

July 31, 2006

Ms. Santana Thibedeau  
NH Department of Education  
State Office Park South  
101 Pleasant Street  
Concord NH 03301

Dear Santana,

The NHDOE Education Surrogate Parent Program has completed the 2005-2006 project year. This program year continued with implementing the strategies developed to strengthen the effectiveness of volunteer recruitment and working with school districts to ensure representation for their students in need. As the project director, I am pleased to have this opportunity to reflect upon our accomplishments, provide a summary of program data, and share upcoming challenges and goals for the NHDOE Education Surrogate Parent Program.

As you are aware, during the 2005-2006 school year the program was level funded at the previous year's reduced program budget. Despite this challenge, all stakeholders worked very hard to ensure a high quality of service in the training and support of Educational Surrogate Parents and their representation of students with educational disabilities.

For more than 12 years the NHDOE Educational Surrogate Parent Program has provided this vital representation and support to NH students with disabilities. The program continues to develop and maintain its strong relationships with program volunteers, NH school districts, the Parent Information Center, and DCYF. We look forward to our continued work with program stakeholders as we strive to continually improve the effectiveness and quality of services and supports for NH children and youth with disabilities.

If you have any questions regarding this summary report, please do not hesitate to contact me. On behalf of SERESC, the Parent Information Center, and the students represented by the program, I am pleased to offer this year end summary.

Sincerely,



Jane Bergeron-Beaulieu  
Project Director  
NHDOE Education Surrogate Parent Program

CC: H. Thalheimer, Executive Director, Parent Information Center  
A. Paradis, Executive Director, SERESC  
S. Porter, Project Assistant, SERESC

**Year End Project Performance Report**  
July 31, 2006

**ENRICH A CHILD'S FUTURE**  
**NHDOE Education**  
**Surrogate Parent Program**  
**FY 2005 - 2006**

The Surrogate Parent Program is committed to ensuring that every child with an educational disability is well represented in school by a caring adult

Submitted by:

Jane Bergeron-Beaulieu, M.ED, Coordinator  
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## NHDOE Educational Surrogate Parent Program Year End Report 2005-2006

### INTRODUCTION

The 2005-2006 school year has concluded and SERESC has completed its 12th year of working collaboratively with the NHDOE and PIC in the oversight and management of the NHDOE Educational Surrogate Parent Program. This year has been a busy one filled with successes for many involved: educational surrogate parents, local education agencies (LEAs) and ultimately for the students with disabilities with an assigned educational surrogate parent representing them in the special education process. The emphasis within the NHDOE Educational Surrogate Parent Program continues to be teamwork and relationship building as we train, certify and appoint volunteers who work with both private and public schools throughout New Hampshire.

At the close of the 2005-2006 program year the NHDOE Educational Surrogate Parent Program worked with close to 300 certified individuals, of which 198 were appointed to one or more NH students. These individuals represent children and youth with disabilities 0- 21 years of age in a critical area of their lives, that of special education. As part of the appointment process, every effort is made to match educational surrogate parents with an eligible child according to geographic location, background and interest/experience of the volunteer. A small number of NH students are placed out of state and the NHDOE Educational Surrogate Parent Program continues to ensure representation of these students. The following table provides additional statistical program information as of June 30, 2006.

### NHDOE EDUCATIONAL SURROGATE PARENT PROGRAM STATISTICS

Number of applications/requests processed during FY '05-06 109 requests  
 Average time to locate and assign an Educational Surrogate Parent 28.7 days

<b>Number of Certified Surrogate Parents in database</b>	<b>298</b>	
Number of these NH Surrogate Parents on "hold"	30	10%
Number remaining "available" Surrogate Parents	268	90%
Number of "available" Surrogate Parents currently <b>assigned</b> to student	198	73%
Number of <b>assigned</b> Surrogate Parents serving one student	149	75%
Number of <b>assigned</b> Surrogate Parents serving two students	37	18%
Number of <b>assigned</b> Surrogate Parents serving 3 or more students	12	7%

County	Students by County		Surrogates by County		Requests from LEAs by County	
Belmont	17	6%	5	3%	7	6%
Cheshire	13	5%	14	7%	3	3%
Carroll	11	4%	6	3%	4	4%
Coos	7	3%	13	7%	8	7%
Grafton	29	11%	51	27%	12	11%
Hillsborough	86	32%	22	12%	43	39%
Merrimack	27	10%	46	24%	8	7%
Rockingham	34	13%	15	8%	13	12%
Stratham	22	8%	5	3%	5	5%
Sullivan	7	3%	6	3%	2	2%
Out of State	12	5%	6	3%	4	4%
<b>Total</b>	<b>265</b>		<b>189</b>		<b>109</b>	

**2005-2006 PARENT INFORMATION CENTER RECRUITMENT AND TRAINING DATA**

The Parent Information Center continues its support and involvement in the NHDOE Educational Surrogate Parent Program through the recruitment of volunteers and through design and implementation of training. This is the second year of implementing new recruitment strategies developed during the 2004-2005 fiscal year. Although the targeted number of Educational Surrogate Parents trained and certified has been reduced due to budget constraints, the Parent Information Center continues to implement focused efforts to locate individuals interested in becoming NHDOE Educational Surrogate Parents. A summary of recruitment and training activities completed by the Parent Information Center is provided below.

**Educational Surrogate Parent Publicity /Recruitment Efforts**

The Parent Information Center was contracted to train and certify 30 NHDOE Educational Surrogate Parents for FY 05-06. During this period the primary focus was to recruit from members of the New Hampshire Child Advocacy Network. The network contains 200 participants who aspire to the mission of aiding New Hampshire’s children. This type of outreach proved very effective. Because of the mission of these participants, the network was receptive to the outreach and helped to promote this program.

Outreach activities consisted of email requests, telephone calls and on-site visits to provide flyers, brochures and training schedules for distribution. Documents related to these efforts are included in the attached appendix.

**Educational Surrogate Parent Program Trainings**

The outcome of all training efforts during this fiscal year resulted in an additional 32 certified volunteers. Three of the five originally scheduled trainings were held statewide during the 2005-2006 program year: one in Concord, one in Somersworth, and one in Nashua; the Claremont and Gorham trainings were canceled and replaced by an additional Concord training. Twenty-two of the twenty-three participants of the full 9 hour training program completed the process and became certified volunteers.

Type of Training	Date of Training	Location	# Trained	# Certified	# certified also Foster Parent
Full 9 Hour Training	Nov. 12 /Dec.17, 2005	Concord	8	8	5 (62%)
Full 9 Hour Training	Nov. 28 / Dec. 5, 2005	Somersworth	2	2	0 (0%)
Full 9 Hour Training	Jan. 14, 2006	Nashua	9	9	4 (44%)
Full 9 Hour Training	Feb. 16 & 22, 2006	Concord	4	3	1 (33%)
<b>Total Volunteers Completed Full 9 Hour Training</b>			<b>23</b>	<b>22</b>	<b>10 (45%)</b>

In addition to the 22 certified individuals shown above 6 of 5 volunteers that attended training during the 2004-2005 program year, completed the volunteer certification process during the 2005-2006 program year. Of these 5 individuals, 3 or 60% were foster parents.

Volunteers from previous year (04-05) completing certification process during 2005-2006 program year	6	5	3 (60%)
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Another five surrogate parent volunteers were recruited, trained and certified through PIC’s Volunteer Advocate Trainings held in the Fall of 2005 and Spring of 2006. In addition to the 50 hours of training completed as a volunteer advocate around special education law and process/ communication/ group dynamics/ family school partnership, volunteers receive additional training specific to the SPP program related to their roles and responsibilities as an SP and James O information.

Volunteers recruited from PIC Advocate Trainings conducted In Fall '05 & Spring '06 in Laconia & Manchester	5	5	0 (0%)
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The results of PIC’s FY 05-06 recruitment/training efforts resulted in a total of 34 volunteers trained, with 32 completing the certification process, of which 40% are foster parents.

## **STAKEHOLDER MEETINGS**

SERESC, the NH Department of Education, Parent Information Center and DCYF attended three stakeholder meetings held between October 2005 and March 2006. These meetings continue to serve as an invaluable resource for support and improvement of the efforts of all program stakeholders by providing an opportunity for the group to exchange information, thereby supporting each other and school districts with much needed technical assistance. Discussions around two specific topics related to IDEA 2004 were also included during these meetings: 1) homeless youth and the appointment of Educational Surrogate Parents and 2) the role of judges in the appointment of Educational Surrogate Parents. As a result of these discussions, the group developed action items to resolve any remaining open issues. Agendas and statistics for the stakeholder meetings are included in the appendix.

## **COMMUNICATIONS, NEWSLETTERS, ETC.**

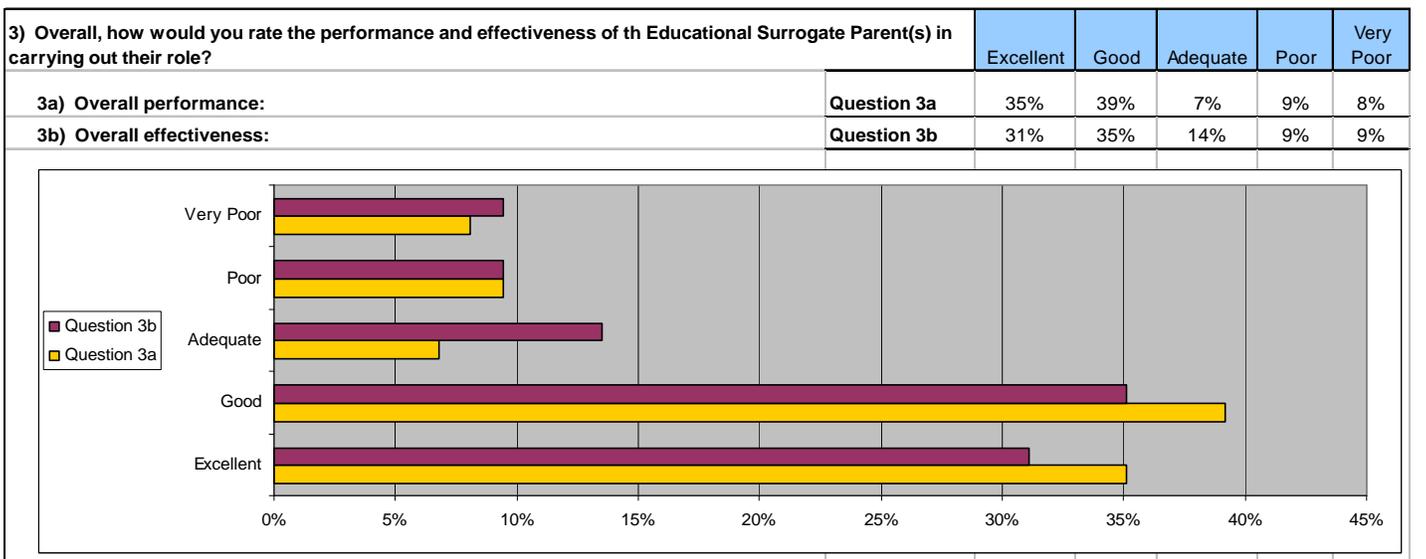
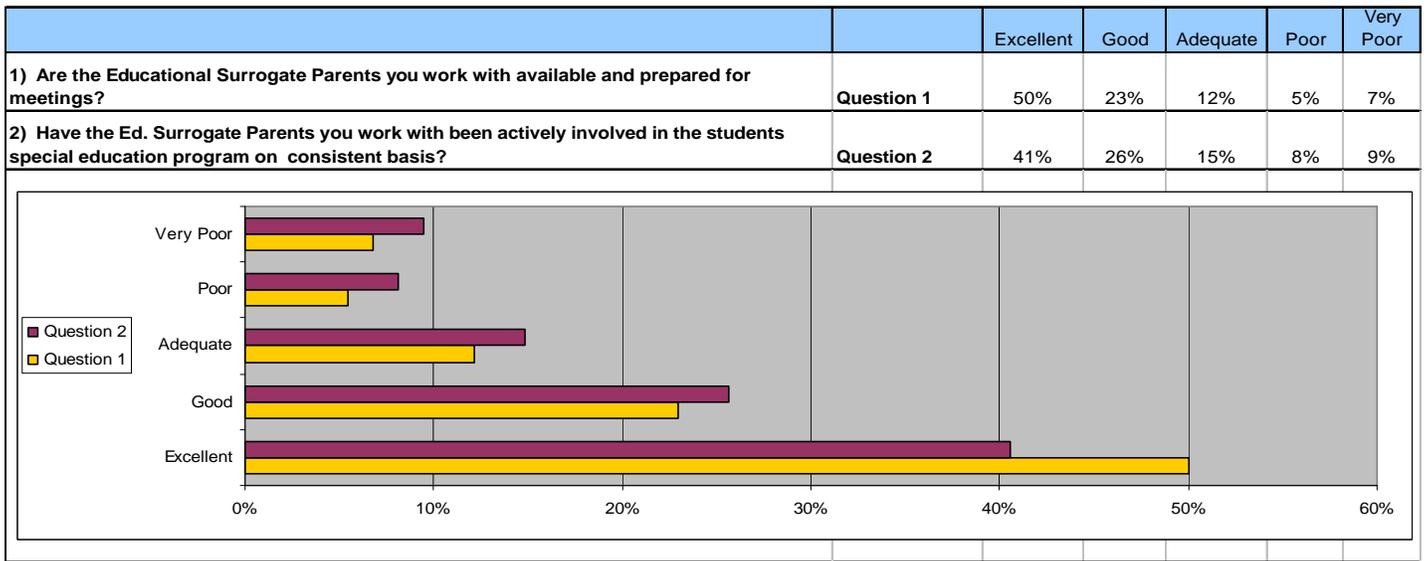
The goal of each newsletter is to provide volunteers with information on upcoming training opportunities, share important information on a key topic and spotlight a volunteer or other individual involved with the program. Three newsletters were sent out during FY 2005-2006: one in November 2005 with a spotlight on one of the DCYF Educational Specialists and information on IEP changes resulting from IDEA 2004, one in March 2006 with information on college planning for students with disabilities, and one in early June 2006 with information regarding transition planning and an introduction of the newest DCYF Educational Specialist. Based on feedback from those receiving our newsletter, the information proves useful to the volunteers and they enjoy the opportunity to “meet” each other through the spotlight section. Communication and assistance was also maintained with DCYF and other agencies to improve the overall effectiveness of the program.

As in previous years, SERESC gathers input from various stakeholders to assist in identifying positive aspects of the program, as well as areas to improve. Annual survey forms were sent to all assigned Educational Surrogate Parents requesting updated information regarding the student(s) they represent, identifying activities they undertook to represent their student in the special education process, and to provide us with input on additional assistance they may require. Due to budget constraints, the program was unable to send annual survey reports to LEA Special Education Directors.

Surveys were mailed to student’s special education case managers to obtain more direct feedback performance and the impact of the NHDOE Educational Surrogate Parents assigned to students. The information requested from special education case managers attempts to gather information related to the surrogate parent’s availability, preparedness and active involvement in the student’s special education process. Budget constraints and the need to focus on the dissemination of information related to IDEA 2004 restricted the opportunity to survey special education case managers during FY 04-05, however this information was gathered during program year ’03-04.

During FY 03-04, 284 surveys were mailed and 59 (21%) were completed and returned, during this fiscal year, 264 surveys were mailed and 74 (28%) were completed and returned. In comparing the information obtained for these two years, special education case managers’ responses appear to indicate a slight downward trend in the performance of NHDOE Education Surrogate Parents. Overall it appears that there may be a need during the training process to reinforce the need for Educational Surrogate Parents to maintain an active and informed role in representing students to whom they have been assigned. Detailed information regarding the data collected and the results are provided in the tables and graphs that follow.

### FY '05-'06 CASE MANAGER SURVEY RESULTS, QUESTIONS 1, 2 AND 3



### COMPARISON OF QUESTIONS 1, 2 AND 3 FOR FY '03-04 AND FY '05-06

	03-04	05-06	03-04	05-06	03-04	05-06	03-04	05-06	03-04	05-06
	excellent	excellent	good	good	adequate	adequate	Poor	Poor	Very Poor	Very Poor
Question 1	47%	50%	22%	23%	17%	12%	7%	5%	0%	7%
Question 2	47%	41%	22%	26%	17%	15%	7%	8%	2%	9%
Question 3a	46%	35%	25%	39%	15%	7%	5%	9%	3%	8%
Question 3b	47%	31%	22%	35%	17%	14%	3%	9%	3%	9%

## COMPARISON OF QUESTIONS 1, 2 AND 3 FOR FY '03-04 AND FY '05-06, Continued

### **Q#1 Are the Educational Surrogate Parents you work with available and prepared for meetings?**

Data seems to indicate a slight increase in rating Educational Surrogate Parents excellent to good at being available and prepared for meetings. Educational Surrogate Parents rated as adequate or poor dropped slightly, but there is a higher increase in rating Educational Surrogate Parents as very poor in this area.

### **Q#2 Have the Educational Surrogate Parents you work with been actively involved in the students special education program on a consistent basis?**

Data seems to indicate a slight decrease in both the excellent and adequate rating in this area and a slight increase in the good rating, while a poor rating stays relatively the same. Again, the very poor rating has increased.

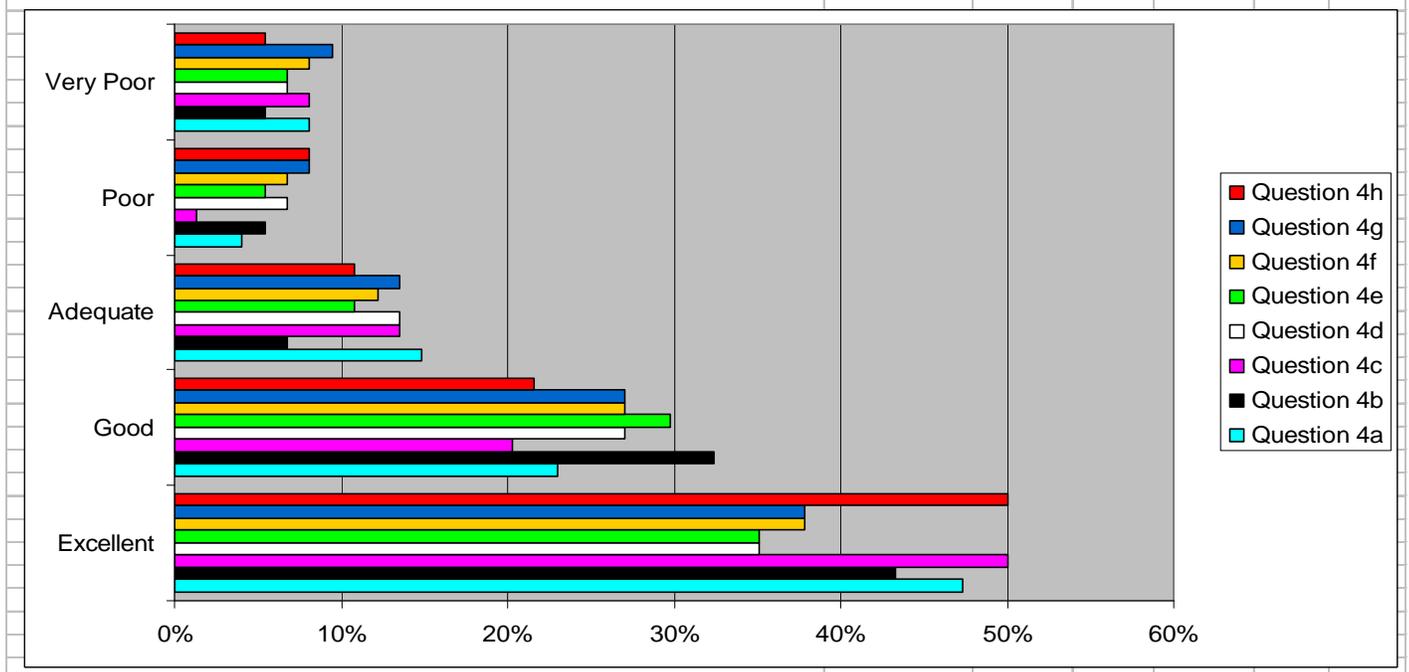
Both results from question 1 and 2 seem to indicate that most Educational Surrogate Parents are rated excellent but that there may be a slight increase in the number of Educational Surrogate Parents not fulfilling this aspect of their role. There may be a need to reinforce Educational Surrogate Parents' understanding of the importance in being actively and consistently involved and prepared for meetings.

### **Q#3 Overall, how would you rate the performance and effectiveness of the Educational Surrogate Parent(s) in carrying out their role? a) Overall performance and b) overall effectiveness**

Data seems to indicate a fairly significant drop from excellent to good; less Educational Surrogate Parents rated as adequate to good, but more that were rated poor or very poor. Again – data seems to indicate the need to provide Educational Surrogate Parents with stronger training and support in fulfilling their role.

## FY '05-'06 CASE MANAGER SURVEY RESULTS, QUESTION 4

4) How would you describe the Educational Surrogate Parent(s) performance in the following areas:		Excellent	Good	Adequate	Poor	Very Poor
4a) Was available & attended all necessary meetings.	Question 4a	47%	23%	15%	4%	8%
4b) Listened to team members' recommendations	Question 4b	43%	32%	7%	5%	5%
4c) Asked appropriate questions regarding the student's special education program.	Question 4c	50%	20%	14%	1%	8%
4d) Shared appropriate information about the student.	Question 4d	35%	27%	14%	7%	7%
4e) Was involved in the development of the student's I.E.P.	Question 4e	35%	30%	11%	5%	7%
4f) Was familiar with the student's educational needs, program and services?	Question 4f	38%	27%	12%	7%	8%
4g) Maintained an open line of communication with others involved in the student's education	Question 4g	38%	27%	14%	8%	9%
4h) Was available to sign all necessary documentation.	Question 4h	50%	22%	11%	8%	5%



## COMPARISON OF QUESTION 4 FOR FY '03-04 AND FY '05-06

	03-04	05-06	03-04	05-06	03-04	05-06	03-04	05-06	03-04	05-06
	excellent	excellent	good	good	adequate	adequate	Poor	Poor	Very Poor	Very Poor
<b>Question 4a</b>	51%	47%	19%	23%	15%	15%	5%	4%	2%	8%
<b>Question 4b</b>	59%	43%	14%	32%	12%	7%	3%	5%	3%	5%
<b>Question 4c</b>	56%	50%	17%	20%	14%	14%	5%	1%	2%	8%
<b>Question 4d</b>	47%	35%	15%	27%	22%	14%	3%	7%	2%	7%
<b>Question 4e</b>	46%	35%	17%	30%	22%	11%	2%	5%	3%	7%
<b>Question 4f</b>	44%	38%	15%	27%	24%	12%	5%	7%	3%	8%
<b>Question 4g</b>	47%	38%	19%	27%	15%	14%	8%	8%	3%	9%
<b>Question 4h</b>	56%	50%	15%	22%	17%	11%	0%	8%	3%	5%

**Q#4 How would you describe the Educational Surrogate Parent(s) performance in the following areas:**

- 4a) Was available & attended all necessary meetings.
- 4b) Listened to team members' recommendations.
- 4c) Asked appropriate questions regarding the student's special education program.
- 4d) Shared appropriate information about the student.
- 4e) Was involved in the development of the student's I.E.P.
- 4f) Was familiar with the student's educational needs, program and services?
- 4g) Maintained an open line of communication with others involved in the student's education.
- 4h) Was available to sign all necessary documentation.

Again the data seems to reflect a shift of more Educational Surrogate Parents moving from an excellent rating down to a rating of good. Educational Surrogate Parents rated as adequate and poor stayed relatively the same, while ratings of very poor again increased.

## COMMENTS FROM FY 05-06 CASE MANAGER SURVEYS

The following two tables contain additional comments provided by case managers completing the annual survey .

<u>Postive Comments</u>									
I had great experiences with my Educational Surrogate Parents.									
The Educational Surrogate Parent went above and beyond for this student. She made herself readily available for anything we needed. She was more than prepared, knowledgeable & professional.									
The Educational Surrogate Parent has done an excellent job. She was easy to work with and added valuable input into the student's educational program.									
The Surrogate Parent listened to team members during meetings, but never met the student. I had to travel to her home on 2 occasions to get signatures.									
The Educational Surrogate Parent has consistently shown knowledge of the student's needs in a compassionate and professional manner. The student is lucky to have the Educational Surrogate Parent in her life.									
I don't know a lot about the program itself, but I can tell you that the Educational Surrogate Parent does an outstanding job and is a pleasure to work with.									
I am almost always able to connect with Educational Surrogate Parent and have experienced no problems while proposing or implementing IEPs for this student.									
The student no longer attends the school, but the Educational Surrogate Parent was wonderful. Her special educational knowledge assisted in facilitating his educational needs. I have recommended her to other school's SEE/PTs.									
I am not sure exactly what the expectations are for surrogates but she is always available for meetings and shows a genuine interest in the student's progress.									
The surrogate has an excellent ability to know when to step back from the student and let the student make informed decisions.									
The student has attended our kindergarten the Surrogate parent has been available to the team whenever needed. She has always been very open & shared information with the team.									
I have been very impressed with the Educational Surrogate Parents I have worked with.									
This was a difficult case and the Ed. Surrogate came in late. She did a nice job of making positive things happen for the student involved.									
The Surrogate Parent always came prepared and very interested in the well being of the student. She asked questions and brought all needed materials.									
The Surrogate Parent arrived at our meetings prepared and if she does not have a document will send it to the Case Manager in a timely manner.									
The Surrogate Parent seemed prepared, asked good questions and seemed to know quite a bit about the student.									
I am interested in knowing how a person is selected to be an Educational Surrogate Parent, what are their qualifications; is there training? In my experience I have worked with some very knowledgeable and professional surrogates and others who were not.									

## COMMENTS FROM FY 05-06 CASE MANAGER SURVEYS, Continued

<u>Not so Positive Comments</u>
Ed. Surrogates may need training in what colleges do for accommodations, i.e. they don't modify curriculum; college is not an entitlement like FAPE.
It would be nice for ESP's to really gain an understanding of how much an emotional disability can impact learning & functioning in children. And when coupled with other co-morbid diagnosis the results can be profound. I think added training & instruction into the psychosocial functioning would be helpful.
We feel the NHDOE & DHHS were not involved this year. Our student needed someone to advocate for her educational needs - school was not supported in her foster home, homework was never handled at home, agenda book was rarely signed, no one ever called the school to ask about the student's progress. Surrogate Parent said nothing during meeting and did not ask questions/did not share.
The Surrogate Parent missed both IEP meetings.
As case manager for client, I have yet to speak to the Ed. Surrogate even though she has been on case for 4 months. She has attended no meetings or made telephone contact with me. She has yet to meet client. In her defense, there have been no educational meetings, but there have been treatment team meetings & administrative case reviews.
This is the student's second surrogate parent. She attended the meetings and signed documents, but appears to know very little about him, his needs of his future.
The Surrogate Parent was not at the annual meeting; information was sent for signature but not returned, IEP mailed and not returned.
When first meeting the Surrogate Parent, they had no idea who the student was as they hadn't received any information yet. I feel there is no communication between the surrogate parent and the student. The person signed all the appropriate papers but only went on hearsay from the meetings.

### **MASTER EDUCATIONAL SURROGATE PARENT PROGRAM**

During the 2002-2003 school year, the NHDOE approved the concept/position of the Master Educational Surrogate Parent. The individuals selected as *Master Surrogate Parents* have extensive experience in the field of education/special education, have demonstrated exceptional communication skills and have the ability to handle conflicts in an effective and positive manner. At present there are five Master Surrogate Parents, located in the following regions of the state: Seacoast, North Country, Southwest, Central, and Southeast. To date, these volunteers have served a total of 31 students, with only 5 assignments still active. As intended when this position was originally created, these assignments are typically short term while a permanent volunteer is located or are needed due to the complexity and high need of the student. As in previous years, this fiscal year began with the continued struggle of finding permanent educational surrogate parents to assume representation of students supported by Master Surrogate Parents; however by the close of the fiscal year, most of the students were assigned new permanent volunteers.

We are optimistic that if we continue to experience positive outcomes as a result of changes to program recruitment efforts, this trend will continue.

### **NHDOE EDUCATIONAL SURROGATE PARENT PROGRAM RECOGNITION PROGRAM**

The FY 2005-2006 recognition component of the NHDOE Educational Surrogate Parent Program was eliminated due to funding reductions, although program staff routinely provides encouragement and recognition to our volunteers for their hard work and dedication. We would welcome the opportunity to reinstitute the formal recognition program in the future.

## **SUGGESTIONS / PROGRAM GOALS**

While this program year has seen significant changes and improvements, all stakeholders in the NHDOE Education Surrogate Parent Program must continually strive for ways to improve the program's effectiveness, thereby providing more outcomes for NH's special education students impacted by this needed support.

- A primary goal in improving the effectiveness of the program is to continually strive to reduce the current average appointment time of 28.7 days to appoint an NHDOE Educational Surrogate Parent for a student requiring support.
  - Appointment time is directly affected by both the number and location of available volunteers. SERESC will continue to provide PIC with information on geographic regions of need to assist them in identifying areas to target for recruitment and training. Program partners must continue to work together to identify and implement effective recruitment strategies and those NH regions most in need of this service.
  - Appointment time is also affected by the LEA's ability to provide complete documented application materials, especially the required documentation regarding the parents unavailability. SERESC will continue to assist LEAs, DCYF and other agencies in identifying and obtaining the required documentation supporting the determination of the parents unavailability.
- It is important to continue to provide updates and information to all NHDOE Educational Surrogate Parents regarding any changes in both state and federal special education laws/regulations. This information is provided to volunteers via the program newsletters, updated materials sent with their appointments and updated materials provided with any new training. In addition, SERESC, PIC and DCYF Educational Specialists continue to provide one-on-one technical assistance to Educational Surrogate Parents, LEA personnel and DCYF child protective service workers. If funding were available, additional support, technical assistance and volunteer connections could be provided through a comprehensive website and listserve.
- In obtaining feedback from program participants, it has become apparent that confusion and misunderstanding exists in regard to the role of the NHDOE Educational Surrogate Parent. While NHDOE Educational Surrogate Parent volunteers and LEA Special Education Directors may have a comprehensive understanding of the Educational Surrogate Parent role, many others involved in the special education process do not. Many volunteers, school and DCYF personnel have requested a brief but comprehensive "letter of introduction" which NHDOE Educational Surrogate Parents can provide to school principals, case managers and other personnel explaining their role and responsibilities in the student's special education process.
- As the availability and access of a wider variety of communication methods has expanded in NH, it may be worth the effort to explore the possibility of providing facilitated volunteer training through the means of video conferencing. This option may prove very effective in training more volunteers with a single training and reducing commuting expenses for the trainers. As a member of GSDLN (Granite State Distance Learning Network), and having the equipment and expertise necessary to implement this type of training, SERESC could work with PIC to investigate the possibility of providing a simultaneous training in both southern and northern NH.

## **CONCLUDING REMARKS**

In closing I wish to recognize everyone involved with the NHDOE Educational Surrogate Parent Program for their accomplishments. We appreciate the hard work and commitment of PIC, NHDOE, DCYF and most importantly the volunteer Educational Surrogates for their unwavering support of students with disabilities throughout New Hampshire.

Respectfully Submitted,



Jane Bergeron-Beaulieu, Administrator  
NH NHDOE Education Surrogate Parent Program

**NHDOE Educational Surrogate Parent Program  
FY 2005-2006  
Year End Project Performance Report**

**APPENDIX**

**A. Quarterly Program Meeting Agendas and Minutes**

- a. October 4, 2005 Meeting
- b. January 5, 2006 Meeting
- c. March 30, 2006 Meeting
- d. June 14, 2006 Meeting - CANCELED

**B. Program Newsletters**

- a. November 23, 2005 Newsletter
- b. March 1, 2006 Newsletter
- c. June 1, 2006 Newsletter

**C. Parent Information Center recruitment & training**

- a. Training brochure
- b. Training calendar
- c. Training statistics and outcomes
- d. Recruitment efforts

**NHDOE Educational Surrogate Parent Program  
FY 2005-2006  
Year End Project Performance Report**

**APPENDIX A**

- A. Quarterly Program Meeting Agendas and Minutes
  - a. October 4, 2005 Meeting
  - b. January 5, 2006 Meeting
  - c. March 30, 2006 Meeting
  - d. June 14, 2006 Meeting - CANCELED



# Surrogate Parent Program Quarterly Meeting

October 4, 2005

## AGENDA

Welcome

Updates from:

**SERESC**

- Questions from Master SP
- Comments from SP Annual Reports



**PIC**

**DCYF**

**Key Issues: Changes due to IDEIA**

**Next Meeting Date**



## QUESTIONS FROM MASTER EDUCATIONAL SURROGATE PARENT

October 4, 2005

1. If a private school is involved, and a child is identified as needing SPED services who pays? What if the child is in DCYF custody? Is there a different rule for children in the care and custody of the state vs. a parent?

*Who pays depends upon how the child got into program. If the LEA placed him/her, the LEA pays. If it's a court placement, DCYF pays room and board; the LEA/DOE are responsible for the ed portion. For kids in religious schools, DCYF pays because LEA's can't spend \$ in a religious school.*

2. With the new rules the school district of record becomes the district where the child attends school, no longer the district where the child originally had residence. Does this change also for DCYF children? Do we follow the old rules that state residence was the key factor? DCYF must still send out change of residency documentation to the original school district of record, does this mean this school district must continue to come to the meetings and be considered the financially responsible district?

*In terms of residency questions, there are several laws which need to be reviewed: RSA 193:12, 193:27-29. If there is a dispute between LEA's about responsibility, I try to assist BUT 193:12 places the responsibility of determining responsible LEA upon the superintendents.*

COMMENTS FROM SURROGATE PARENT ANNUAL REPORTS 10/05

1. How to effectively have school staff contact with information.
2. Report cards & progress reports only sent when I called.
3. DCYF needs to understand the role of the Ed. Surrogate and the importance of sharing information. This is not an “annual” opportunity. It is 180 days. I am not going to be a “needed signature”. I am an advocate. (This situation has really frustrated me.)
4. Getting DCYF to keep me up to date on placement and school changes. I don’t think a lot of DCYF staff members are fully aware of what a surrogate parent does for the child.
5. DCYF did not notify me of administrative review meeting
6. What determines a learning disability or lack thereof? What tests are given to determine LD?
7. Bulleted list of expectations sent once a year to reference obligations.

# NHDOE Educational Surrogate Parent Program

## Quarterly Meeting

January 5, 2006

### AGENDA



- Welcome & Introductions
- Purpose of Meeting
- Updates from:
  - SERESC
    - ▶ Statistics
    - ▶ Case Review - Kaylee T.
    - ▶ Clarification - Foster Parent Process
  - PIC
    - ▶ Statistics
    - ▶ Brochure
    - ▶ Other
  - DCYF
  - NHDOE
  - Next Meeting Date



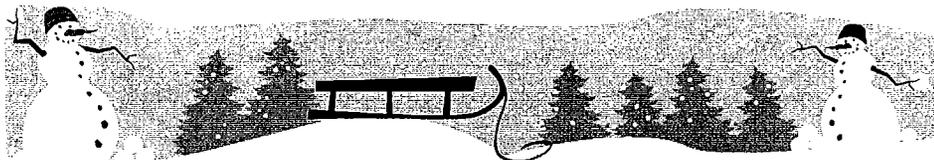


**STATISTICS**  
(for fiscal year beginning 7/1/2005)

<b><u>SURROGATE PARENTS</u></b>	
Certified Surrogate Parents:	314
Surrogate Parents not based in NH:	7
Surrogate Parents on Hold:	28
"Active" Surrogate Parents:	279
Assigned Surrogate Parents:	193
Unassigned Surrogate Parents:	86

<b><u>STUDENTS</u></b>	
Students Assigned a Surrogate Parent	290
Students waiting for Surrogate Parents:	11
Applications in process::	8

<b><u>APPLICATIONS</u></b>	
Applications received and processed since July 1, 2005. (Avg. = ~ 8 per month)	49



# NHDOE Educational Surrogate Parent Program Quarterly Meeting ~ March 30, 2006

## AGENDA



Welcome, Introductions & Purpose of Meeting	9:30 - 9:45
Linda Thistle Elliot Homeless Youth & Appointments	9:45 - 10:15
SP Appointments by Judges Including conference call from Jean Parsons	10:15 - 10:30
Updates from: NHDOE SERESC PIC DCYF	10:30 - 11:15
Other	11:15 - 11:25
Next Meeting Date	11:25 - 11:30





**STATISTICS**  
(for fiscal year beginning 7/1/2005)

<b><u>SURROGATE PARENTS</u></b>	
Certified Surrogate Parents:	<b>336</b>
Surrogate Parents on Hold:	<b>29</b>
"Active" Surrogate Parents:	<b>293</b>
Assigned Surrogate Parents:	<b>207</b>
Unassigned Surrogate Parents:	<b>86</b>

<b><u>STUDENTS</u></b>	
Students Assigned a Surrogate Parent	<b>296</b>
Students waiting for Surrogate Parents:	<b>2</b>
Applications in process:	<b>2</b>

<b><u>APPLICATIONS</u></b>	
Requests received and processed since July 1, 2005. (Avg. = ~ 8.6 per month)	<b>77</b>



**NHDOE Educational Surrogate Parent Program  
Quarterly Meeting ~ March 30, 2006**

**Meeting Notes and Action Items**

**Welcome, Introductions & Purpose of Meeting:** Standing members of SPP team (J Bergeron, Sheryl Porter, Heather Thalheimer, Denise Feeney, Bob Doty) introduced themselves to visiting members Santina and Linda Thistle Elliot. Alan Pardy was unable to attend.

**Linda Thistle Elliot, Homeless Youth & Appointments**

IDEA 2004 components for Surrogate Parents are not finalized. The NDHOE issued memo # 20 on January 6, 2006 to NH special Education Directors indicating regardless of the situation, all requests for an Educational Surrogate Parent need to go through the existing training/appointment process. Discussion regarding district personnel trained/certified to represent homeless youth. Heather T. raised concern regarding teachers being trained as education surrogates and being able to keep the "parent" perspective. Linda T.E. indicated that each district has homeless ed. Liaison; perhaps they would be willing to serve as SP's to children outside of their district. Denise Feeney will obtain their contact information and reach out to this group. Another pool of volunteers might be homeless shelter personnel. Denise Feeney will outreach to this group for interest in training so they are available to serve as SP in emergency situation.

Santina T. raised question of procedure if a Special Ed. Director encounters an unaccompanied homeless youth - should this be reported to DCYF? Per D. Doty; yes they should report this to DCYF. Linda T. E. commented that the student should also be connected with school district homeless youth liaison.

Discussion re: McKinney-Vento Homeless Assistance Act: Students have the right to stay in school of origin; If this is a different district that where student is residing, then the two districts involved share cost of transportation. Question raised: If student moved from school district by parent and parent did not enroll in new school; is district responsible to report this and to whom?? If student is under 16; yes to DCYF or school district.

The law requires 1 homeless youth liaison per school district; some of the larger districts have more than one appointed position. A variety of personnel serve this role, most are generally experienced in the law with training provided on a regular basis.

Homeless youth statistics proved by Linda T.E.: 125 unaccompanied homeless youth were identified as receiving special education services last year. Total reported homeless youth, including children in shelter or with parents as 978. Question if the special education data system track homeless youth? My not be possible as the data reporting requirements the NHDOE passed on to district limited by what OSEP requires.

## SP Appointments by Judges (Including conference call from Jean Parsons)

Teleconference discussion with an Educational Surrogate Parent regarding case where judge appointed the foster parent as the SP even though she was already appointed by the NHDOE. Concern regarding IDEIA , 300.519 Surrogate parents: Section (c) Wards of the State: In the case of a child who is a ward of the State, the surrogate parent alternatively may be appointed by the judge overseeing the child's case, provided that the surrogate meets the requirements in paragraphs (d)(2)(i) and (e) of this section.

Everyone agreed that there may be a need to connect with judges and "educate" them on the existing educational surrogate parent process, the value of the process already in place and request that they use this existing system. Bob D. indicated that there is an administrative office for oversight of judges that also provides advice and recommendations. We could begin with making contact with this office; Bob will assist PIC and the NHDOE in this endeavor.

### Updates from:

NHDOE: Santina T. recommended that it might be beneficial to conduct an Ed. Surrogate presentation to the State advisory committee. She will follow up with Jane B. or Sheryl, who will feedback information to the rest of the group.

SERESC: Sheryl reviewed statistics and the recent improvement in available volunteers to appoint. This improvement has assisted in a reduction in wait time for students, currently 4 applications in process compared to the typical 10-12. Heather T. expressed concern regarding the impact of the reduction in program funds on PIC's ability to train sufficient volunteers. Santina T. requested that PIC provide the information and any request for additional funding in writing for her to review.

PIC: Denise F. provided information on the success of outreach efforts this year. Examples of outreach - mental health centers, churches, area agencies, police dept., social workers, neighbor to neighbor NH. Business outreach has been tougher than anticipated. The current process includes a letter to the business, a follow-up to send materials with offer to do presentation. Volunteer advocate trainings continue to glean some volunteers; the SP program is presented as part of the VA training and offered to the volunteers. Lastly, current volunteers have been referring friends/relatives to the program.

DCY: Bob D. commented on importance for foster parents as SP's to be appointed through the existing system. DHHS is currently interviewing candidates for a second DCYF Educational Consultant (position vacated by R. Madison). The process should be completed in 4-6 weeks. Bob also commented on lack of compatibility of DHHS and Dept. of Ed. data systems and hope that the new spedis system is able to interact with DHHS/DCYF bridges system.

<b>Next Meeting Dates</b>	<b>/</b>	<b>Location at SERESC</b>
June 14 9:30am		September 12 <sup>th</sup> 9:30
		December 12 <sup>th</sup> 9:30

**NHDOE Educational Surrogate Parent Program  
Quarterly Meeting ~ March 30, 2006**

**ACTION ITEMS**

<b>Action</b>	<b>Responsibility</b>
Reach out to LEA homeless education liaison for interest in training so they are available to serve as SPs in emergency situations.	Denise Feeny, PIC
Contact the administrative office for oversight of judges to offer technical assistance/training for judges regarding the special education process as it relates to the appointment of Educational Surrogate Parents.	Bob Doty, DCYF H. Thalheimer, PIC
Santina T. will follow up with Jane B./Sheryl P. regarding possibility of conducting a presentation to the State advisory committee regarding the NHDOE Educational Surrogate Parent Program. Results will be fed back to the rest of the group by Sheryl P.	S. Thibedeau, NDHOE  S. Porter, SERESC
Provide information to S. Thibedeau on the impact of program funding reduction and any request for additional funding in writing.	H. Thalheimer, PIC

**NHDOE Educational Surrogate Parent Program  
FY 2005-2006  
Year End Project Performance Report**

**APPENDIX B**

**B. Program Newsletters**

- a. November 23, 2005 Newsletter
- b. March 1, 2006 Newsletter
- c. June 1, 2006 Newsletter



# NH EDUCATIONAL SURROGATE PARENT PROGRAM NEWSLETTER

## A Welcome Message

Dear Education Surrogate Parents,

It hardly seems possible that the end of the first marking quarter in most schools has arrived and that the Autumn season will soon be a thing of the past. Hopefully you have had some time to enjoy the crisp cool air, the foliage—yes, those lovely leaves that are now beckoning for you to grab your rake! The late fall weekends, frost on the pumpkins and the last signs of Autumn certainly evoke the anticipation and sense of celebrations to come. November brings us football, apple cider, Thanksgiving and the reminder that the holidays are only so many shopping days away.

In this month's newsletter we will focus on critical changes resulting from IDEA (Individuals with Disabilities Education Act) 2004 which affects children with educational disabilities and their families. We will share some tips on changes to the IEP Process, as well as provide some training/information session opportunities that will be available around the state.

Our spotlight in this issue will focus on one of New Hampshire's DCYF Educational Specialists, who will share a different perspective to the NHDOE Educational Surrogate Parent Program.

As always, we hope the information contained on these pages will assist you in your important role as Educational Surrogate Parent. We encourage your feedback and comments, and remember to please feel free to get in touch with us at any time we may be of assistance.

Jane Bergeron-Beaulieu  
Program Director, NHDOE Educational Surrogate Program

Volume 5 Issue 1  
November 23, 2005

### Inside this issue:

Welcome	1
IMPORTANT NOTICE	1
Spotlight On!	2
Training Opportunities	2
Web Sightings	3
Tips for Success	3
Parting Thoughts	4



### IMPORTANT NOTICE

The NH Department of Education provides a pdf (Adobe Acrobat) version of the July 2002 NH Rules for the Education of Children with Disabilities. Go to [www.ed.state.nh/SpecialEd/special1.htm](http://www.ed.state.nh/SpecialEd/special1.htm)

If you don't have access to the internet and would like a copy, please contact Sheryl at (603) 206-6829

"It takes a village to raise a child...  
We are the village and these are our children"



*(Nigerian Proverb)*

## SPOTLIGHT ON: Interview with Bob Doty, DCYF Educational Specialist

We thank Bob for his valuable contribution to our newsletter. Our sincere appreciation to both Bob and his counterpart, Robert Madison, for their support of the many NH students with educational disabilities in state care.



According to national statistics children in foster care are up to five times more likely to have special education needs, and up to 70% of incarcerated youth have educational disabilities. Bob Doty is one of two Educational Specialists acting as a liaison between DCYF, the Juvenile Justice System and the special educational departments of schools. We asked Bob to help us better understand the connections among these agencies providing support to NH Students with Educational Disabilities.

### 1. What is the role of a DCYF Educational Specialist?

As an education specialist I assist DCYF staff with educational questions or issues and act as a liaison between the agency and the special educational departments of school districts. I also have responsibilities to, within the district offices, monitor conformance to certain federal and state special education laws. I also assist in training staff regarding relevant aspects of special education. We monitor and assist with the application for surrogate parent with district office staff.

### 2. What does the state care process look like for students with disabilities who enter the system?

All children who are court ordered into DCYF care have physical and mental evaluations done soon after entry into that system. Children under 3 are referred to Early Intervention services. Schools are notified of any change in placement so that the new school can coordinate with the old school on the student's educational program. Schools, through court orders, are joined as parties to the case and have responsibilities to assess the educational needs of students and report back to the court. State law requires that DCYF staff be invited to all IEP and educational meetings and are part of the IEP team.

### 3. What training do DCYF Caseworkers receive regarding the special education process and the role of NHDOE Educational Surrogate Parents?

My counterpart, Rob Madison, and I provide a full day of training for new staff regarding special education, which includes the role of surrogate parents. Throughout the year we also provide refresher trainings that again covers surrogate parents. These two trainings are mandated by agency policy.

### 4. How can your work support the role of NHDOE Educational Surrogate Parents?

While Surrogate Parents receive training and, in many cases, have first hand knowledge of special education, my being involved in both the state care and special education process on a full time basis provides me with information and experiences that can buttress the work of the surrogate parent. Also, due to DCYF staff responsibilities, they can sometimes be difficult to reach, so I can assist by acting as a contact for Surrogate Parents and obtaining information they might need.

### 5. Can you recommend ways that we can strengthen collaboration between DCYF, schools and NHDOE Educational Surrogate Parents?

As recognized partners in the process, Surrogate Parents need to be treated with professional respect. Additionally, in the true spirit of consideration and partnership for all, I would reply that equal and timely communication is important, including advance notices of meetings.

### 6. Can you identify what you view as the strengths and the challenges of the NHDOE Educational Surrogate Parent Program?

It takes a community effort to assist the children that come into state care as they have needs and challenges to be addressed to become successful adults. Educational Surrogate Parents are part of that community effort and thus strengthens the overall effort. As for challenges, although the NHDOE Educational Surrogate Parent Program Partners have done a good job in recent recruitment efforts, I envision that continuing to find enough volunteers for the number of students in need will continue to be a test of the system. Other needed initiatives will include training to keep up with changes, and, as a goal for us all, maintaining supportive liaisons with all of the various systems.

## Fall Training Opportunities

### Educational Surrogate Parent Program Training

January 14, 2006 Nashua 9:00am-4:00pm

February 4, 2006 Claremont 9:00am-4:00pm

April 8, 2006 Gorham 9:00am-4:00pm



### Parents & Teachers Working Together

January 20, 2006 Hampton 6:30-8:30pm

Contact PIC at 1-800-947-7005 for more information on these trainings

### Applied Behavior Analysis in Educational Settings

December 9, 2005 SERESC 9:00am-3:30pm

### Advance Sensory Diets

January 19, 2006 SERESC 8:30am-2:45pm

### Visual Supports

January 30 & 31, 2006 SERESC 8:00am-3:30pm

### Sensory Diets

February 7, 2006 SERESC 9:00am-2:30pm

Contact SERESC at 603-206-6800 or [www.seresc.net](http://www.seresc.net) for more information on these trainings

## Your 2 Cents



Feel free to send us your comments, suggestions or questions. All ideas are encouraged. Please forward your comments to me at:

Jane Bergeron-Beaulieu  
SERESC  
29 Commerce Drive  
Bedford NH 03110-6835

## Public Input Session—Changes to NH Rules

NH Connections in collaboration with the NH Department of Education Bureau of Special Education, NH Association of Special Education Administrators, State Advisory Committee and the NH Parent Information Center are holding the following regional sessions to help collect community input for the revision of the NH Rules for Special Education.

When	Where	Times
Dec. 5	Kearsarge High School	3:30-5:30, 6:30-8:30
Dec. 8	Gilford Middle School	3:30-5:30, 6:30-8:30
Dec. 14	Merrimack High School	3:30-5:30, 6:30-8:30

FOR MORE INFORMATION CONTACT  
DAWN MARQUIS, NH CONNECTIONS AT

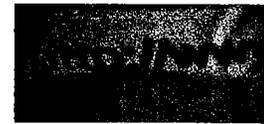
(603)800-947-7005 OR [INFO@NHCONNECTIONS.ORG](mailto:INFO@NHCONNECTIONS.ORG)

"Education is not the  
filling of a pail, but  
the lighting of a fire."

-William Butler Yeats



## WEB SIGHTINGS: Websites you might want to consider visiting



We welcome your suggestions of additional websites we can share with other Educational Surrogate Parents

**parentpals.com** Parent Pals is a special education guide where parents and professionals share information and support to one another as related to special education topics.

**nichcy.org** National Dissemination Center for Children with Disabilities, this site has a wealth of information on disabilities.

**ncset.org** National Center on Secondary Education and Transition (NCSET). This site offers a wealth of information regarding secondary transition planning.

**federalresourcecenter.org** The Federal Resource Center is a nationwide special education technical assistance Network.

### ***Tips for Success:* Information and useful tips to help you in your role as an NHDOE Educational Surrogate Parent**

#### **IEPs and Some Changes Resulting from IDEA 2004 (IDEIA)**

Educators, parents and other team members have written and implemented Individualized Education Plans (IEP's) for children and youth with disabilities for a long time. On July 1, 2005, IDEA 2004 went into effect and we thought it might be helpful to provide you with some tips on writing IEP's that incorporate some of the important changes made by the revised federal law. *Please keep in mind that the state has not completed its changes to the NH Special Education Rules (state laws). We will continue to keep you updated as we obtain new information.*

#### **Ensure that Annual Goals are Comprehensive, Specific and Measurable**

While IDEA 2004 eliminated shortterm objectives and benchmarks for students with disabilities (except for those students participating in alternate assessments), NH Special Education Law still calls for short-term objectives. So, until NH law is revised, you should expect to continue to see short-term objectives. Keep in mind that under IDEA 2004 the IEP **must** include "measurable annual goals including academic and functional goals".

#### **Participation in IEP Meetings**

IDEA 2004 lists the required members of the IEP Team: a parent, a general education teacher, a special educator, an individual who can interpret the instructional implications of evaluations, and an LEA representative. Congress changed IDEA 2004 to allow members of the IEP team to be excused. However, before a team member can be excused, the individual must submit a written report to the IEP team and the parent must provide their consent in writing. As an educational surrogate parent, you do not have to give your consent if you feel that participation of the individual is necessary.

#### **Measuring Progress Toward Annual Goals**

IDEA 2004 still requires the IEP to include a description of how and when the student's progress toward annual goals will be measured. Progress should be measured at least as often as progress is measured for non-disabled peers. Of course, this means as educational surrogate parents, you should be receiving copies of these progress reports.

#### **Transfers Between School Districts**

IDEA 2004 indicates that the same or comparable services described in the IEP and in effect before a child's transfer to a new school district, must be provided by the new school district. These services must continue until the previous IEP is adopted OR a new IEP is developed, adopted and implemented. This is important to be aware of, as many of you represent students who "transfer" to new placements on a frequent basis.

"Dreams  
are goals  
with  
wings"



Robert  
Kriegel

SERESC  
29 Commerce Dr.  
Bedford NH 03110



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Website: [www.seresc.net](http://www.seresc.net)

## Some Parting Thoughts ...

In closing we would like to once again thank each of you for the dedication, time and varied skills you so kindly offer in support of the many New Hampshire children with educational disabilities served by this program. And...in the spirit that the Thanksgiving season provides, we would like to take time for reflection ~ time to be thankful for a respected, celebration of learning. May the holidays bring you and yours abundant health and happiness.

Have a Joyous Thanksgiving Holiday!



Jane Bergeron-Beaulieu

Administrator

NHDOE Educational Surrogate Parent Program

[jbergero@seresc.net](mailto:jbergero@seresc.net)

Sheryl Porter

Program Coordinator

[sporter@seresc.net](mailto:sporter@seresc.net)





# NHDOE EDUCATIONAL SURROGATE PARENT PROGRAM NEWSLETTER

## A Welcome Message

Dear Education Surrogate Parents,

As I know you are keenly aware, winter has finally arrived, in New Hampshire . By now I am sure some of you have already had a little too much of the cold weather, ice, snow and those oh so chilly winds! Soon, we will leave behind February school vacation and start our March vigil of looking for signs that Old Man Winter is loosening his cap... little streams of melting snow, new blossoms, the vibrant colors of crocus, tulips and violets and the long awaited return of the red, red robin bobbing along.



This issue of the NHDOE Educational Surrogate Parent Program Newsletter contains a wide sampling of ideas, tips and updates we hope you will find useful for the upcoming months. We again offer insight and suggestions from a member of our volunteer team and some trainings opportunities throughout New Hampshire.

As a reminder; while we continually strive to make personal connections with all our volunteers, please know that we are always available to offer support and assistance whenever needed. So don't hesitate to get in touch to ask a questions, find a resource or just give us some updates!

We hope you find this newsletter edition to be warm and inspiring.  
So...take a minute to read the news and let us know what you think!



**Jane Bergeron-Beaulieu**  
*Program Director, NHDOE Educational Surrogate Program*

**Volume 5 Issue 2**  
**March 1, 2006**

### Inside this issue:

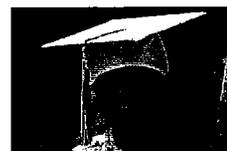
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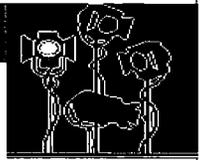
### IMPORTANT NOTICE

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If you don't have access to the internet and would like a copy, please contact Sheryl at (603) 206-6829

**"By learning you will teach;  
by teaching you will learn."** *(Latin Proverb)*





This month it is a pleasure to feature longtime volunteer, Pat Dowey. Pat has been involved with the program for 20 years and has represented many students during that time. We are very grateful for her dedication and skills; and hope you both enjoy and gain insights as Pat shares some of her successes and challenges.

Pat first learned about the program as a special education teacher; two of her students had Educational Surrogate Parents. Her involvement as a program volunteer began with the decision to remain at home after her second child was born. "As a volunteer I was still able to stay in touch with the special education field and the program provided an opportunity to volunteer for a much needed service to children in NH." 20 years later, Pat is still providing that service and much, much more to NH children. Her role as both an Educational Surrogate Parent and Special Education Director provides a wide perspective and invaluable insight. "Participating in special education from the parent side of the process is an invaluable experience. It has also been most rewarding to work with my colleagues in school districts all around NH on behalf of their students!" Regardless of her role, Pat is keenly aware of the importance of maintaining communication with all the agencies and professionals involved in keeping education a priority. "Sometimes a child's other needs compete for attention and decisions regarding health, safety or residency are made which greatly impact the student's education. Other times just the number of people involved in a child's case can be a communication challenge, while other times, team personnel may change; having 2 or 3 new team members can begin a whole new process. One of my surrogate children explained this phenomenon to me from his perspective, "I just have to wait for the shift to change." It is important to become part of the 'whole child' team so you can consider the educational impact of other changes in the child's life and may require a commitment of time to attend other case conferences or hearings."

"I view being a surrogate parent as a community service." There is great joy in educating pre-adoptive parents about special education in anticipation of their assuming the full parental role. (They always ask, Can I still call you? and they do!) There is a saying that summarizes the experience as well as any (paraphrased, I'm sure you know it) ~ In a hundred years it will not matter what kind of car you drove or how much money you had, but the world may be a little better because you were important in the life of a child. It is absolutely rewarding to hear 'Pomp and Circumstance', or receive notice of an adoption, diploma or GED! Also, seeing the joy on the face of an 18-year-old who is signing his/her own educational paperwork (and deciding to stay in school past the 'magic' age.)

Pat's other interests include art, museums and exhibits of all kinds. She also teaches for the Education and Training Partnership on topics related to children with disabilities and special education for foster and pre-adoptive parents, and residential caregivers. Technology is also an expanding interest. Last year, she designed and taught a course in Special Education Law for Granite State College using a WebCT format. Pat & her husband, Jim, have been married for thirty years and are blessed with a wonderful, growing family.

## Training Opportunities

<b>Educational Surrogate Parent Training</b>	April 8, Gorham
<b>Steps in NH Special Ed. Process</b>	March 8, Rochester or April 8, Gorham
<b>504 vs IDEA, What's the Difference?</b>	March 15, Rochester
<b>IEP Clinic</b>	March 9, Plymouth or March 22, Rochester NH

Please contact the Parent Information Center at 1-800 947-7005 to register or visit [www.picnh.org](http://www.picnh.org) to learn more.

### **"So LD doesn't mean Lazy and Dumb?"**

Learn about the real challenges for students with learning disabilities

April 4, Seacoast Mental Health Center, [Call \(603\) 431-6703 for more information](tel:6034316703)

### **NH Family Support Conference**

Attendance fee applies, scholarships may be available—contact your local area agency or the above 800 number for more information

May 5, 6 & 7 Sheraton Nashua Hotel, [Call 1-800-852-3345 x 3345 or 5033](tel:18008523345)

### **Special Education Conference with Richard Lavoie,**

Prominent, national speaker & writer in the field of learning disabilities

May 19, Nashua Rivier College, [Call \(603\) 897-8273 for more information](tel:6038978273)

## Your 2 Cents



Feel free to send us your comments, suggestions or questions. All ideas are encouraged. Please forward your comments to me at:

**Jane Bergeron-Beaulieu**  
**SERESC**  
**29 Commerce Drive**  
**Bedford NH 03110-6835**

**"I cannot teach anybody anything, I can only make them think."**

-Socrates



## WEB SIGHTINGS:

Websites you might want to consider visiting.  
We welcome your suggestions of other websites we can share



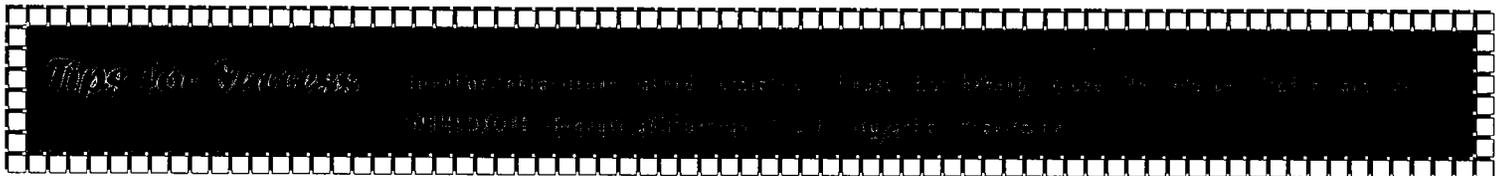
[www.nhedlaw.com](http://www.nhedlaw.com) Resources and information about education law to help NH parents, educators and other professionals understand legal requirements and meet student needs.

[www.ed.gov/about/offices/list/oct/transition.html](http://www.ed.gov/about/offices/list/oct/transition.html) US Dept. of Education site with information for students with disabilities planning for college.

[www.seriweb.com](http://www.seriweb.com) A collection of Internet accessible Special Education Information & Resources

[www.nhptv.org/Kn/vs/speced.htm](http://www.nhptv.org/Kn/vs/speced.htm) NH Public Television Knowledge Network's offerings on Special Education

[www.nhchallenge.org](http://www.nhchallenge.org) The New Hampshire Challenge is a quarterly publication which disseminates in-depth information on disability issues from a family perspective



Recently we have received many inquiries regarding college planning for students with disabilities at the high school level considering postsecondary schooling. Below are some tips to assist you and your student for this great adventure:

- It is never too early to begin the college discussion. These conversations may need to happen many times, in a variety of meetings and during different activities.
- The IEP and transition plan should provide for an early determination of postsecondary goals agreeable to all concerned. Things to consider include coursework, curriculum, time sequence and necessary supports.
- At an IEP meeting ask high school staff for their suggestion of which postsecondary option (e.g. technical school, community college, 4 year college) would be best to consider.
- Work with the student's high school teachers and support staff to ensure that the IEP contains a transition plan and activities that will prepare the student for college.
- Assist the IEP team, the guidance department and the student in researching colleges; specifically the admission process and requirements for students with disabilities.
- If the college requires entrance test results such as the SAT, make certain the student participates and that testing accommodations are made as outlined in the student's IEP.
- Ensure that the student you represent learns to use appropriate accommodations in areas which may be challenging in college, such as test taking, note taking, registration, written language, working in groups, meeting deadlines, staying organized and utilization of technology as necessary.
- Encourage visits to colleges, develop a list of questions to ask and have the student meet staff and current students.
- Remember that a student with a disability has the responsibility to notify the college that he/she has a disability and needs services. This is where a "Summary of Performance", (SOP) will be helpful. The college has the responsibility to provide effective accommodations so that all students have a fair opportunity for access and success.
- While there are very few disability specific grants or scholarships available for postsecondary education, the financial aid office in any college is the main source of assistance for all students.

*"In the middle of every  
difficulty lies opportunity"*  
Albert Einstein



As many more colleges are seeking and admitting students with educational disabilities, it is more important than ever to provide assistance to students as they begin to think about and seek a good match for their postsecondary schooling. While these tips are not meant to be all-inclusive, hopefully they provide a starting point for you and your student to begin thinking about post secondary education.

SERESC  
29 Commerce Dr.  
Bedford NH 03110



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Website: [www.seresc.net](http://www.seresc.net)

## Some Parting Thoughts ...

This can be a very busy time for many students as they bring closure to this school year, look forward to year end activities and begin planning for the next school year. Through it all, please remember that you, as NHDOE Educational Surrogate Parents are a powerful force in the educational decisions made for the children you represent. Each of you are recognized for your efforts, skills and dedication to the students you represent. The guidance and expertise you provide as a team member is of vital importance. Together we will continue to succeed in providing quality services to children and youth with disabilities.



Please feel free to call us anytime you have questions, concerns or comments.  
Stay Warm !

**Jane Bergeron-Beaulieu**

Administrator

NHDOE Educational Surrogate Parent Program

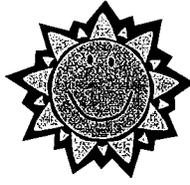
[jbergero@seresc.net](mailto:jbergero@seresc.net)

**Sheryl Porter**

Program Coordinator

[sporter@seresc.net](mailto:sporter@seresc.net)





# NHDOE EDUCATIONAL SURROGATE PARENT PROGRAM NEWSLETTER

## A Welcome Message

Dear Educational Surrogate Parents,

Spring continues to show itself in New Hampshire through the emerging tender leaves on the trees, and the unfolding of ferns on the forest floor, not to mention the rain, floods and unexpected weather mother nature has delivered. As the flowers continue to bud, and we find a scattering of lilies, lilacs, and violets, it reminds us that summer is just around the corner. And, as summer beckons, many students are uneasy about the changes that lay ahead, specifically the end of the school year, and wondering what lies ahead for the fall. In this issue of the Educational Surrogate Parent newsletter we are focusing on the end of the school year and the transition planning that occurs for students in looking ahead to the upcoming school year. As always, we have a wide sampling of ideas, tips and updates to share with you.

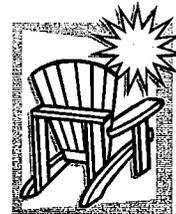


In keeping with our goal to make personal connections with our volunteers, we continue to encourage you to contact us with any questions, concerns or if you need any support. And...of course...we are always more than happy to hear your many success stories! While most of you are undoubtedly looking forward to summer, probably cleaning those grills, making vacation plans and looking forward to some rest and relaxation, it is our intent to provide you with some "must do's" before the school year ends.

We hope this edition of the Educational Surrogate Parent Newsletter will be informative and useful. So...please take a few minutes to read the news and let us know what you think!

**Jane Bergeron-Beaulieu**

**Program Director, NHDOE Educational Surrogate Program**



Volume 5 Issue 3  
June 1, 2006

### Inside this issue:

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## Join us in welcoming Angela Keef, newest DCYF Education Specialist

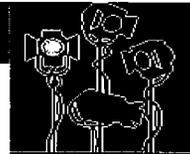
The role of the DCYF Education Specialist is to support DCYF and Juvenile Services staff regarding educational issues, including assuring compliance of the two agencies to certain special education laws. They also act as a liaison to LEA special education departments and the NHDOE; and offer valuable assistance to Educational Surrogate Parents, families and community.

Angela holds a Master's Degree in Special Education, has worked as the Education Coordinator at the Midway Shelter in Manchester, as well as an Education Advocate and other related work experiences. Her catchment area is Manchester, Concord, Keene, Claremont, Berlin and Littleton and she can be contacted at 271-0532 or via e-mail at [akeef@dhhs.state.nh.us](mailto:akeef@dhhs.state.nh.us).

Bob Doty, NH's other Education Specialist, holds a Master's Degree in Education, has worked for DCYF for more than 15 years and served as a school board member for seven years. Bob can be reached at 1-800-821-0326 ext 8326 and or via e-mail at [bdoty@dhhs.state.nh.us](mailto:bdoty@dhhs.state.nh.us).

## SPOTLIGHT ON:

## Susan Peterson



This spotlight features a very active volunteer who assists many of our infants and toddlers, as well as school age children. Susan Peterson has been involved in the program since 1999, after learning about it through the Parent Information Center and from parents of children with disabilities.

Susan's decision to become an Educational Surrogate Parent was sparked by the realization that parents are generally the best advocates for their children, and she wondered what happened to those children without an available parent. "In learning about the NHDOE Educational Surrogate Parent Program, I found that the program served the needs of those children; that I DID have enough time to be a volunteer and I would be supported by SERESC, PIC and the NHDOE if I needed help."

Susan's commitment to finding the time to be a volunteer is reflected by the 13 children she has supported since becoming certified. The majority of these children have been infants and toddlers. "I especially enjoy being involved with those children and their families because they are so new to the early supports and services (ESS) program, and there is so much collaboration between the service providers and the families and children. Infants and toddlers change so fast that even the smallest accomplishment can be seen. The older children I have worked with have helped ME. Often they are able to tell me where they think they need better support and my work with them becomes a partnership. I have also been fortunate that many families continue to send me updates about their children even when I am no longer the educational surrogate.

"The amount of time it takes to be an Educational Surrogate Parent isn't much. I participated in two training sessions, the 2<sup>nd</sup> of which allowed me to work with infants and toddlers. Additionally, it isn't necessary to have comprehensive knowledge of the early supports and services or special education system. Training is provided at an easily understood but comprehensive level and support is available anytime I have a question or need help. With each new child I learn about the disability just as the parent would need to."

Susan also echoed another concern that many of our volunteers experienced when deciding to become involved. "Some say they are concerned they will become too attached to the children they represent, but I have not found that to be the case. The children I have been involved with have been placed with wonderful families and my attachment to them is similar to a teacher's attachment to his/her classroom."

"The highlights of being a SP are numerous; it's wonderful to be informed my services are no longer needed because a child has progressed to the point of not requiring special services, or they have been adopted and the parents are now assuming the role of educational advocate for their child. The most challenging part would probably be when all the education plans need to be reviewed at the same time! I must admit this hasn't happened often and rescheduling so they are spaced out has never been a problem."

Susan has been involved with children and teachers for many years and has been involved with parent groups and other organizations associated with the community and churches. "My children are grown and when not traveling to visit them I enjoy the opportunity to be with children for whom I might make at least a small difference." ***And for that we are grateful!***

### Training Opportunities

Visual Communication Supports: Make It & Take It  
Jul 2006 - Feb 2007 SERESC ~ Bedford NH

6 hands-on labs providing materials on communication disorders  
For more information: [www.seresc.net/events](http://www.seresc.net/events)

NH's 8th Annual Autism Summer Institute  
Aug 14, 15 & 16, 2006 UNH ~ Durham NH

3 day conference on Autism Spectrum Disorders by UNH/IOD  
For more information: [www.iod.unh.edu](http://www.iod.unh.edu)

Steps in the Special Education Process  
The IEP Clinic/Effective Communication

June 24th  
June 24th

10:30 am—12:30 pm  
1:00 pm—3:00 pm

Claremont  
Claremont

For more information contact the Parent Information Center at 1-800-947-7005

### Your 2 Cents



Feel free to send us your comments, suggestions or questions. All ideas are encouraged. Please forward your comments to me at:

Jane Bergeron-Beaulieu  
SERESC  
29 Commerce Drive  
Bedford NH 03110-6835

**"The beautiful thing  
about learning is that  
no one can take it  
away."**

(BB King)



## WEB SIGHTINGS:

Websites you might want to consider visiting.  
We welcome your suggestions of other websites we can share



[WrightsLaw.com](http://WrightsLaw.com)      [WrightsLaw Special Education and Advocacy](#)

This site contains thousands of articles, cases, resources about special education

[napsce.org](http://napsce.org)      [National Association of Parents with Children in Special Education](#)

This site contains information on Exceptional Children and Disabilities

[www.nichcy.org](http://www.nichcy.org)      [National Dissemination Center for Children with Disabilities](#)

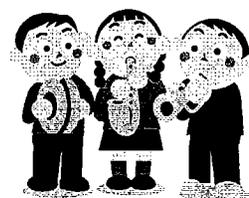
This site is a national resource for information on disabilities in infants, toddlers, children, and youth, IDEA, No Child Left Behind (as it relates to children with disabilities), and research-based information on effective educational practices.



As the school year is quickly coming to an end, we encourage you to take the opportunity to talk with teachers and your student(s) about how to best handle end-of-the-year anxiety and transition planning for next school year. To help in that endeavor, we offer the following "sagely advice":

- If at all possible, communicate with next year's teacher/special education case manager. Start early in making immediate connections with the new/receiving teacher for the child you represent, and make certain you know who the case manager will be.
- Don't be afraid to call the school to learn the essential information regarding teacher and student/teacher assignments to help in working toward smooth transitions for the child you represent.
- Be prepared with a list of questions that you might have for the new teacher/case manager.
- Provide a historic perspective of the child for the new teacher
- Develop a "built-in" partnership with the new teacher(s) from the very start of the school year. Provide contact information for yourself, indicate the need to be informed of all issues related to special education, including progress, discipline and other issues related to student progress.
- Set the tone...be positive...and indicate high expectations for the student you represent.
- From the very start, open the lines of communication. Create a welcoming, safe atmosphere and show an interest in the school and the child's program.
- Be visible and vigilant...actions speak louder than words. Express an interest and commitment to the child's success. Keep abreast of the child's progress; don't slack off or the child you represent just might!
- Don't forget to keep SERESC informed of any and all changes that might be happening with relocation/transfer of students and any challenges you might be facing.

"Every student can learn,  
just not on the same day,  
or in the same way".  
*George Evansten*

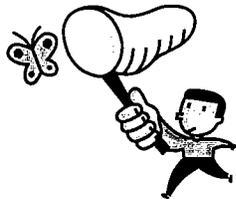


SERESC  
29 Commerce Dr.  
Bedford NH 03110



Phone: 603-206-6800  
Fax: 603-434-3891  
Email: [jbergero@seresc.net](mailto:jbergero@seresc.net)  
Website: [www.seresc.net](http://www.seresc.net)

## Some Parting Thoughts ...



As we end this school year and look forward to welcoming the summer season, we hope you have discovered many new things and you have been able to see success and growth in the student(s) you represent. In addition, we hope the students and educational communities with which you are involved have supported and inspired you. On behalf of the Educational Surrogate Parent Program, we again thank each of you for both your time and support. We wish you a summertime filled with the joy of spending time with family and friends! Stay well...

Jane Bergeron-Beaulieu

Administrator

NHDOE Educational Surrogate Parent Program

[jbergero@seresc.net](mailto:jbergero@seresc.net)

Sheryl Porter

Program Coordinator

[sporter@seresc.net](mailto:sporter@seresc.net)



[www.ed.state.nh.us](http://www.ed.state.nh.us)

[www.seresc.net](http://www.seresc.net)

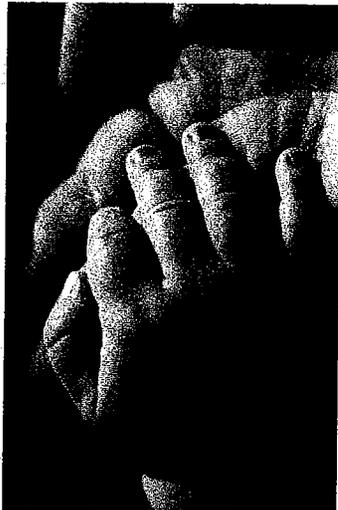
[www.parentinformationcenter.org](http://www.parentinformationcenter.org)

**NHDOE Educational Surrogate Parent Program  
FY 2005-2006  
Year End Project Performance Report**

**APPENDIX C**

- C. Parent Information Center recruitment & training
  - a. Training brochure
  - b. Training calendar
  - c. Training statistics and outcomes
  - d. Recruitment efforts

*You Can Make A  
Difference*



The Enrich A Child's Future program is committed to ensuring that every child with an educational disability is well represented in the special education process by a caring adult.

The Parent Information Center (PIC) is a recognized leader in building strong family/school partnerships. PIC provides information, support and educational programs for parents, family members, educators and the community. PIC is a pioneer in promoting effective parent involvement in the special education process.

SERESC is proud to work as partners with the NH Department of Education and PIC in the oversight and management of this program. PIC recruits and trains volunteers. SERESC works with the NH DOE school districts and PIC to assign and support volunteers who have completed the training.

*To Volunteer Contact:*

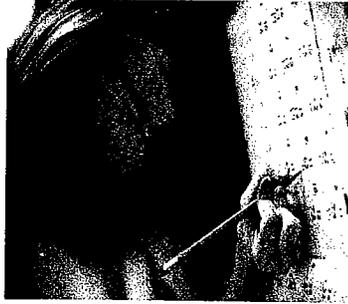


P. O. Box 2405  
Concord, NH 03302-2405

Visit SERESC at  
[www.seresc.net](http://www.seresc.net)

*You Can Make A  
Difference*

**ENRICH A CHILD'S FUTURE**



*Ordinary Citizens  
Making An  
Extraordinary  
Difference*

NH Department of Education  
Program in Collaboration with  
the Parent Information Center  
and SERESC

*Enrich a Child's Future program is looking for caring individuals who are committed to children and understand the importance of education.*



### *Would You like to make a difference in the life of a child with an educational disability?*

Volunteers are urgently needed to represent the needs of children at special education team meetings. Volunteers represent children who are wards of the state and are not responsible for any financial costs or direct care of the child.

Enrich A Child's Future volunteers work with a child's school as part of the special education team to represent the child's interests.

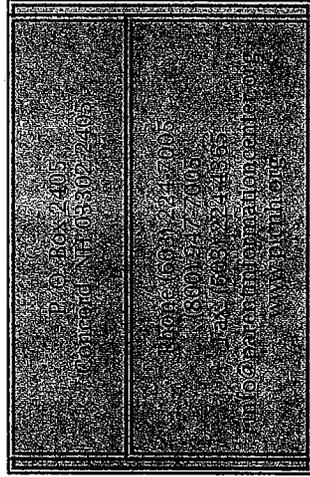
### *Benefits of participating in Enrich a Child's Future:*



- ⇒ Knowing that dedicating a small amount of time will make a significant difference in the life of a child
- ⇒ Being part of a child's school success
- ⇒ Satisfaction in knowing you contributed to a team effort to develop a child's potential

### *How Do I Volunteer?*

- ⇒ Fill out an application that includes a background check
- ⇒ Participate in PIC's free training on the special education process and related topics



**Enrich a Child's Future is NH's Educational  
Surrogate Parent Program  
For more information contact the Parent Information Center**

# MAKE A DIFFERENCE

**FREE WORKSHOP**

## ENRICH A CHILD'S FUTURE



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*Would you like to make a difference in the life of a child with an educational disability?*

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### FREE TRAININGS TO BE HELD

November 12, 2005	Concord	9:00 am to 4:00 pm
December 17, 2005	Concord	9:00 am to 4:00 pm
November 28 & December 5, 2005	Somersworth	5:30 pm to 9:00 pm
January 14, 2006	Nashua	9:00 am to 4:00 pm
February 4, 2006	Claremont	CANCELED
February 16 & February 22, 2006	Concord	5:30 pm to 9:00 pm
April 8, 2006	Gorham	CANCELED

Enrich a Child's Future is NH's Educational Surrogate Parent Program. For more information and to attend this free training, please contact Denise Feeney at The Parent Information Center 1-800-947-7005

***Educational Surrogate Parent Program Participants for Project Year 2005/2006as of June 20, 2006***

Date Trained	Name Address	Telephone Number(s)/ e-mail address	Test Score	Date Certified	Notes
<b>Follow-up contact with 6 people trained prior to 7/1/04 resulted in 5 certified. (Not reported previously)</b>					
5/6 & 5/23/05	Cheryl Manning 5 Whitetail La Chester, NH 03036	887-6563	91%	7/30/05	foster
5/24 & 5/26/05	Elizabeth Bleau 49 Ash St. Nashua, NH 03060	5949483			Attended part 1 needs to make up part 2
6/18/05	Mark Potvil 171 Middle Rd Brentwood, NH	772 8034	95 ½%	7/30/05	foster
6/18/05	Brenda Marotta 171 Middle St. Brentwood, NH	772 8034	99%	7/30/05	foster
6/18/05	Pearl Vichon 18 High St. Rochester, NH	332 1205	78%	7/30/05	
5/6 & 5/23	Mariann Richardson 22 King St. Nashua, NH	883 4201 5664309	88%	7/30/05	
<b>Training on 11/12 &amp; 12/17, 2/16 in Concord resulted in 12 persons trained and 11 certified</b>					
11/12	Marlaina Lipman PO Box 11 Wentworth, NH 03282	764-9319	93 ½%	12/19/05	foster
11/12	Katie Brunk 100 Monument Rd. Richmond, NH 03470	239-8914	96%	12/19/05	Foster
11/12	Lisa De Rapentigny 1507 River Rd Manchester, NH 03104	647-3023 305-0244	93 ½%	12/19/05	foster
11/12	Lauren LaVoie PO Box 803 Moultonborough, NH 03254	253-3095	83 ½%	12/19/05	foster
11/12	Trista Collins 26 Shepard Ave. Salem, NH 03079	890-6863	81%	12/19/05	
12/17	Megan Henry 23 Ridge Rd. Farmington, NH 03835	859-6971 767-0419	84%	2/28/06	foster
12/17	Laura Bonk PO Box 194 Suncook, NH 03275	485-9720	90%	1/4/06	
12/17	Audrey Wellspeak 148 Meadow View Rd. Ringe, NH 03461	969-4298	90%	3/6/06	
2/16-2/22	Jessica Brungot 376 Mountain Rd. Gilmanton Iron Works, NH	364-2534	92%	2/28/06	
2/16-2/22	Michael Pinard 32 Jacob Ave. Hookset, NH	622-2793	98%	2/28/06	foster
2/16-2/22	Dave Collins 26 shepard Ave Salem, NH	890-6863	92%	2/28/06	
2/16-2/22	Anna Salvatore 60 Hawthorne Village Rd. Nashua, NH	888-0807			Waiting for test to be returned
<b>Training on 11/28 &amp; 12/5 in Somersworth resulted in 2 persons trained and 2 certified</b>					
12/5	Marylou Beaver 21 Hillcrest Dr. Rochester, NH 03867	332-4739 742-7637W	99%	12/19/05	
12/5	Jennifer Fortuna 8 Paradise Dr. Rochester, NH 03867	335-5442	98%	12/19/05	

***Educational Surrogate Parent Program Participants for Project Year 2005/2006as of June 20, 2006***

<b>Training on 1/14/06 in Nashua resulted in 9 persons trained and 9 certified</b>					
1/14	Susan Cambria 49 Dunlap Dr. Bedford, NH 03110	471-9196	99%	1/24/06	
1/14/06	Katherine Hanna 32 Oleson Rd. Derry, NH	434-1834	94%	1/24/06	
1/14/06	Christine Cambray 423 Jamestown Rd Belmont, NH 03220	527-0327	99%	1/24/06	
1/14/06	Deb Shaw 39 Cedar Dr. Chester, NH	483-3020	95%	1/24/06	
1/14/06	Joseph Grenier 32 Woodward Dr. Milford, NH	673-8035	90%	1/24/06	foster
1/14/06	Melissa Thomson 28 Windover Ln. Merrimack, NH 03054	429-2805	88%	1/25/06	foster
1/14/06	Eric Meyers 117 Old wilton Rd. New Ipswich, NH 03071	878-0553	891/2%	2/28/06	foster
1/14/06	Kendra Cox 27 Georgetown DR. Milford, NH 03055	249-9337	89%	1/25/06	foster
1/14/06	Robin Goodrich 8 Sunrise Farm Ln. #2 Enfield, NH 03748	632-5645	98%	1/25/06	
<b>VA Training Fall 05/spring 06 Laconia resulted in 5 persons trained and 5 certified</b>					
Fall 05	Denise Roberge Pellttier 98 Mountain Rd. Gilmanton Iron Works, NH	364-2627 <a href="mailto:niecienee@msn.com">niecienee@msn.com</a>	100%	1/24/06	
Fall 05	Judy Williams 150 North shore Rd. Derry, NH 03038	216-1152 303-6643	100%	1/24/06	
Fall 05	Cathie Partridge White 5 Kevin Rd. Nashua, 03062	888-6340	98%	1/24/06	
Fall 05	Heidi Donovan 81 Mile Hill Rd. Belmont ,NH 03220	520-6778	98%	1/24/06	
Spring 06	Linda Bruni 15 Homestead Rd Amhurst, NH 03031	673 1995	100%	6/08/06	

**Educational Surrogate Parent Program Participants for Project Year 2005/2006as of June 20, 2006**

<b>Training Summary</b>			
<u>Date of Training</u>	<u>Location</u>	<u># Trained</u>	<u># Certified</u>
Prior to 7/1/05	Follow-up to prior trainings	6	5
11/12&12/15 2/16-2/22	Concord	12	11
11/28	Somersworth	2	2
Fall/ spring Volunteer Advocate	Laconia/ Manchester	5	5
1/14/06	Nashua	9	9
<b>Total</b>	training sessions/series	<b>34</b>	<b>32</b>

**APPLICANTS**

Name/Address	Telephone/ e-mail	Refs Sent/Rcd	Training Finished	Test/ Score	Willing -ness	Addendum Completed	Criminal Forms	Notes
<b>People who have been sent applications, but have not yet returned them:</b>								
Name/Address	Telephone/ e-mail	Refs Sent/Rcd	Training Finished	Test/ Score	Willing- ness	Addendm completed	Criminal Forms	Notes
<b>Do not train at this time (trainer concerns):</b>								

When certifying someone send paperwork to:

<b>SERESC:</b> <ul style="list-style-type: none"> <li>▪ Application</li> <li>▪ References</li> <li>▪ Addendum</li> <li>▪ Original willingness</li> <li>▪ Copy of certificate</li> <li>▪ Copy of corrected test</li> <li>▪ [with each set given, send updated list of SPPs]</li> </ul>	<b>Surrogate Parent</b> <ul style="list-style-type: none"> <li>▪ Congratulations letter</li> <li>▪ Original certificate</li> <li>▪ Original corrected test</li> <li>▪ Copy of willingness</li> </ul>
	<b>PIC processes:</b> <ul style="list-style-type: none"> <li>▪ Criminal background form</li> <li>▪ Fingerprint form</li> </ul>

Surrogate Parent certificate is on: shared drive/certificates/SPP certificate

Hi Sheryl,

I contacted each member of Childrens Alliance. There are 32 pages of members. You can print the list if you need it at [www.childrennh.org/nhean-partners.ph](http://www.childrennh.org/nhean-partners.ph)

I am attaching an email sample, I also used telephone and postal service. Once contacted many participants sent out emails and list serve postings.

We also took brochures to all of our workshops and spoke about the S.P.P program.

Take Care,  
Denise

## Denise Feeney

---

**From:** Denise Feeney [dfeeney@parentinformationcenter.org]  
**Sent:** Tuesday, June 20, 2006 2:49 PM  
**To:** 'info@childrennh.org'  
**Subject:** volunteer opportunity

I am outreach coordinator for Parent Information Center in Concord. We are partners to the Children's Alliance. I am trying to get the word out about our Educational Surrogate Parent Training. This is a free training PIC offers at different parts of the state in order to provide trained volunteers to represent children who do not have parents to represent them in the Special Education Process.

I am sending you some information in the body of this email, as well as an attachment with a schedule of trainings. If you could help get the word out by email / newsletter article and/ or posting the flyer, it would be great! Please use whatever works best for you.

Please call or email if you have any questions. I appreciate your help in getting out the word for this worthwhile program. Many thanks, Denise Feeney

### ENRICH A CHILD'S FUTURE

Dedicating a small amount of your time can make a significant difference in the life of a child. Volunteers are urgently needed to represent the needs of children in the special education process. "Enrich a Child's Future Program" funded by the NH Department of Education (NH Surrogate Parent Program) is looking for caring individuals statewide who are committed to children and understand the importance of education.

As a volunteer you represent a child who is a ward of the state regarding educational decisions in the development and monitoring of the IEP. You are not responsible for any financial costs or direct care of the child.



SPP Training  
Flyer.doc

Free training is provided around the state by The Parent Information Center and your time commitment is usually not more than 20 hours a year. For more information and to join this worthwhile program, please call Denise Feeney at PIC 1800-947-7005 or 224-7005 ext. 15 or email [dfeeney@parentinformationcenter.org](mailto:dfeeney@parentinformationcenter.org)  
<<<mailto:dfeeney@parentinformationcenter.org>>>

# Parent Information Center's PARENT CONNECTION



## What's New At The Parent Information Center

PIC is pleased to announce a grant award on October 1, 2005 from the US Department of Education to continue our work as NH's Parent Training & Information Center (PTI), promoting educational success for all children.

The PTI project assists parents in understanding their children's disabilities and the impact of disabilities on learning.

Through PTI's educational workshops parents can better understand the special education process and how they can contribute

to the development of their child's IEP. PTI supports parents and schools in building strong family-school-community partnerships.

Over the next five years, PIC will be working closely with youth and young adults with disabilities to support them to participate in their own secondary transition planning and prepare for life after high school.

We are excited to begin this new grant cycle and look forward to working together with the families, schools and organizations that share in this important work.

## Help Your Child Succeed in School

Your child's organizational skills may improve by using of some of the following strategies:

- Graphic organizers
- Semantic maps/Inspiration software
- Story webs: a brainstorming visual to expand & organize thoughts about the assignment
- Mnemonic strategies such as: C.O.P.S. (capitalization, overall appearance, punctuation, spelling) or SO3R-survey, questions, read, recite, review (a reading comprehension strategy to help identify important information from textbooks & literature efficiently)

- Editing checklists
- Time management: a time sheet for afternoon/evenings for study/homework completion
- Test taking strategies
- Note taking strategies: Cornell-5: record, reduce, recite, reflect, review

For more information and examples of these strategies and others visit:  
[www.sdcoe.k12.ca.us/score](http://www.sdcoe.k12.ca.us/score)  
[www.graphic.org](http://www.graphic.org)  
[www.inspiration.com](http://www.inspiration.com)

Please visit our website @ [www.picnh.org](http://www.picnh.org) for a listing of our FREE workshops

## Why I Became A Volunteer Advocate ...

by Janice Wiers

I initially took the volunteer advocate training because I was experiencing difficulties gaining supports from my son's school. I was frustrated, worried and even angry. I wanted to know the special education laws so I could fight for what my child deserved. I was building walls against a system I felt should have been doing the right things for my son.

*"PIC helped me chisel away at these emotions..."*

While these feelings were valid, they were also one sided and misguided in many ways. The training I received from PIC helped me chisel away at these emotions, enabling me to get to the root of the problem and to begin to solve the issues at hand. It was not easy work learning the laws, giving up time on a weekly basis to attend the classes, and changing my mindset, but it was worth every minute.

Over time, I began to see that my complaints were valid, but my emotions were getting in the way of obtaining a good IEP. With the assistance of my instructors, I learned effective

ways to leave some of the emotionalism out of the meetings. I learned patience. I learned I wasn't alone. I learned I COULD make a difference. I learned I was stronger than I initially thought. I learned the laws, and I learned where and when to apply various strategies.

The education I received from PIC is invaluable. It has helped me get my son an appropriate education and it's helped me do the same for others. It feels good when things go right, and when they go wrong, it feels good to know I have the stamina to continue the "good fight."

As I said at the beginning, I initially took the VA training because I was experiencing difficulties gaining supports from my son's school. In retrospect, I think what I was really looking for was validation, respect and education and I got those things and so much more. I would highly recommend this training! It has been one my most rewarding experiences.

# Become a Volunteer Advocate

Are You Concerned About Your Child's Educational Success?

Would you like to learn more about:

- The special education process
- How to work effectively with your child's IEP team
- Strategies to support your child's success in school?



Would you be willing to share the information you learn with other parents?

PIC's Volunteer Advocate Training Program is a free 12 week (48 hour) course for parents and professionals who want to support parents who have a child with a disability. Participants also learn more about how to be an effective advocate for their own child. The next class will be scheduled in the spring.

*For more information and to apply, contact Denise Feeney at The Parent Information Center (800) 947-7005 or [dfeeney@parentinformationcenter.org](mailto:dfeeney@parentinformationcenter.org) or apply online at [www.picnh.org](http://www.picnh.org)*



## Riding The Bus With My Sister



*The true story of two sisters, Rachel and Beth Simon, and one year that changed their lives...*

Rachel Simon was a workaholic. When she was not teaching her college class or

holding private tutoring sessions, you could find her writing her next article for the Philadelphia Inquirer or scribbling down notes for a novel.

Her sister Beth was the total opposite. Beth was a "free spirited woman with mental retardation." She wore flip flops and sandals in 40 degree weather; she wrote letters to everyone, signing them cool Beth; and instead of working she road the city buses every day.

When Beth invites Rachel to ride the bus with her for just one day, Rachel agrees to go, and steps

into a whole new world; Beth's world. Rachel's eyes are opened to the persecution that Beth receives every day from the bus community and to other trials she faces regularly. Rachel also notices the kindness and acceptance of some bus drivers and other passengers, who have become Beth's family.

At the end of the day, when Beth dares Rachel to ride the bus for a whole year, Rachel cannot resist the challenge. She does not realize it is a journey that will change her view on life, people and family forever.

Riding the Bus with My Sister is a *must read* that reminds us all that a little patience and love can go a long way. Our hectic lives can become so busy, we forget to take pleasure in simple things and just slow down and enjoy the ride.

~Sasha  
10th Grader



Have a question about your IEP? Have a question about special education? Need some help advocating for yourself? Ask the self-advocate... email your questions to [jcunha@parentinformationcenter.org](mailto:jcunha@parentinformationcenter.org)



# Thinking About College?

Check out [www.collegeboard.com](http://www.collegeboard.com)

You can practice SAT questions, find out about financial aid and search for colleges that best suit your future goals

Would you like to contribute an article to the youth section of our newsletter or do you know someone else that might like to? Contact Jen Cunha @ (800) 947-7005 or [jcunha@parentinformationcenter.org](mailto:jcunha@parentinformationcenter.org)




# More Youth Scoop



## What Is An Accommodation & Why Does My IEP Say I Need One?

Put simply, an accommodation is a support or service that helps you to learn, work or show what you know on a test. The accommodations you need are listed in your IEP or 504 plan.

### Is it fair that I get accommodations and other students don't?

Yes!! An accommodation doesn't give you an advantage. It is designed to level the playing field and give you an equal opportunity to succeed in school. An accommodation is based on your specific learning challenges and needs.

For example, if you have a learning disability and it takes a long time for you to put your thoughts on paper you may get extended time for taking tests. If you have a reading disability you may be able to have books on tape. You may also be allowed to use a tape recorder or have access to someone else's class notes. You should become familiar with the accommodations in your IEP. Is there some accommodation that you think you need? Is there one listed that you don't need? Share this information with your team. After all, it is your IEP.

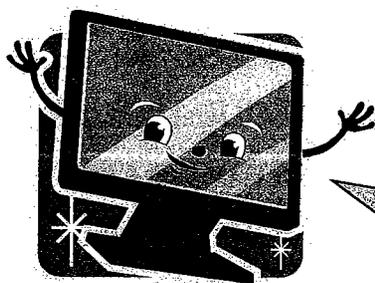
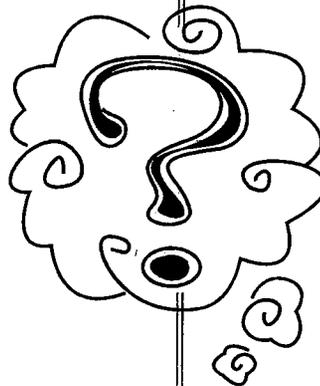
### What happens if I don't get an accommodation

that I should have?

Speak up! The teacher may have forgotten. They have a ton of things to think about. Make sure you're respectful though. Talk to the teacher in private about your missing accommodation. If you still aren't receiving your accommodation, speak with your case manager or someone who can help you advocate for yourself.

### Will I get to use accommodations after high school?

You may be entitled to accommodations in college or at work, but it will be your responsibility to ask for them. The Americans with Disabilities Act (ADA) gives you the right to receive reasonable accommodations in the work place if you let your employer know about your disability and any accommodations you may need. In college or a training program, you can also receive certain accommodations. However, these accommodations may be different from the ones you can get in high school. The first step is figuring out how to describe your disability and the accommodations you need in a short and simple manner.



Check out these websites:

[www.hcd.org/livingwithld/teens/home.cfm](http://www.hcd.org/livingwithld/teens/home.cfm)

[www.youthhood.org](http://www.youthhood.org)

[www.mapping-your-future.org/features/mascs/index.htm](http://www.mapping-your-future.org/features/mascs/index.htm)

[www.ivkasa.org](http://www.ivkasa.org)

[www.jonathanmooney.com](http://www.jonathanmooney.com)



# FREE WORKSHOP ENRICH A CHILD'S FUTURE

*Volunteer 20 Hours A Year And Make A Difference In The  
Life Of A Child With An Educational Disability*

Volunteers are urgently needed to represent the needs of children at special education team meetings. Volunteers represent children who are wards of the state and are not responsible for any financial costs or direct care of the child. Enrich a Child's Future volunteers work with a child's school as part of the special education team to represent the child's interests.

The Enrich a Child's Future program is committed to ensuring that every child with an educational disability is well represented in the special education process by a caring adult.

*Free Trainings To Be Held:*

November 12, 2005	Concord	9:00 am to 4:00 pm
Nov. 28 & December 5, 2005	Somerset	5:30 pm to 9:00 pm
January 14, 2006	Nashua	9:00 am to 4:00 pm
February 4, 2006	Claremont	9:00 am to 4:00 pm
April 8, 2006	Gorham	9:00 am to 4:00 pm

*For more information and to attend any one of these free trainings, please contact Denise Feeney  
(800) 947-7005 or [dfeeney@parentinformationcenter.org](mailto:dfeeney@parentinformationcenter.org)*

## Your Child Has Been Diagnosed With A Disability...Now What Do You Do?

When a family first learns that their child has a disability, the wave of feelings that follows can be overwhelming. Knowing where to turn, what questions to ask and how to begin are areas that can seem confusing and are often full of anxiety.

NH Connection's South Central Regional Network members identified the need for a clear and concise brochure that could provide families with information and resources. The brochure is intended to help families gain solid, knowledgeable connections to

receive the help needed to guide them and their child.

The information is basic to all disabilities and we will be distributing the brochure to hospitals, pediatricians' offices, schools, libraries and any other areas where it may be helpful.

The network has been working diligently on this project for the past 6 months. We are pleased to announce that it is now available to families and others.

There are many, many resources to be found in our

state and beyond but if parents and families do not know where and how to start, these resources may go untapped.

This brochure will help families find and open the door!

For more information about the south Central Regional Network or to obtain a copy of this new brochure,

please contact

Martha Horton, Facilitator  
South Central Regional  
at (603) 848-4223 or by  
calling PIC @  
(800) 947-7005.



## Supporting Successful Early Childhood Transitions (SSECT)

PIC is pleased to announce a new grant award to Support Successful Early Childhood Transitions (SSECT). This is part of a larger state plan to look at improving transition for young children.

In NH, infants and toddlers with disabilities or children at risk for a disability receive supports and services through Family-Centered Early Supports and Services (ESS). When a child turns three, they transition to the school district to receive special education and related services.

The goal of SSECT is to ensure that children do not fall between the cracks as they transition from one service delivery system to another. The project will work to ensure every child who needs an Individual Education Plan (IEP) has one in place by their third birthday.

Some at-risk children and children with disabilities who receive services through ESS do

not qualify for special education. All children regardless of whether they receive special education or not are linked to community resources.

SSECT will be working with families, ESS, preschools and communities to provide information and a broad range of professional development that can assist those involved in the lives of young children as they transition to preschool special education.

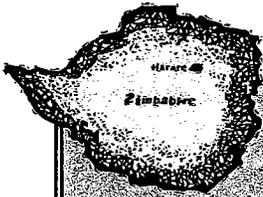
PIC is excited to be fostering successful learning experiences for all children.

For more information about SSECT, please contact Michelle Lewis, Project Coordinator at (800) 947-7005 or by email:

[mlewis@parentinformationcenter.org](mailto:mlewis@parentinformationcenter.org).

SSECT is funded by the NH Department of Education, and the NH Dept. of Health & Human Services, Bureau of Developmental Services

# From Zimbabwe to PIC



Thandi Tshabangu Soki came to the U.S. five years ago from her native country of Zimbabwe. Thandi worked in social work, community development and women's law and health research in her country. Thandi was offered a scholarship to complete a masters program in the U.S.

Although Thandi is married with three children, she had to come to the U.S. on her own with her three sons joining her later. Thandi has lived in NH for two years.

As Thandi continued her studies at Southern NH

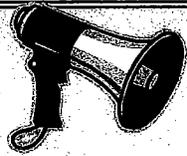
University, she applied for an internship at PIC. Thandi has been working with PIC over the past few months. She has been an invaluable resource for us as she reaches out to immigrant communities to spread the word about PIC and the services that we offer.

Thandi shared how working with PIC has enabled her to reach out to many different immigrant communities. She has been able to learn first hand what their most pressing needs are. For example, many immigrant families have difficulty with homework. Parents may not know how to help or do not

have a sufficient grasp of the English language. Parents working third shift are not at home in the evening to help. Other parents expressed they do not understand the way the school system operates in the U.S.

With the help of Thandi's feedback from community meetings and focus groups, PIC is developing informal informational sessions to assist families who are new to NH.

## Many Thanks Thandi



# Your Voice Counts

The Federal special education law, IDEA 2004 has been reauthorized and the regulations will soon be finalized. It's **YOUR TURN** to share what you think the NH Rules for the Education of Children with Disabilities should look like!

NH Connections and the NH Association of Special Education Administrators (NHASEA) are pleased to co-sponsor upcoming REGIONAL forums to provide:

- An opportunity to share your thoughts on what works in your region and what you would like to see maintained or changed in the NH Rules;
- Time to network with others from your region
- Resources on the special education process

*Each region is unique and your voice counts!*

Families, school representatives, community agency representatives and the general public are invited to attend these forums. Remaining scheduled forums:

Date	City/Town	Location	Times	Snow Date
November 30th	Exeter	Lincoln Street School	3:30-5:30 pm 6:30-8:30 pm	
December 5th	North Sutton	Kearsarge High School	3:30-5:30 pm 6:30-8:30 pm	Dec. 6th
December 8th	Gilford	Middle School	3:30-5:30 pm 6:30-8:30 pm	
December 14th	Merrimack	High School	3:30-5:30 pm 6:30-8:30 pm	Dec. 15th

For more information, please contact Dawn Marquis at (800) 947-7005 or [info@nhconnections.org](mailto:info@nhconnections.org). Refreshments will be provided. Limited mileage and childcare available on a first come, first serve basis. More information can also be found on our website: [www.nhconnections.org](http://www.nhconnections.org)

## New Parent Support in NH

Do you ever feel alone, frustrated or overwhelmed as a parent? Do you ever wish you had someone to talk to when you are having "one of those days?" Would you like ideas and suggestions on how to handle different issues with your children? If so, then we have a place for you! PIC has partnered with Parents Anonymous to start support groups in NH.

What is Parents Anonymous? It is a support group for parents. Parents Anonymous supports and promotes parent leadership and a teamwork

approach in supporting each other as we raise our children. It is a time to share our struggles, celebrate our accomplishments, offer encouragement and learn different parenting skills and strategies.

We currently have a group that meets in Pittsfield and are preparing to start a new Hispanic group in Manchester. For more information and meeting times, please call (800) 947-7005.

Interested in getting a group started near you? Please give us a call!



**Thanks to all of our  
Volunteers for all they  
are accomplishing!!**

# Thank You

PIC would like to recognize its numerous volunteers and all their accomplishments:

- Providing parent to parent support
- Providing the parent perspective on state & local committees
- Scrap-booking PIC's history
- Outreaching to underserved communities
- Fundraising
- Marketing our Volunteer Advocate training

*If you or anyone you know would like to volunteer for a very worth non-profit organization, please contact our office at 1-800-947-7005.*

NH Coalition for Citizens With  
Disabilities Inc. dba  
The Parent Information Center

P. O. Box 2405  
Concord, NH 03302-2405  
Phone: (603) 224-7005  
(800) 947-7005  
Fax: (603) 224-4365

For more information about our  
organization, email  
[picinfo@parentinformationcenter.org](mailto:picinfo@parentinformationcenter.org)

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