Lichtenstein, Jennifer Parent-Nichols, Ted Stachulski, Cassandra Snow, Tracey Wells, Emily Guay, Carolann Wais, Teresa Rosenberger

Who opposes the bill: None

Summary of testimony presented in support:

Senator Watters

- The goal of this legislation is to strengthen the states concussion law to be more in line with new best practices.
- It will strengthen the law in two areas; the impact of a concussion on a student's return to the classroom environment and recognition that concussion affects both student athletes and non-athletes alike.
- Current law focuses on youth sports and student athletes.
- Since that law passed 10 years ago, it is now known that the most crucial issue affecting students recovering from concussion is not the impact on athletic performance, but more importantly, the impact on learning and the return to the classroom.
- The school policy on return to play focuses on the healing process and re-injury.
- The impact on learning is not as visible.
- The current law refers to the gradual return to playing field
- The return to the classroom should be gradual as well and students should not return to sports until they have fully recovered in the classroom.

- Students need an individualized concussion learning recovery plan one that considers accommodations from teachers.
- Teachers need to be supported in helping them adjust to those accommodations, to gradually get the student to 100 percent recovery.
- In the last 10 years it has become obvious that the problem goes beyond student athletes.
- Motor vehicle crashes, falls, and recreational activities are all contributors to youth concussion.
- Students often face significant learning problems when returning to school.
- Their recovery needs to be based on current best practice of a graduated return to learning process.
- Parents and teachers often do not know where to turn for help in managing the academic recovery process.
- This bill is based on model legislation and national best practice by working collaboratively with the Brain Injury Association of NH and the Department of Education.
- The heart of the bill is the School Board adopting a return to school plan created by the DOE.
- This will help avoid the unfunded mandate, so each school does not need to go out and find their own information or process.
- Also, it provides the standardized training and education that will be successful statewide.
- The same process was used with child sexual abuse training and policies.
- The plan was developed through the DOE and other experts in the field.
- Senator Starr asked what the Department of Education knows about brain injury and concussions and shouldn't it be doctors with medical training creating the plan.
- Senator Watters replied that on line 5 it states that the DOE shall collaborate with the Brain Injury Association of NH. He does not expect medical professionals to develop curriculum. This plan will have best practices from the medical professionals and best practices from the education professionals.
- Senator Starr questioned if DOE will write the policies.
- Senator Watters replied that statute gives them the authority to write the policies for anything that happens at the school level.
- Senator Dietsch asked if DOE was writing a plan for the medical recovery or the education recovery. after.
- Senator Watters replied that on line 6 it states that the DOE is responsible for a return to learn policy. He would expect a policy that considers what the clinicians best practices offer. They will tell the Department what they should consider when developing the brain injury plan.

Ted Stachulski – NH Brain Injury Council

- This bill is important to him because he was brain injured when he was a student athlete and there were not any return to play or return to learn protocols.
- He sustained a total of 13 concussions throughout his time as a student athlete.
- After sustaining 2 concussions within a week while playing tackle football his junior year, he had to quit the team because he was severely injured.
- Lack of brain injury education prevented his coaches, trainers and teammates from recognizing that he was injured and therefore did not help him.
- He was shunned as a quitter and, at that point, he was an outcast.

- In pop warner football they hit helmets 5 nights a week all season long.
- Because of his injuries he developed a drug and alcohol problem. He was never taught that he was a student first and an athlete second.
- With no help or understanding from anyone, and brain injuries that prevented him from doing his schoolwork, he uncharacteristically dropped out of Salem High School.
- Students with brain injuries need friends and support after the doctor is done treating them.
- He was enrolled in Pinkerton Academy in Derry, but once again had to drop out because he had no educational, medical, or peer support.
- Without the support from his teammates or classmates he attempted suicide with a shotgun. Luckily, a family member knocked the gun out of his hands as it went off.
- During his second junior year, peer pressure, family and coaches coaxed him back into playing tackle football while he was still suffering from post-concussion syndrome.
- A knee injury saved his brain from further injury.
- He has been supporting veterans with injuries and athletes with brain injuries.
- It is important for a child to get the support that they need to get back in the classroom after their brain has been given two weeks to heal.
- He hears from parents all over the state whose children get non-sports related concussions. No matter how you get the concussion you need help to get back in the classroom.
- Chalk Talk rooms have been very helpful to students trying to return to school after a head injury. It is a place where they can ease back into classwork with classmates that can support them.
- Mr. Cox, the Athletic Director at Salem High School told him that they finally take concussions seriously and are better off with the combination of return to play and return to learn protocols.
- Brain injury causes emotional and cognitive changes which causes suicidal thoughts.
- He knows a lot of parents that have children that have committed suicide due to a brain injury.
- This is not return to learn policy legislation this is suicide prevention legislation.
- Senator Kahn asked what his role is within the Brain Injury Association.
- Mr. Stachulski stated that he is not an employee there he is a brain injury survivor. He is involved with the NH Brain and Spinal Injury Council.

Steven Wade – Executive Director Brain Injury Association of NH

- The Brain Injury Association has 2000 member families and caregivers.
- They are mostly families that have experience with a brain injured student.
- This bill will strengthen the state's youth concussion law to help improve children's recovery from pediatric brain injury.
- Concussions are not a medical issue so much as they are a behavioral issue.
- It has been almost 10 years since the return to play bill passed.
- The most critical issue now is the increased awareness of the impact of a concussion on a student's learning and academics.
- The bill suggests that there be a gradual return to the classroom and teachers be trained to help support what the student needs when they do return.
- The key to a good outcome from brain injury is the gradual return to schoolwork.
- Thinking and emotions are what is affected with a brain injury.
- They have looked at a variety of model legislation from states that have return to learn protocols.

- Having the Department of Education work with the experts to create a broad protocol that schools could adapt and utilize is in the best interest of NH students.
- Each year there are on average over 6,000 hospital emergency department discharges for youth concussion in the state. This is according to a recent DHHS report.
- Most will resolve quickly but a handful do not and need time to heal properly.
- Teachers are now being trained to support students which is a critical part of recovery.
- Senator Ward asked him how he feels about return to sports protocols.
- Mr. Wade replied that the best practice nationally is for the student to not return to sports until they have returned to the classroom.
- Senator Kahn asked if the Brain Injury Association is working with the Department of Education on protocols and is there anyone else he would suggest should be involved.
- Mr. Wade stated that there is a broad spectrum of clinicians that are stakeholders in this process. Pediatric Neurosurgeons and Pediatric Neurologists provide great support. Others would be, parents of students with brain injuries, occupational and physical therapists, and neuro psychologists.

Davida Rueben Baker

- She is a nurse attorney from Bedford.
- The Bedford school district already has a return to learn policy.
- Her child had a non-sports related concussion.
- He is doing well now, but only because of how great the school's protocols are.
- He and his brother hit heads and it took him a full year to recover which is not typical, but everyone heals differently.
- When he returned to school he had 504 plan to go back gradually and that is why he is successful today.
- The Bedford protocol works well. The injured student is excused from school and schoolwork for two weeks and they are monitored when they come back.

Jennifer Parent Nichols – Clinical Associate Professor, Tufts University

- In her roles as an educator, clinician, and a member of the Chalk Talk Team, she has seen first-hand the positive impact of the appropriate and early management of a traumatic brain injury.
- When she has been educating teachers on the graduated, stepwise, program for return to learn, they have been receptive and eager to learn how to meet the needs of students when they return to the classroom.
- When provided with appropriate information and their own supports, the educational system has the capacity to have a positive impact on students' success in returning to the classroom after a traumatic brain injury.

Jonathan Lichtenstein – Director of Pediatric and Sports Neuropsychology, Dartmouth-Hitchcock Medical Center

- He specializes in the concussion management of children and adolescents.
- He directed a federally funded demonstration project here in NH between 2014-2018 called Concussion Chalk Talk.
- This program focused on implementing return to learn protocols in middle and high schools and providing education on best practices for concussion.
- They were able to demonstrate that return to learn plans are feasible and beneficial.

- The graduated stepwise protocols provide formal guidance to students, teachers, parents, and administration, allowing for all team members to have a common language around recovery.
- The processes work best when they are individualized to each student.
- Concussion's impact upon cognition and emotion cannot be underscored.
- Schools need formal guidance on how to best reintegrate the student returning from brain injury to their learning environment.
- Providing education specific to concussion, adjustments that teachers have to make will be even more effective.
- Senator Kahn asked if he is a member of the Brain Injury Association.
- Mr. Lichtenstein stated that he is a board member.
- Senator Kahn asked if he believes that the membership is broad enough to provide the expertise needed to the Department of Education.
- Mr. Lichtenstein stated that he believes so and he is willing to help in any way he can.
- Senator Kahn asked if he thinks there are there others that should be involved in the development of the plan.
- Mr. Lichtenstein replied that Dartmouth should be, but they are represented through him in the BIA.

Cassandra Snow – President, NH Athletic Trainers' Association

- They support this bill because athletic trainers serve an important role on the concussion care team.
- In a secondary school setting, Athletic Trainers are often the first to recognize, evaluate, and initiate care for sports-related concussion.
- Recognition of concussion within the first 24-48 hours is essential.
- Early recognition, evaluation, and communication to concussion care team members are critical to individualize care and implement appropriate academic accommodations.
- Some accommodations could include cognitive rest, gradual reintroduction of academics, decreased or eliminated screen time, breaks as needed throughout the day, increased time to complete essential assignments or a 504 plan.
- She provides clinical coverage at Manchester schools and the students cannot proceed to contact sports until all their academic work is made up.
- A return to learn policy is best practice for the most successful outcome for the student-athlete.

Summary of testimony presented in opposition: None

Speakers

Senate Education and Workforce Development Committee SIGN-IN SHEET

Date: January 21, 2020 Time: 9:45 a.m.

SB 584 AN ACT relative to policies for students with head injuries.

Name/Representing (please print neatly)

Name/Representing	Support	Oppose	Speaking?	Yes	No
SEN. CINDY ROSENWALT # DISTRICT 13	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Senator Bob Ciuda SD#2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Bonnie Dunham	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Bebe Cusey	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sen. Waters	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
David Rubin-Baker	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Steven Wade	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jonathan Lichtenstein	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jennifer Parent-McNeal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rep Polly Campion Grafton # 12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Teo Stachulski	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CASSANDRA SNOW	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kang Wells	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Emily Guay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rep Rick Ladd	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input type="checkbox"/>	<input type="checkbox"/>
Carolann Wain	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	Speaking?	<input type="checkbox"/>	<input type="checkbox"/>
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Testimony

TITLE XV EDUCATION

CHAPTER 200 HEALTH AND SANITATION

Head Injury Policies for Student Sports

Section 200:49

200:49 Head Injury Policies for Student Sports. – Education is the key to identification and appropriate management of all concussions. The school board of each school district shall develop guidelines and other pertinent information and forms for student sports to inform and educate coaches, student-athletes, and student-athletes' parents or guardians of the nature and risk of concussion and head injury including continuing to play after concussion or head injury. On an annual basis, a school district or school shall distribute a concussion and head injury information sheet to all student-athletes. The Brain Injury Association of New Hampshire is available to educate and assist the public with implementing and/or updating concussion management protocols.

Source. 2012, 234:2, eff. Aug. 17, 2012. 2014, 42:1, eff. July 26, 2014.

Good morning,

My name is Jennifer Parent-Nichols and I am a clinical associate professor and the Director of Student Affairs in the Physical Therapy Program at Tufts University Medical School. Before I was a PT, I was a middle school teacher.

In my roles as an educator, as a clinician, and as a member of the Chalk Talk Team, I have seen first-hand the positive impact of the appropriate and early management of a traumatic brain injury. In my role of providing the educational portion of this graduated, step-wise program, the possibilities for the successful creation of infrastructure and programmatic implementation of supports for students returning to the classroom has been clear. Teachers in these trainings have been receptive and eager to learn more to meet the needs of students and to learn how many of the techniques they are already using within their classroom are appropriate when applied to this population of students. In short, when provided with appropriate information and their own supports, the educational system has the capacity to have a positive impact on student's success in returning to the classroom after a traumatic brain injury.

Senator Jay Kahn, Chair
Senator Jeanne Dietsch, Vice Chair
Education and Workforce Development Committee

Cassandra Snow - President
New Hampshire Athletic Trainers' Association

Tuesday, January 21, 2020

Support for SB584, AN ACT relative to policies for students with head injuries.

Mr. Chairman and members of the committee, my name is Cassandra Snow and I am representing the New Hampshire Athletic Trainers' Association as President. We support this bill because athletic trainers are health care professionals trained in the management of sports-related concussion and serve an important role on the concussion care team. When present in the secondary school setting, athletic trainers are often the first to recognize, evaluate, and initiate care for sports-related concussion.

Recognition of concussion within the first 24-48 hours following injury is essential. Athletic trainers can use standardized concussion assessments to facilitate appropriate diagnosis. Furthermore, athletic trainers can communicate the results of the evaluation to the student-athlete's primary care provider, other health care professionals as appropriate, and school officials. Therefore, early recognition, evaluation, and communication to concussion care team members are critical to individualize care and implement appropriate academic accommodations to optimize patient outcomes. Some accommodations could include cognitive rest, a gradual reintroduction of academics starting with half days as tolerated, decreased or eliminated screen time, no standardized testing, breaks as needed throughout the day, increased time to complete essential assignments, or a 504 plan.

Part of the recovery process following a sports-related concussion is a return to academics, or return to learn. Athletic trainers in secondary school settings monitor student-athletes recovering from concussion regularly and maintain communication with the concussion care team so all understand the student-athlete's status and specific academic needs.

Recovery from a concussion is multifaceted and should include an individualized, delineated return to learn policy for the most successful outcome for the student-athlete.

Thank you for your time and this opportunity to testify.

Support for SB 584

Good Morning. My name is Jonathan Lichtenstein and I am the director of pediatric and sports neuropsychology at Dartmouth-Hitchcock Medical Center. I specialize in the concussion management of children and adolescents, both as clinician and researcher.

I directed a federally-funded demonstration project here in New Hampshire between 2014-2018 called Concussion Chalk Talk. The program focused on implementing return to learn protocols in middle and high schools and providing education on best practices for concussion. This project was in partnership with BDS and the BIANH. We were able to demonstrate that return to learn plans are feasible and beneficial. These graduated stepwise protocols provide formal guidance to students, teachers, parents, and administration, allowing for all team members to have a common language around recovery. Importantly, these processes work best when they are individualized to each student. Concussion's impact upon cognition and emotion cannot be underscored. Our schools need formal guidance on how to best reintegrate the student returning from brain injury to their learning environment.

Along the same lines, education to schools regarding concussion management principles is paramount to the success of recovering students. Many teachers already enact so many of the adjustments needed following concussion for their students everyday. By providing education specific to concussion those adjustments will be even more effective. The feedback we received from our school program was very positive from teachers, parents, and administrators.

Finally, Chalk Talk also served all students with concussion, not just athletes. This is a key issue. Non-athletes with brain injury need advocacy in the school, and they require the same return to learn programming as athletes.

I support SB 584.

SB 584

The goal is to strengthen New Hampshire's current school concussion law, to be more in-line with new best practice. Specifically to strengthen our current law in two areas:

- I. The impact of a concussion on a student's return to the classroom/learning environment.
- II. Recognition that concussion affects both student athletes and non-athletes alike.

I.

Our state's current school concussion law focuses on youth sports and the student athlete. Since this law was passed nearly 10 years ago, we now know that the most crucial issue affecting students recovering from a concussion is not the impact on athletic performance, but much more importantly, the impact on learning and the return to the classroom.

The current law refers to a graduated return to the playing field. Likewise, we now know that a graduated return to the classroom/schoolwork is critical to academic recovery from a concussion. Students should not begin to return to sports until they have fully recovered in the classroom.

We also now know that each student needs an individualized concussion learning recovery plan. A plan that considers adjustments to the student's day and classroom teacher accommodations. We need to support teachers in their important role in helping to manage the concussion learning recovery process:

- Timely communications between teachers, parents and clinicians.
- Implementation of adjustments to the student's day and learning accommodations.
- Gradual return to 100% classroom work post-concussion.

II.

Since our current sports concussion law was passed, we are much more aware of the fact that concussions impact both student athletes and non-athletes. In fact, there are at least as many students who sustain a concussion each year outside of organized school sports. Motor vehicle crashes, falls, and recreational sports activities are all major contributors to youth concussion. These students often face significant learning challenges when returning to school. Their recovery also needs to be based on current best practice on a graduated return to learning process. There is often a big disconnect between their clinical medical care and its impact on the classroom learning environment. Parents and teachers often do not know where to turn for help in managing the academic/classroom recovery process.

Conclusion/summary:

SB 584 is based on model legislation and national best practice, by bringing together the Brain Injury Association of New Hampshire and the NH Departments of Education, to work collaboratively through a public-private partnership to help schools strengthen their ability to help students return to the classroom after a concussion. Student athletes and non-athletes alike.

From: Traci Fairbanks <traci_fairbanks@yahoo.com>
Subject: Cheshire County nurse supports SB 584
Date: January 16, 2020 at 8:28:38 PM EST

To the dedicated senators and representatives,

Please accept this written testimony in **support of SB 584**, relative to policies for students with head injuries.

Concussions are a form of traumatic brain injury (TBI) and can result in a constellation of symptoms and deficits that wax and wane over time. There are many ways that TBI impairs functioning, one of the most common being neurocognitive impairment. Common neurocognitive domains include executive functioning, perceptual-motor functioning, language, attention, social cognition, learning and memory. Children with TBI have been found to have significant academic difficulties characterized by deficits in academic achievement and school failure. As a practicing school nurse, it is particularly distressing to know that students who sustain less severe injuries often fail to receive school accommodations despite health care provider recommendations that they be made available for several weeks to months post-injury.

Increasing in prevalence, concussions are both of medical and educational concern. Understanding the potential effects of concussions on learning, and an appropriate management of the return-to-learn process, is critical for helping students in their recovery. Many issues can arise during the medical to school transition. Oftentimes, provider to school communication is not established and the educational expectations for the student are unrealistic. Much of the frustration and confusion related to returning to school could be avoided with proper planning. SB 584 includes recommendations for school-based concussion and brain injury in-service training as well as requiring school districts to adopt return-to-learn programs.

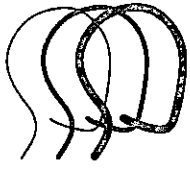
Presently, NH laws are designed to protect only student-athletes, effectively excluding students who sustained head injuries through non-sport-related mechanisms. Commonly referred to as Return-to-play laws, Sections 200:49 and 200:50 are limited to the following:

- Educating and informing players, parents and coaches of the risks for concussion
- Directing school districts to develop guidelines regarding a student's continued **play** after sustaining a head injury
- Empowering school officials to immediately remove an athlete from play if they suspect the student has sustained a head injury during practice or a game
- Requiring clearance from a health care provider and written parental permission prior to returning to play

By supporting SB 584, you will be offering protection to **all** of New Hampshire's students, not just the student athletes in grades 4 through 12 who injured themselves playing a school-sponsored sport. Furthermore, you will be supporting students in returning to their **full academic program**, not just returning them to a team roster. As a public-school nurse and mother of a graduated 3-sport athlete, I urge you to support SB 584.

Respectfully submitted,

Traci Fairbanks, RN
West Chesterfield, NH



January 21, 2020

Senator Jay Kahn
Chair, Senate Education and Workforce Development Committee
State House Room 115
107 North Main Street
Concord, NH 03301

Dear Chairman Kahn and members of the Senate Education and Workforce Development Committee,

On behalf of the Brain Injury Association of New Hampshire's 2,000 member families and caregivers, we urge your support of SB 584 to strengthen our state's youth concussion law to help improve children's recovery from pediatric brain injury.

Our current state youth concussion law no longer represents best practice concussion management of return to school/learning after a concussion. There have been tremendous changes and advances in youth concussion management in recent years. Most critically, increased awareness of the impact of a concussion on a child's learning and academics.

Most youth concussion resolve over time. However, not following best practice protocols on a gradual return to the classroom and academics can adversely affect and lengthen the recovery process. Attached is the story of Brooke Mills from Pembroke, and her struggle with post concussive syndrome. Brooke and her mom Stephanie have become student-parent advocates for raising awareness about youth concussion and of the importance of following best practice recovery protocols.

In closing, we wish to share with you the fact that pediatric youth concussion is much more prevalent in New Hampshire than first thought. Each year there are on average over 6,000 hospital emergency department discharges for youth concussion in the state. This according to the NH DHHS report: *Traumatic Brain Injury Occurrence and Mortality in New Hampshire Surveillance Data*.

Thank you for considering our request for your support of SB 584. We stand ready to answer any additional questions you may have about pediatric brain injury/youth concussion.

Sincerely,

Steven D. Wade
Executive Director



BRAIN INJURY ASSOCIATION
OF NEW HAMPSHIRE

Non-Profit 501 (C) (3) 02-0397683
Phone: (603) 225-8400
Fax: (603) 228-6749
Family Helpline: (800) 773-8400
Office Hours: 8:30 - 4:30 (M-F)
Information & Resources (only) (800) 444-6443

THE VOICE OF BRAIN INJURY –
Help, Hope and Healing
ISSUE #74, SUMMER 2019

THE BRAIN INJURY ASSOCIATION OF NEW HAMPSHIRE
52 Pleasant Street
Concord, NH 03301
CHANGE SERVICE REQUESTED

Nonprofit
Organization
U.S. Postage
PAID
Concord, NH
03301
Permit No. 1665

HEADWAY

NEWSLETTER



GOING GREEN? If you would like to receive the *HEADWAY* Newsletter by email, please contact renee@bianh.org

IN THIS ISSUE!	Mother-Daughter Duo Receive Award.....	Page 1	Meet The Artist	Page 11
	President's & Executive Director's Messages.....	Page 2	Disability Rights Center	Page 12
	Mother-Daughter Duo Receive Award (cont'd).....	Page 3	Spotlight on Krempels	Page 13
	36th Annual Brain Injury & Stroke Conference.....	Page 4-5	Bike Safety Rodeos in Local Towns	Page 14
	33rd Annual Walk by the Sea!.....	Page 6	Strangulation, Domestic Violence, and Brain Injury.....	Page 15-17
	NCIL Happenings and Celebrating 25 Years!.....	Page 7	13th Annual Caregivers Conference	Page 17
	INSIGHTS	Page 8	Plymouth Brain Injury Support Group Reopens	Page 18
	Golf Tournament - Save the Date.....	Page 9	Support Groups.....	Page 19
	Bowling for Brain Injury - Register to Play.....	Page 10	Members And Donors	Page 20

MOTHER-DAUGHTER DUO RECEIVE AWARD

By Sarah Kilch Gaffney

At the 36th Annual BIANH Brain Injury and Stroke Conference, held on Wednesday, May 15, 2019, in Concord, NH, BIANH Board President Freddi Gale presented Brooke & Stephanie Mills with the 2019 Ellen Hayes Award. The Ellen Hayes Award is BIANH's top award and is given for exceptional volunteer work on behalf of people with brain injury, their families, and caregivers.

Ellen Hayes was a founding member of BIANH, becoming involved after her son Curtis suffered a traumatic brain injury, and she gave generously of her time and talent to help other parents challenged by brain injury. BIANH gives the Ellen Hayes Award annually to individuals who best embody Ellen Hayes by giving of themselves to help others.

On March 13, 2014, at the age of 13, Brooke Mills was struck in the head during her high school gym class and lost consciousness. She was diagnosed with a concussion and subsequently post-concussive syndrome, but at the time no one understood how severe the impact would be on Brooke's physical, cognitive, and emotional health. Long after it was anticipated that her symptoms would resolve, Brooke still suffered from debilitating fatigue, headaches, dizziness, and



light sensitivity. She struggled with academics and her personality changed. Some of her teachers were critical as her symptoms lingered for months, and she lost friendships and faced teasing from her peers. Brooke's entire life had been turned upside down by her concussion.

Concussions are a type of mild traumatic brain injury that affect how your brain functions. For many, symptoms are mild and temporary, but for some, like Brooke, their symptoms can last for years and possibly even be life-long. "I knew so little about concussions," Brooke explained, "I was a dancer and had never played competitive sports. Everyone around me lacked the knowledge: my mom had to research symptoms; my teachers didn't know how to handle the situation; and my dancing friends didn't understand what I was going through." After it became clear that Brooke's symptoms were not resolving, her family supported her to find the care she needed, eventually traveling to the Carrick Brain Center in Atlanta for treatment.

Lack of knowledge across the board—from her initial medical team, family, and

Continued on page 3

Continued from page 1- Mother-Daughter Duo Receive Award



peers—made Brooke want to spread the word about concussions and raise awareness about the signs and symptoms. Fast forward five years and Brooke, along with her mother Stephanie, have taken Brooke's accident and experience and turned it into a way to teach the world about concussions and brain injuries. In addition to their education and awareness efforts, they are also working to instill hope in other brain injury survivors and families. The message that survivors and families are "not alone" is key to Brooke and Stephanie's mission.

In 2014, just a few months after her injury, Brooke created "Lessen the Impact," a volunteer program through which she has offered peer-to-peer education, outreach, fundraising, and awareness efforts. She has presented to students, run outreach tables at local events, been interviewed on the radio, and created public service announcements. One of her latest presentations even includes "concussion goggles," which give participants the opportunity to experience a simulated concussion.

If there is a way to get the word out about concussion awareness, Brooke is game, but she enjoys the direct outreach to students and schools the most and being able to speak to high school and middle school students and share her story in a way they can relate to has been a huge part of her efforts. "I love giving presentations to students," Brooke said. "My favorite part is when students come up after a presentation to share their own story or ask about how they can better support others. That's how I know I've really made an impact."

Both Brooke and Stephanie are enthusiastic beauty pageant participants. Stephanie was crowned Ms. America in 2014 and spent her 2014-2015 year of service promoting concussion awareness. Brooke has competed in the Miss New Hampshire competition for three years and holds the title of Miss Winnepesaukee. Through her pageant competitions, Brooke has



received scholarship funds to support her academic endeavors and she often uses the pageant stage as another platform to speak publicly about brain injury.

Later in 2014, Stephanie and Brooke also started the "Beauties Bowling for Brain Injury" event, now in its sixth year. Since its inception, the event has raised thousands of dollars for research, education, and the funding of a high school pilot program in New Hampshire. For Brooke, it's been a great way to bring together her two passions: beauty pageants and concussion awareness. The sixth annual "Beauties Bowling for Brain Injury" event will take place on July 21, 2019, at Boutwell's Bowling in Concord. The event is a great way to come together and spend an afternoon bowling for a good cause.

Determined to continue increasing awareness around concussions, in 2015 Brooke worked with New Hampshire Governor Maggie Hassan's office to declare a "New Hampshire Concussion Awareness Day." Next she set her sights on the national level and, in 2016, she partnered with the Brain Injury Association of America to declare a "National

Concussion Awareness Day," which now takes place in September of each year.

In addition, for the last two years in a row, Brooke and Stephanie have traveled to Washington, D.C. to participate in "National Brain Injury Awareness Day," spending time talking with senators and congress people about brain injury advocacy and awareness. Brooke, now 20, is a neuroscience and behavior major in her junior year at the University of New Hampshire and plans to continue her studies to follow in Stephanie's footsteps and become a chiropractor.

Despite the immense impact Brooke and Stephanie have had on concussion and brain injury awareness both in New Hampshire and on a national level, they were both shocked to receive the 2019 Ellen Hayes Award. "I've been a volunteer my entire life," Stephanie said, "it's a way of life for me and I've tried to teach my children that as well." She added, "When you're enriching other people's lives, it enriches your own. When you're volunteering and helping to bring light to others, it also helps you work through things in your own life. Brooke's concussion was so severe and life-changing, and we had to make something positive out of it."

The New Hampshire brain injury community is fortunate to have Brooke and Stephanie's energy, dedication, and inspiration to show how the actions of volunteers can have an extraordinary impact on individuals and the community. Congratulations to Brooke and Stephanie Mills, recipients of the 2019 Ellen Hayes Award.

You can learn more about Brooke and Stephanie's efforts at www.lessentheimpact.org and more information about the "Beauties Bowling for Brain Injury" event can be found at www.bianh.org.

David Watters

From: Ted Stachulski <tstachulski@gmail.com>
Sent: Tuesday, January 07, 2020 4:18 PM
To: David Watters; Cindy Rosenwald; Bob Giuda; Jay Kahn; Glenn Cordelli; Rick Ladd; Chuck Grassie
Subject: SB584 - My Personal Story

Dear Honored Sponsors and Supporters of SB584,

I'm Ted Stachulski from Plaistow, New Hampshire and I'm writing to you in SUPPORT of SB584 - Relative To Policies For Students With Head Injuries.

http://www.gencourt.state.nh.us/bill_status/bill_status.aspx?lsr=2888&sy=2020&txtsessionyear=2020&txtbillnumber=SB584&sortoption=

I currently serve on the NH Brain and Spinal Cord Injury Advisory Council (BSCIAC) and I previously served on the NH Injury Prevention Advisory Committee (IPAC). I'm a former multi-sport youth athlete, Marine Corps Veteran, Traumatic Brain Injury Survivor, creator of the Veterans Traumatic Brain Injury Survivor Guide, Veterans Outreach Specialist, and an advocate for brain injury survivors, their family members and caregivers. In 2007, I received a Traumatic Brain Injury Survivor of the Year award for my outstanding commitment, perseverance and advocacy within the brain injury community on a local and national level. In 2019, I was awarded the HOPE HERO AWARD for my continued advocacy and educating the public about concussions / Traumatic Brain Injuries. I'm also a member of the Krempels Center, a nonprofit organization located in Portsmouth, New Hampshire, dedicated to improving the lives of people living with brain injury from trauma, tumor or stroke.

SB584 is very important to me because when I was brain injured several times in my youth, there weren't any concussion Return to Play or Return to Learn protocols to help me reintegrate back into sports or into the classroom. After sustaining 2 concussions within a week while playing tackle football my Junior year, I ended up quitting tackle football because I was severely injured. Stigma prevented me from telling anyone about my concussions / brain injuries and a lack of brain injury education prevented my coaches, trainers, and teammates from recognizing I was injured and therefore couldn't help me. I was shunned as a quitter by my teammates and coaches. The back to back brain injuries prevented me from being able to do my schoolwork, so I uncharacteristically dropped out of Salem High School.

A few weeks later I was enrolled into Pinkerton Academy in Derry, New Hampshire, but once again I had to drop out because I had no educational, medical, or peer support. I became suicidal because I was severely depressed and no longer had my teammates and classmates for support. A few months after dropping out of Pinkerton Academy, I attempted suicide with a shotgun because a family member had left one unattended in the home that I was living in at the time. Lucky for me, that family member knocked the shotgun out of my hands as it went off. I wouldn't be alive today if he hadn't done that.

Peer pressure, family members, and coaches coaxed me back into playing tackle football the beginning of my 2nd stint at my Junior year of high school while I was still suffering for Post Concussion Syndrome (PCS). **I was back on the football field for double session practices 2 weeks prior to even entering a classroom in September when school officially started! For my protection, safety, mental and physical health, and many other reasons that should've never happened to me!**

Everyone involved with the Return to Play sports concussion laws know they are basically a limited liability waiver for adults who facilitate school sports in exchange for giving some concussion information to parents and students and the signing of a waiver which they never read. It put the cart before the horse as it pertains to being a STUDENT first and an ATHLETE second. We can right that wrong with the passage of SB584!

SB584 will help create policies like other States have passed which make brain injured children succeed in the classroom before going back to playing sports.

Policies to prevent ALL brain injured student from K through 12 from having to sit at home alone without any friends to support them as they suffer with anxiety and depression as a result of their concussions.

Policies that will teach educators and school nurses how to set up a "Chalk Talk" room so that children can go to school and slowly ease into classwork at their own pace while their concussion symptoms subside (instead of sitting in a nurse's office not doing anything while surrounded by sick children). A place where their classmates can be with them to support them throughout their recovery and prevent suicides!

People from all over the State that I've talked to about the Return to Learn protocol strongly support it and want it in every school from K through 12. They also strongly support the protocol be for ALL children who get concussions, not just student athletes in grades 4 through 12.

Tracy Collier, Principal at Salem High School, told me the "Chalk Talk" program has helped many students and faculty recover from concussions.

Mr. Cox, Athletic Director at Salem High School, told me they finally take concussions seriously and are better off with the combination of Return to Play and Return to Learn protocols.

Both of them told me the educational component of both protocols is invaluable to the students, school staff, and community!

The "Chalk Talk" final report shows the number of days children took to recover from a concussion DECREASED overall.

Parents and children who participated in the pilot study for the Chalk Talk program said it helped them tremendously!

High School students who didn't have a concussion, but knew someone who did, told me the Chalk Talk room gave them a place to visit with and support their friends who were suffering from a concussion.

Wherefore, I hope to hear from all of you about this important bill as I plan on testifying is support all of it until it is passed into law. If it is given a name, I hope you name it Ted's law for the young me who suffered greatly, survived a suicide attempt, persevered on my own to graduate high school, and went onto serving our great nation and who tirelessly helps and supports Brain Injury Survivors throughout the State of New Hampshire, the nation, and the world so that they and their family members can live a better quality of life.

Please help me continue to pay it forward by passing this incredible bill?

Here is a link to my personal concussion story: <https://goodmenproject.com/featured-content/in-the-dark-bbab/>

Sincerely,

Ted Stachulski
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tstachulski@gmail.com

SB 584 - AS INTRODUCED

From: "Jenkins, Meg" <mjenkins@sau73.org>

Subject: Senate Bill 584 (Head injury)

Date: January 17, 2020 at 8:14:51 AM EST

To: jay.kahn@leg.state.nh.us, david.watters@leg.state.nh.us,
cindy.rosenwald@leg.state.nh.us, bob.guida@leg.state.nh.us, glenn.cordelli@leg.state.nh.us,
ladd.nhhouse@charter.net, chuck.grassie@leg.state.nh.us

Good Morning,

My name is Meg Jenkins RN, and I am the school nurse at Gilford High School. In my 26 years I have seen a fair number of concussions, in both athletes, non-athletes and faculty and staff. They can have lifelong and life altering consequences. I am in support of this bill as I feel this is a very important subject to be addressed. My thoughts are that it will impact mostly lower grade levels, as any school that participates in the NHIAA should already have a program in place. I believe it will allow schools to bring some clarity to the process of returning a child to the classroom after a mTBI.

The bill as it stands is to the point and succinct. I hope that when the rules are written, all the stakeholders are at the table; ie the NHIAA which already has a policy in place and physicians who are experts in this area, so that a) the wheel is not reinvented and b) that there are no unintended consequences.

Thank you for standing in support of the wellbeing of our students!

~ Meg

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David Watters

From: Kathy Barth <kathybarth3@gmail.com>
Sent: Sunday, January 19, 2020 11:31 AM
To: Jay Kahn; David Watters; Cindy Rosenwald; bob.guida@leg.state.nh.us; Glenn Cordelli; Rick Ladd; Chuck Grassie
Cc: Fairbanks, Traci
Subject: support for SB584

Dear NH Legislators;

As president of the New Hampshire School Nurses' Association, I would like to agree with, and reinforce the statement of support sent by one of our Board members Traci Faribanks.

Please accept this endorsement for Traci's written testimony in support of SB 584, relative to policies for students with head injuries:

Concussions are a form of traumatic brain injury (TBI) and can result in a constellation of symptoms and deficits that wax and wane over time. There are many ways that TBI impairs functioning, one of the most common being neurocognitive impairment. Common neurocognitive domains include executive functioning, perceptual-motor functioning, language, attention, social cognition, learning and memory. Children with TBI have been found to have significant academic difficulties characterized by deficits in academic achievement and school failure. As a practicing school nurse, it is particularly distressing to know that students who sustain less severe injuries often fail to receive school accommodations despite health care provider recommendations that they be made available for several weeks to months post-injury.

Increasing in prevalence, concussions are both of medical and educational concern. Understanding the potential effects of concussions on learning, and an appropriate management of the return-to-learn process, is critical for helping students in their recovery. Many issues can arise during the medical to school transition. Oftentimes, provider to school communication is not established and the educational expectations for the student are unrealistic. Much of the frustration and confusion related to returning to school could be avoided with proper planning. SB 584 includes recommendations for school-based concussion and brain injury in-service training as well as requiring school districts to adopt return-to-learn programs.

Presently, NH laws are designed to protect only student-athletes, effectively excluding students who sustained head injuries through non-sport-related mechanisms. Commonly referred to as Return-to-play laws, Sections 200:49 and 200:50 are limited to the following:

- 1. Educating and informing players, parents and coaches of the risks for concussion*
- 2. Directing school districts to develop guidelines regarding a student's continued **play** after sustaining a head injury*
- 3. Empowering school officials to immediately remove an athlete from play if they suspect the student has sustained a head injury during practice or a game*
- 4. Requiring clearance from a health care provider and written parental permission prior to returning to play*

By supporting SB 584, you will be offering protection to all of New Hampshire's students, not just the student athletes in grades 4 through 12 who injured themselves playing a school-sponsored sport. Furthermore, you will be supporting students in returning to their full academic program, not just returning them to a team roster.

letter written by:

Traci Fairbanks, RN
NH DOE Certified School Nurse II
(603)363-8301 Extension 1006
Traci Fairbanks, RN
NH DOE Certified School Nurse II
(603)363-8301 Extension 1006

*Endorsed by,
Kathleen Barth, BSN, RN, NCSN
President NHSNA*

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REVISIONS

- 6/2015 – Freddi Gale replaces Laura Flashman as President; Robin Kenney replaces Amy Messer as VP; Scott Dow replaces Freddi Gale as Secretary; Added: Robert Carey, Patricia Ciarfella, Jay Hamel, Heather Rousseau, David Grant, Peter Isquith, Schuyler Scribner; Amy Messer removed – term expired; Joe Viana removed, term expired; Removed Student Representatives - Courtney Barlotta and Derrick Beaudin; Lisa Martel retired 8/1/2015
- Jeff Hiatt – retired; 11/02/2015
- Added: Nancy Craddock, Eldon Munson, Jr., and Lauren Weaver, 6/9/2016; Laura Decoster, David Eby, and Ellen Keith – retired 6/9/2016; Added: Caroline Sizer, 9/8/2016; January 2017 added Michael Redmond
- Added: Jennifer Field and Kris Roberts (6/8/2017); Retired: Robert Carey and William Storo (6/8/2017)
- Retired: Donna Beaudin and Peter Isquith (6/14/2018); Added Susan Tanner (6/14/2018); Retired (9/13/2018) Caroline Sizer; Removed (11/19/2018) Catherine Costanzo;
- Retired: Laura Flashman (3/11/2019); Removed Newton Kershaw
- (6/13/2019): Robin Kenney replaces Freddi Gale as President; Jerry Donovan replaces Robin Kenney as Vice President; Heather Rousseau replaces Scott Dow as Secretary; Rosalie Johnson replaces Paul Van Blarigan as Survivor Council Rep; Eldon Munson replaces Jerry Donovan as Provider Council Rep; Term Ending: Freddi Gale, Scott Dow, and Paul Van Blarigan; Retired: Nancy Craddock; Added: Jonathan Lichtenstein, Psy.D., MBA and Eric Sembrano, MD.

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Voting Sheets

**Senate Education & Workforce Development
Committee
EXECUTIVE SESSION RECORD
2020 Session**

Bill # **SB 584**

Hearing date: 1/21/20

Executive Session date: 2/4/20

Motion of: OTP Vote: _____

Committee Member	Present	Made by	Second	Yes	No
Sen. Kahn, Chair	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Dietsch, Vice Chair	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Morgan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Ward	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Starr	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5-0

Motion of: 0360s Vote: ~~4-0~~

Committee Member	Present	Made by	Second	Yes	No
Sen. Kahn, Chair	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Dietsch, Vice Chair	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Morgan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Ward	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Starr	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

5-0

Motion of: OTP/A Vote: ~~4-0~~

Committee Member	Present	Made by	Second	Yes	No
Sen. Kahn, Chair	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Dietsch, Vice Chair	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Morgan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Ward	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Starr	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Reported out by: Sen. Kahn

Notes: * vote was reconsidered after late member arrived

Committee Report

STATE OF NEW HAMPSHIRE
SENATE
REPORT OF THE COMMITTEE

Tuesday, February 4, 2020

THE COMMITTEE ON Education and Workforce Development
to which was referred SB 584

AN ACT relative to policies for students with head injuries.

Having considered the same, the committee recommends that the Bill

OUGHT TO PASS WITH AMENDMENT

BY A VOTE OF: 5-0

AMENDMENT # 0479s

Senator Jay Kahn
For the Committee

Tricia Melillo 271-3077

General Court of New Hampshire - Bill Status System

Docket of SB584

Docket Abbreviations

Bill Title: relative to policies for students with head injuries.*Official Docket of SB584.:*

Date	Body	Description
1/6/2020	S	To Be Introduced 01/08/2020 and Referred to Education and Workforce Development; SJ 1
1/15/2020	S	Hearing: 01/21/2020, Room 103, LOB, 09:45 am; SC 3
2/4/2020	S	Committee Report: Ought to Pass with Amendment # 2020-0479s , 02/13/2020; SC 6
2/13/2020	S	Committee Amendment # 2020-0479s , AA, VV; 02/13/2020; SJ 4
2/13/2020	S	Ought to Pass with Amendment 2020-0479s, MA, VV; OT3rdg; 02/13/2020; SJ 4
3/2/2020	H	Introduced 02/20/2020 and referred to Education
3/11/2020	H	==CANCELLED== Public Hearing: 03/17/2020 11:30 am LOB 207
6/30/2020	H	Vacated and Laid on Table MA VV 06/30/2020

NH House

NH Senate

Other Referrals

Senate Inventory Checklist for Archives

Bill Number: SB 584

Senate Committee: EDWFD

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

N/A 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 # 0360s ___ - amendment # _____

- amendment # 0479s ___ - 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)

___ 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:

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7/7/20
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